



North Lakes | STATE COLLEGE

2019

Curriculum Handbook

Year 11

TABLE OF CONTENTS

INTRODUCTION	3
GENERAL SUBJECTS	3
APPLIED SUBJECTS	3
VOCATIONAL EDUCATION AND TRAINING (VET)	3
TAFE AND OTHER EXTERNAL REGISTERED TRAINING ORGANISATIONS	4
QCAA SENIOR SYLLABUSES	7
ENGLISH	8
LITERATURE	9
ENGLISH AS AN ADDITIONAL LANGUAGE	10
ESSENTIAL ENGLISH	11
GENERAL MATHEMATICS	12
MATHEMATICAL METHODS	13
SPECIALIST MATHEMATICS	14
ESSENTIAL MATHEMATICS	15
BIOLOGY	16
CHEMISTRY	17
PHYSICS	18
EARTH & ENVIRONMENTAL SCIENCE	19
ENGINEERING	20
AQUATIC PRACTICES	21
ANCIENT HISTORY	23
GEOGRAPHY	24
(10283NAT) CERTIFICATE IV IN CRIME AND JUSTICE	29
DANCE	30
DRAMA	31
MUSIC	32
VISUAL ART	33
VISUAL ARTS IN PRACTICE	34
HEALTH	35
PHYSICAL EDUCATION	36
(SIS30315) CERTIFICATE III IN FITNESS	39
(SIS20213) CERTIFICATE II IN OUTDOOR RECREATION	41
ITALIAN	43
DIGITAL SOLUTIONS	44
INFORMATION & COMMUNICATION TECHNOLOGY	45
(CUA31015) CERTIFICATE III SCREEN & MEDIA	46
BUSINESS	47
ECONOMICS	48
ACCOUNTING	49
BUSINESS STUDIES	50
(BSB30415) CERTIFICATE III IN BUSINESS ADMINISTRATION	51
(SIT30116) CERTIFICATE III IN TOURISM	52
DESIGN	53
FOOD & NUTRITION	54
FURNISHING SKILLS	55
(SIT20316) CERTIFICATE II IN HOSPITALITY	56
(SIT30616) CERTIFICATE III IN HOSPITALITY	57
(SIT20416) CERTIFICATE II IN KITCHEN OPERATIONS	58
(MEM20413) CERTIFICATE II IN ENGINEERING PATHWAYS	59
(CHC30113) CERTIFICATE III IN EARLY CHILDHOOD & CARE	60
SIGNATURE DANCE	62
SIGNATURE GOLF	62
SIGNATURE BASKETBALL	63
SIGNATURE RUGBY	63

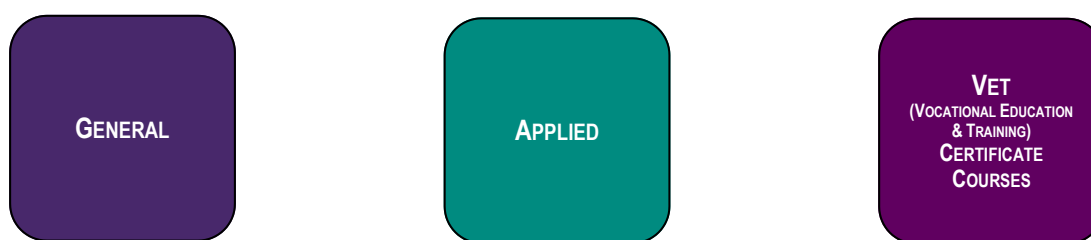
INTRODUCTION

Students entering Year 11 need to begin making some very important decisions about their future. Many will be contemplating university, others will consider entering the workforce, enrolling in full-time vocational courses or pursuing an apprenticeship. North Lakes State College has a proud tradition of working with students and their families to achieve the very best academic outcomes for students and their chosen pathway. This booklet is designed to provide students and their families with an overview of study options and pathways available to senior students at this school.

The senior subject syllabuses delivered at North Lakes State College include General Subjects, Applied Subjects and Vocational Educational Training (VET) courses (Certificate courses). Results in General, Applied and VET subjects contribute to the award of a Queensland Certificate of Education (QCE) and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Regardless of whether students intend to pursue an ATAR or Vocational pathway, all subjects and courses offered at North Lakes State College contribute towards a QCE.

North Lakes State College offers three categories of subjects to students in Year 11 and Year 12.



GENERAL SUBJECTS

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.

- These subjects are clearly labelled throughout this book with a **General Senior Subject** header.
- These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered state-wide in Queensland secondary schools and colleges.
- Some General subjects may be taken in Year 11 without prior study of similar subjects. However, Year 10 is the start of the Senior Phase of Learning and introduces students to key concepts and skills required for success in Year 11 and Year 12, therefore it is recommended in some subjects that students have commenced prior learning in Year 10.

APPLIED SUBJECTS

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. These subjects are clearly labelled throughout this book with an **Applied Senior Subject** header.

- Applied subjects are those devised from QCAA developed Syllabus documents. Achievements in these subjects are recorded on the Senior Statement.
- Applied subjects emphasise practical skills and knowledge relevant to specific industries.
- An Applied subject result *may* contribute to an ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

- North Lakes State College is registered to deliver some nationally recognised VET qualifications.
- North Lakes State College has also partnered with some external Registered Training Organisations (RTOs) to deliver VET courses at school during school time.
- Student achievement in accredited VET qualifications is based on industry-endorsed competency standards and recorded on student Senior Statements. QCE credit points can be awarded for successful completion of a VET qualification or partial completion. The Australian Qualifications Framework (AQF) is the national policy that regulates VET qualifications in Australian Education and Training. Some students may apply for Recognised Prior Learning (RPL) from completed VET qualifications/competencies to give advanced standing towards a traineeship or apprenticeship and/or credit on entry to higher level courses at TAFE institutes and other Registered Training Organisations.

TAFE AND OTHER EXTERNAL REGISTERED TRAINING ORGANISATIONS (RTO) PROVIDER CERTIFICATE COURSES

- Vocational Pathway students may choose to study a VET qualification delivered by TAFE or other external RTO providers while they are enrolled at North Lakes State College.
- VET courses run on a designated day of the week as negotiated by the school with TAFE and other RTO providers. Students will be required to attend their external course for the duration of this day. Students are responsible for their own transport to and from their course.
- Students enrolling in these courses are considered external VET students and therefore are required to meet all personal and assessment expectations as set out by TAFE or other RTO providers. Students will also be required to pay their materials fee directly to TAFE or other RTO providers before commencing the course.
- When students attend the TAFE or other RTO provider campuses they have the opportunity to access specialised industry specific equipment.
- Some TAFE and other RTO provider course fees are subsidised by Government funding. Most students are eligible to complete One (1) VETiS funded Certificate II or Certificate III qualification at TAFE or other Registered Training Organisation. One (1) User-Choice funding is available for School-based Apprentices/Trainees. **Please note that funding arrangements for courses and qualifications are annually reviewed by the Federal Government. Therefore, fees and funding arrangements are subject to change without notice.**
- Students who do not demonstrate satisfactory attendance/progress in their program of study at school will have their enrolments cancelled without refund or reimbursement of external course fees.
- Vocational pathways students must abide by TAFE or external RTO's policies and procedures specified in that organisation's student handbook particularly concerning behaviour, absence and assessment. North Lakes State College will work with external providers regarding performance feedback and student absences.
- North Lakes State College is not responsible for external provider student enrolments, cancellations, attendance, complaints, fees or results. All enquiries should be made directly to the external provider.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations. 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 one Applied subject **or**
- best results in a combination of four General subject results plus one Certificate III or higher VET qualification.

ENGLISH REQUIREMENT

- Eligibility for an ATAR will require satisfactory completion of one of: English, Essential English, English as an Additional Language or Literature.
- 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.

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 **and**
- 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.

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.

In addition to literacy, numeracy and 21st century skills, 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.

REMEMBER that an ATAR is dependent on how well a student achieves in their subjects. Students need to choose subjects which they enjoy, are motivated to learn in, and in which they have the best chance of doing well.

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.

Unit 1 and Unit 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Unit 1 and Unit 2 are studied as a pair. Assessment in Unit 1 and Unit 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Unit 1 and Unit 2 before starting Unit 3 and Unit 4.

Unit 3 and Unit 4 consolidate student learning. Assessment in Unit 3 and Unit 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, Unit 3 and Unit 4 of the General course of study.

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

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

GENERAL SYLLABUS ASSESSMENT

Unit 1 and Unit 2 Assessments

Schools decide the sequence, scope and scale of assessments for Unit 1 and Unit 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 Unit 1 and Unit 2. Unit 1 and Unit 2 assessment outcomes provide feedback to students on their progress in the course of study.

Unit 3 and Unit 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 Unit 3 and Unit 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, this 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.

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 SYLLABUSES STRUCTURE

The syllabus structure consists of a course overview and assessment. Applied syllabuses are developmental four-unit courses of study.

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

Unit 3 and Unit 4 consolidate student learning. Results from assessment in applied subjects contribute to the award of a QCE and results from Unit 3 and Unit 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.

APPLIED SYLLABUSES ASSESSMENT

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

Assessments in Unit 1 and Unit 2 should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Unit 3 and Unit 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 Unit 3 and Unit 4 that count towards 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 Unit 3 and Unit 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.

SHORT COURSES

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.

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.

Short Courses are delivered in Literacy and Numeracy to students with an identified need.

QCAA SENIOR SYLLABUSES

[HYPERLINKS TO PATHWAY OPTIONS ON EACH DEPARTMENT](#)

ENGLISH

GENERAL

English
Literature
English as an Additional Language

APPLIED

Essential Language

MATHEMATICS

GENERAL

Mathematical Methods
Specialist Mathematics
General Mathematics

APPLIED

Essential Mathematics

SCIENCE

GENERAL

Biology
Chemistry
Physics
Earth & environmental Science
Engineering

APPLIED

Aquatic Practices

HUMANITIES

GENERAL

Modern History
Ancient History
Geography
Legal Studies

APPLIED

Social & Community Studies

VET

(10283NAT) Certificate IV in Crime & Justice

THE ARTS

GENERAL

Dance
Drama
Visual Arts
Music

APPLIED

Visual Arts in Practice

HEALTH & PHYSICAL EDUCATION

GENERAL

Health
Physical Education

APPLIED

Sport & Recreation

VET

(SIS30315) Certificate III in Fitness
(SIS20213) Certificate II in Outdoor Recreation

LANGUAGES

GENERAL

Italian

ICT

GENERAL

Digital Solutions

APPLIED

Information & Communication Technology

VET

(CUA31015) Certificate III Screen & Media

BUSINESS

GENERAL

Accounting
Business
Economics

APPLIED

Business Studies

VET

(BSB30415) Certificate III in Business Administration

(SIT30116) Certificate III in Tourism

TECHNOLOGY

GENERAL

Design
Food & Nutrition

APPLIED

Furnishing Skills

VET

(SIT20316) Certificate II in Hospitality
(SIT30616) Certificate III in Hospitality
(SIT20416) Certificate II in Kitchen Operations
(MEM20413) Certificate II in Engineering Pathways
(CHC30113) Certificate II in Early Childhood & Care

ENGLISH

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Perspectives and texts <ul style="list-style-type: none"> • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> • 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 	Textual connections <ul style="list-style-type: none"> • 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 	Close study of literary texts <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

LITERATURE

GENERAL SENIOR SUBJECT

GENERAL

Literature focuses on the study of 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 literary texts.

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Texts and culture <ul style="list-style-type: none"> • Ways literary texts connect with each other - genre, concepts and contexts • Ways literary texts connect with each other — style and Structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, Structure and subject matter • Creating analytical and imaginative texts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination - analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response - imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response - imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination - analytical written response	25%

ENGLISH AS AN ADDITIONAL LANGUAGE

GENERAL SENIOR SUBJECT

GENERAL

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

PATHWAYS

A course of study in English as an Additional Language promotes not only language and literacy skills, but also 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.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Language, text and culture <ul style="list-style-type: none"> • Examining and shaping representations of culture in texts • Responding to a variety of media and literary texts • Creating analytical and persuasive texts 	Perspectives in texts <ul style="list-style-type: none"> • Examining and shaping perspectives in texts • Responding to literary texts, including a focus on Australian texts • Creating imaginative and analytical texts 	Issues, ideas and attitudes <ul style="list-style-type: none"> • Exploring representations of issues, ideas and attitudes in texts • Responding to literary and persuasive texts • Creating analytical and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination – analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response – imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): • Extended response – persuasive written response	25%	Summative external assessment (EA): • Examination – analytical extended response	25%

ESSENTIAL ENGLISH

APPLIED SENIOR SUBJECT

APPLIED

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.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

GENERAL MATHEMATICS

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

MATHEMATICAL METHODS

GENERAL SENIOR SUBJECT

GENERAL

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.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SPECIALIST MATHEMATICS

GENERAL SENIOR SUBJECT

GENERAL

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 practising 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

STRUCTURE

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> • 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 3		UNIT 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

ESSENTIAL MATHEMATICS

APPLIED SENIOR SUBJECT

APPLIED

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

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

BIOLOGY

GENERAL SENIOR SUBJECT

GENERAL

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.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

CHEMISTRY

GENERAL SENIOR SUBJECT

GENERAL

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.

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

PHYSICS

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

EARTH & ENVIRONMENTAL SCIENCE

GENERAL SENIOR SUBJECT

GENERAL

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

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 Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

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.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Introduction to Earth systems <ul style="list-style-type: none"> • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere 	Earth processes - energy transfers and transformations <ul style="list-style-type: none"> • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes 	Living on Earth - extracting using and managing Earth resources <ul style="list-style-type: none"> • Use of non-renewable Earth resources • Use of renewable Earth resources 	The changing Earth - the cause and impact of Earth hazards <ul style="list-style-type: none"> • The cause and impact of Earth hazards • The cause and impact of global climate change

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

ENGINEERING

GENERAL SENIOR SUBJECT

GENERAL

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

PATHWAYS

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary Pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

OBJECTIVES

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Engineering fundamentals and society <ul style="list-style-type: none"> • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy 	Statics of Structures and environmental considerations <ul style="list-style-type: none"> • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Materials • Machine control

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Project - folio	25%	Summative internal assessment 3 (IA3): • Project - folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

AQUATIC PRACTICES

APPLIED SENIOR SUBJECT

APPLIED

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

PATHWAYS

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows

OBJECTIVES

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

STRUCTURE

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

AREAS OF STUDY	CORE TOPICS	ELECTIVE TOPICS
Environmental	<ul style="list-style-type: none"> • Environmental conditions • Ecosystems • Conservation and sustainability 	<ul style="list-style-type: none"> • Citizen science
Recreational	<ul style="list-style-type: none"> • Entering the aquatic environment 	<ul style="list-style-type: none"> • Aquatic activities
Commercial	<ul style="list-style-type: none"> • Employment 	<ul style="list-style-type: none"> • Aquaculture, aquaponics and aquariums • Boat building and marine engineering
Cultural	<ul style="list-style-type: none"> • Cultural understandings 	<ul style="list-style-type: none"> • Historical understandings
Safety and management practices	<ul style="list-style-type: none"> • Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • Management practices 	

ASSESSMENT

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

PROJECT	INVESTIGATION	EXTENDED RESPONSE	EXAMINATION	PERFORMANCE
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.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item 	<ul style="list-style-type: none"> performance: continuous class time to develop and practice the performance.

ANCIENT HISTORY

GENERAL SENIOR SUBJECT

GENERAL

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.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies - Slavery • Ancient societies - Art and architecture • Ancient societies - Weapons and warfare • Ancient societies - Technology and engineering • Ancient societies - The family • Ancient societies - Beliefs, rituals and funerary practices. 	Personalities in their time <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	Reconstructing the ancient world <ul style="list-style-type: none"> • Thebes - East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	People, power and authority Schools choose one study of power from: <ul style="list-style-type: none"> • Ancient Egypt - New Kingdom Imperialism • Ancient Greece - the Persian Wars • Ancient Greece - the Peloponnesian War • Ancient Rome - the Punic Wars • Ancient Rome - Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • 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 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination - essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation - historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination - short responses to historical sources	25%

GEOGRAPHY

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

- 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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> • Land cover transformations and climate change • Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> • Population challenges in Australia • Global population change

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination - combination response	25%	Summative internal assessment 3 (IA3): • Investigation - data report	25%
Summative internal assessment 2 (IA2): • Investigation - field report	25%	Summative external assessment (EA): • Examination - combination response	25%

LEGAL STUDIES

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

PATHWAYS

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary Pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

OBJECTIVES

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

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

STRUCTURE

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

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

MODERN HISTORY

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	National experiences in the modern world <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

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

SOCIAL & COMMUNITY STUDIES

APPLIED SENIOR SUBJECT

APPLIED

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 practise, develop and value social, community and workplace participation skills.

PATHWAYS

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

OBJECTIVES

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

- 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.

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	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The Arts and the community • Australia's place in the world • Gender and identity • Health: Food and nutrition • Health: Recreation and leisure 	<ul style="list-style-type: none"> • Into relationships • Legally, it could be you • Money management • Science and technology • Today's society • The world of work

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: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test

(10283NAT) CERTIFICATE IV IN CRIME AND JUSTICE

VOCATIONAL EDUCATION & TRAINING

(RTO Number 32123)

VET

The Certificate IV in Crime and Justice Course is an accredited course offered externally through Unity College. The course is designed to provide students with a broad understanding of the justice system and develop the personal skills and knowledge which underpin employment in the justice system

PATHWAYS

The Certificate IV in Crime and Justice 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

OBJECTIVES

To attain this certificate, students need to complete the 10 units of competency (6 core and 4 elective). Content is delivered via course content provided by the trainer and assessor through an online platform. There will be after school tutorials and full day workshops through the two year delivery.

STRUCTURE

There are no formal entry requirements for this course. Students must be enrolled in Year 11 Legal Studies. This course is an elective and students will require to complete modules independently.

CODE	UNITS OF COMPETENCY
CJSCOM401	Communicate with clients and provide advice on justice-related issues
CJSDCP402	Identify and prepare documentation for court proceedings
CJSSJI403	Analyse and understand social justice issues
BSBRES401	Analyse and present research information
PSPREG003	Apply Regulatory Powers
BSBLEG413	Identify and apply the legal framework
BSBLDR403	Lead team effectiveness
PSPREG010	Prepare a brief of evidence
BSBLEG416	Apply the principles of the law of torts
BSBWOR404	Develop work priorities

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. Selected Legal Studies assessments will be used to assess up to four of the above modules.

COST

\$700 up-front fee paid direct to Unity College upon enrolment.

REFUND POLICY

Refund for students exiting a certificate course is on pro rata basis related to the unit/s of competency covered (less a \$50 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. 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.

DANCE

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

DRAMA

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Share How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	<p>Reflect How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	<p>Challenge How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	<p>Transform How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

MUSIC

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

VISUAL ART

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

VISUAL ARTS IN PRACTICE

APPLIED SENIOR SUBJECT

APPLIED

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

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

ASSESSMENT

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

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

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

HEALTH

GENERAL SENIOR SUBJECT

GENERAL

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

PATHWAYS

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

OBJECTIVES

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol (elective) • Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Road safety (elective) • Anxiety (elective) 	Respectful relationships in the post-schooling transition

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Investigation - action research	25%	Summative internal assessment 3 (IA3): • Investigation - analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination - extended response	25%	Summative external assessment (EA): • Examination	25%

PHYSICAL EDUCATION

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SPORT & RECREATION

APPLIED SENIOR SUBJECT

APPLIED

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

PATHWAYS

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

OBJECTIVES

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

STRUCTURE

The Sport & Recreation course is designed around core and elective topics.

CORE TOPICS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Sport and recreation physical activities

ASSESSMENT

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

PROJECT	INVESTIGATION	EXTENDED RESPONSE		PERFORMANCE	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 involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.	
At least two different components from the following: <ul style="list-style-type: none"> • written: 500-900 words • spoken: 2½-3½ minutes • multimodal: 3-6 minutes • performance: 2-4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600-1000 words • spoken: 3-4 minutes • multimodal: 4-7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600-1000 words • spoken: 3-4 minutes • multimodal: 4-7 minutes. 	<ul style="list-style-type: none"> • 2-4 minutes* 	<ul style="list-style-type: none"> • 60-90 minutes • 50-250 words per item 	

* Evidence must include annotated records that clearly identify the application of standards to performance.

(SIS30315) CERTIFICATE III IN FITNESS

VOCATIONAL EDUCATION & TRAINING

(RTO Number 32155)

VET

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Students are expected to successfully complete all units of competency listed below during the 2-year course of study to be awarded the Certificate III in Fitness. Upon successful completion of this course, students will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings.

PLEASE NOTE - This subject is delivered in partnership with Fit Education Pty Ltd. Whilst it is delivered at North Lakes State College the Registered Training Organisation (RTO) for this qualification is Fit Education Pty Ltd. Fees for the subject are paid to the school and **must** be paid prior to the start of the course.

PATHWAYS

Those who have completed the Certificate III in Fitness are able to register with Fitness Australia in the category of Gym Instructor. They may be involved in the assessment, training and supervision of a variety of people in health and fitness centres, gyms, sports centres and community organisations.

Gym Instructors are trained in fitness activity specific competencies to instruct individuals and group clients in specified work environments, under predictable circumstances. They can work under the guidance of a higher qualified professional. This course is a pathway to a university degree, Certificate IV in Fitness, personal trainer or exercise physiologist.

COURSE OUTLINE

CORE UNITS		ELECTIVE UNITS	
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
SISXFAC001	Maintain equipment for activities	SISFFIT003	Instruct fitness programs
HLTWHS001	Participate in workplace health & safety	SISSTC301A	Instruct strength and conditioning techniques
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	SISFFIT002	Recognise and apply exercise considerations for specific populations
SISFFIT001	Provide health screening and fitness orientation	SISFFIT014	Instruct exercise to older clients
SISFFIT006	Conduct fitness appraisals	SISFFIT007	Instruct group exercise sessions
SISXIND001	Work effectively in sport and recreation environments	SISFFIT011	Instruct approved community fitness programs
SISXCCS001	Provide quality service	BSBRK401	Identify risk and apply risk management processes
SISFFIT005	Provide health eating information	HLTAID003	Provide first aid*

PREREQUISITES

- C or above in Year 10 HPC.
- Have a willingness to improve current skills and/or learn new physical/fitness activities.
- Have a keen interest and be willing to participate in fitness-based activities.

ASSESSMENT

Assessment is competency based. Competencies are assessed at industry standard by gaining evidence to show the student has successfully fulfilled all the requirements in the Performance Criteria for this qualification. Evidence is gathered using a variety of methods which include: observation, portfolio, individual and group projects, role plays and written and oral questioning, short answer questions and quizzes.

Students who study Certificate III in Fitness will be participating in a range of learning activities. Participants will complete work booklets and assignments as part of the assessable written aspect of the course. These may include:

- **WRITTEN TASKS** (e.g. exams, reports, journals, presentations, practical evaluations)
- **PHYSICAL TASKS** (e.g. participation and competence in the above mentioned activities)

PLEASE NOTE - This course will access external venues (e.g. various Fitness Centres, Fit Education Pty Ltd, North Lakes State College Junior Campus) in order to complete certain units of competency. The practical component is very significant for this course. Students are required to complete 30 hours of work placement. Participants will be given the opportunity to visit several fitness facilities and instruct students at the main campus in various fitness activities. Students will also learn about how to create and deliver fitness sessions and programs in order to help improve client's fitness needs. This will involve them organising, delivering and/or participating in both school based and commercial fitness activities.

COURSE REQUIREMENTS

Students **must** have a blue card before they can complete work placement. This requires the student to have a birth certificate and one other form of ID. There is no cost for the Blue Card Application.

FIRST AID QUALIFICATION

This is a compulsory unit of the Certificate III in Fitness but is **not** delivered as a unit in the Certificate III course. The HPE department organises an outside provider to deliver a First Aid course and failure to take part in this course will result in students having to seek an external provider for this specialised unit of work.

FIT EDUCATION PTY LTD COURSE FEES

This course is delivered at North Lakes State College by teaching staff. However, as a private registered training college, Fit Education Pty Ltd completes the assessment tasks and resources as well as other administration procedures. The cost of these services must be paid for by the individual student prior to commencement of the course. *Please note that costs are correct at the time of printing and are subject to minor change. Also note that it is more expensive to go direct to Fit Education Pty Ltd or another training provider due to the cost of the organisation instructing the course.*

- Total course fees - \$350 per student
- Optional Certificate IV in Fitness - an additional cost of \$550 provided the Certificate III is completed before the mid Semester in Year 12
- Materials charges - \$20 per year to cover the cost of photocopying, replacement equipment and other consumables.
- First Aid Qualification - \$100 approx.

All **fees** must be paid to the school by the end of Year 10 to secure your place in the course. No student will be allowed to complete the course without paying the course fees in advance. Unfortunately there will be no payment plans as we must pay the private provider in advance.

(SIS20213) CERTIFICATE II IN OUTDOOR RECREATION

VOCATIONAL EDUCATION & TRAINING

(RTO Number 31420)

VET



Certificate II in Outdoor Recreation makes an important contribution to enhancing students' opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. Whether these skills are oriented towards work, or personal fitness and recreation, students will be involved in learning experiences that allow them to develop their interpersonal abilities, enabling them to understand and use their capacities for learning and functioning in varied situations. These activities should encourage them to appreciate and value their involvement in recreation activities and to continue their active participation in personal and community activities in their adult life.

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work may be undertaken as part of a team and would be performed under supervision. It could be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Some proposed physical activities being conducted through the course are:

- Bushwalking
- Rock Climbing
- Camping
- Aquatics
- Snorkelling
- Fishing
- Orienteering
- Archery
- Boating
- Navigation

COURSE OUTLINE

CORE UNITS		ELECTIVE UNITS	
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
HLTAID003	Provide first aid	SISOBWG201A	Demonstrate bushwalking skills in a controlled environment
SISOODR201A	Assist in conducting outdoor recreation sessions	SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOOPS201A	Minimise environmental impact	SISXFAC201	Maintain sport, fitness and recreation equipment for activities
SISXIND101A	Work effectively in sport and recreation environments	SISOFSH201A	Catch and handle fish
SISXOHS101A	Follow occupational health and safety policies	SISOSNK201A	Demonstrate snorkelling activities
		SISOFSH202A	Select, catch and use bait
		SISOFSH203A	Select, rig and use terminal tackle
		SISOFSH204A	Select, use and maintain fishing tackle outfits
		SISOOPS202A	Use and maintain a temporary or overnight site
		SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
		BSBWOR202A	Organise and complete daily work activities
		BSBWOR203B	Work effectively with others
		SISOOPS202A	Use and maintain a temporary or overnight site
		SISCAQU201A	Perform basic water rescues

PREREQUISITES

- No minimum requirements.
- Have the ability to swim 200 metres continuously.
- Have a willingness to improve current skills and/or learn new physical/recreation activities.
- Have a keen interest and be willing to participate in outdoor education activities.

ASSESSMENT

Assessment for this certificate will include written and non-written tasks. These may include:

- **WRITTEN TASKS** (e.g. exams, reports, journals, presentations, practical evaluations).
- **PHYSICAL TASKS** (e.g. participation and competence in the above mentioned activities).

PLEASE NOTE - This course will access external venues (e.g. rock climbing wall) in order to complete certain units of competency.

COURSE REQUIREMENTS

Students **must** have a blue card before they can complete work placement. This requires the student to have a birth certificate and one other form of ID. There is no cost for the Blue Card Application.

ELECTIVE/SUBJECT FEE

Students will be involved in two aquatic units and will be accessing the pool on a regular basis. The aquatic units require pool entry fees to be paid prior to the start of each unit and the total cost will be approximately \$50 for each participant.

Students will also be required to attend a three night camp to Moreton Island where they will complete several course modules. This is a mandatory requirement of the course. Approximate cost for the camp is \$200 per student. Additional external venues may also be accessed to complete flexible units, e.g. rock climbing. These costs will be communicated throughout the year.

These costs listed below are an estimation of additional costs and are subject to change. Please refer to the SRS and Materials Charges information distributed to every student at the end of each year for subject charges.

ADDITIONAL COSTS

FIRST AID	-\$100 (approx)
ROCK CLIMBING	-\$40
ORIENTEERING	-\$20
BUSHWALKING	-\$20
FISHING	-\$20

FIRST AID QUALIFICATION

This is a compulsory unit of the Certificate II in Outdoor Recreation. The HPE department offers a First Aid course and failure to take part in this course will result in students having to seek an external provider for this specialised unit of work.

ITALIAN

GENERAL SENIOR SUBJECT

GENERAL

Italian provides students with the opportunity to reflect on their understanding of the Italian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Italian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic **Structures**. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

PATHWAYS

A course of study in Italian can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

OBJECTIVES

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

- comprehend Italian to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Italian language elements, **Structures** and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- **Structure**, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Italia

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
La mia vita My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	Esplorando il mondo Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Italian culture to the world 	La nostra società Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	Il mio futuro My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination - short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination - combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

DIGITAL SOLUTIONS

GENERAL SENIOR SUBJECT

GENERAL

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

PATHWAYS

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

OBJECTIVES

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Investigation - technical proposal	20%	Summative internal assessment 3 (IA3): • Project - folio	25%
Summative internal assessment 2 (IA2): • Project - digital solution	30%	Summative external assessment (EA): • Examination	25%

INFORMATION & COMMUNICATION TECHNOLOGY

APPLIED SENIOR SUBJECT

APPLIED

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

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

PATHWAYS

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

OBJECTIVES

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

STRUCTURE

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

CORE TOPICS	ELECTIVE CONTEXTS	
<ul style="list-style-type: none"> • Hardware • Software • ICT in society 	<ul style="list-style-type: none"> • Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production 	<ul style="list-style-type: none"> • Network fundamentals • Online communication • Website production

ASSESSMENT

For Information & Communication Technology, 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 extended response.

PROJECT	EXTENDED RESPONSE
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

(CUA31015) CERTIFICATE III SCREEN & MEDIA

VOCATIONAL EDUCATION & TRAINING

(RTO Number 31420)

VET

This qualification reflects the role of a skilled operator in the digital media industries. You will learn a broad range of skills and knowledge required for the practical and theoretical application of making digital media projects including 2D Animation, Writing and Maintaining Interactive Content, Authoring Interactive Sequences, Preparing and Capturing Photo Images and Visual Design elements, Migrating to new technologies and using advanced features of software applications.



PATHWAYS

Some of the Job Roles associated with this qualification are:

- Editing Assistant
- Interactive Media Author Assistant
- Web Design Assistant
- Production Assistant
- Graphic Design Assistant

COURSE OUTLINE

YEAR 11	
UNIT 1	BUSINESS AND DESIGN STUDIO START UP
CUAIND301	Work effectively in the creative arts industries
BSBWHS201	Contribute to health and safety of self and others

UNIT 2	
BASIC ANIMATING	
CUAANM301	Create 2D digital animations
CUASOU202	Perform basic sound editing

UNIT 3	
TAKING AND EDITING PHOTOS FOR EFFECT	
CUADIG303	Produce and prepare photo images
ICTICT306	Migrate to new technology
ICTICT308	Use advanced features of computer applications

UNIT 4	
WEBSITE DESIGN AND DEVELOPMENT	
BSBCRT301	Develop and extend critical and creative thinking skills
CUADIG201	Maintain interactive content
ICTICT306	Migrate to new technology

YEAR 12	
UNIT 5	ANIMATED COMIC STRIP
CUADIG302	Author interactive sequences
CUADIG304	Create visual design components

UNIT 6	
WEBSITE DESIGN AND DEVELOPMENT	
BSBCRT301	Develop and extend critical and creative thinking skills
CUADIG201	Maintain interactive content
ICTICT306	Migrate to new technology
CUADIG304	Create visual design components

UNIT 7	
GAME MAKING	
BSBCRT301	Develop and extend critical and creative thinking skills
CUADIG201	Maintain interactive content
CUADIG302	Author interactive sequences
CUADIG304	Create visual design components

PREREQUISITES

C or above in Year 10 ICT (*if studied*).

ASSESSMENT

- Demonstrate practical & theoretical understanding of Certificate III in Screen and Media outcomes
- Design & document practical digital products
- Complete investigative knowledge and skill workbooks each unit

BUSINESS

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

- 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.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a 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 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination - combination response	25%	Summative internal assessment 3 (IA3): • Extended response - feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation - business report	25%	Summative external assessment (EA): • Examination - combination response	25%

ECONOMICS

GENERAL SENIOR SUBJECT

GENERAL

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

OBJECTIVES

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Markets and models <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • The global economy • International economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic Objectives and theory • Economic management

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

ACCOUNTING

GENERAL SENIOR SUBJECT

GENERAL

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

OBJECTIVES

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Real world accounting <ul style="list-style-type: none"> • Accounting for a service business - cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> • Accounting for a trading GST business • End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> • Managing resources for a trading GST business - non-current assets • Fully classified financial statement reporting for a trading GST business 	Accounting - the big picture <ul style="list-style-type: none"> • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination - combination response	25%	Summative internal assessment 3 (IA3): • Project - cash management	25%
Summative internal assessment 2 (IA2): • Examination - short response	25%	Summative external assessment (EA): • Examination - short response	25%

BUSINESS STUDIES

APPLIED SENIOR SUBJECT

APPLIED

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

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

PATHWAYS

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

OBJECTIVES

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

STRUCTURE

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

CORE TOPICS	ELECTIVE TOPICS	
<ul style="list-style-type: none"> • Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology • Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing 	<ul style="list-style-type: none"> • Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media • Mining 	<ul style="list-style-type: none"> • Not-for-profit • Real estate • Retail • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering • Tourism • Travel

ASSESSMENT

For Business 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:

- at least one project
- no more than two assessment instruments from any one technique.

PROJECT	EXTENDED RESPONSE	EXAMINATION
A response to a single task, situation and/or scenario.	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test

(BSB30415) CERTIFICATE III IN BUSINESS ADMINISTRATION

VOCATIONAL EDUCATION & TRAINING

(RTO Number 31420)

VET



This course reflects the role of individuals who apply a broad range of administrative competencies in varied work contexts, using some discretion and judgement. This qualification allows students to develop a range of routine and extended tasks within the Business environment, using practical skills and fundamental operational knowledge while working under direct supervision and independently. Skills that students are required to be able to demonstrate, as required by industry, are: communication, teamwork, problem-solving, initiative and enterprise, planning and organisation, self-management, learning and ability to use and demonstrate the use of technology.

Special features of the course:

- The course content is made up of 13 units of competency which contribute towards the awarding of the Certificate III in Business Administration.
- A Certificate III in Business Administration is awarded when **all** 13 units of competency are successfully completed.
- A Statement of Attainment is awarded when only some of the units of competency are successfully completed.
- **Students cannot study both Certificate II in Business and Certificate III in Business Administration.**

PATHWAYS

The above competencies equip students with the breadth of knowledge and skills to successfully manage the range of issues that encompass everyday business life. It will also prepare them to be able to have job roles in the following:

- Accounts receivable/payable clerk
- Data entry operator/Word processing operator
- Office administration assistant
- Clerk
- Receptionist
- Office administrator

COURSE OUTLINE

Students *may* receive a Certificate III in Business Administration if they are deemed successfully competent in the following competencies:

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
BSBWHS201	Contribute to health and safety of self and others	BSBITU303	Design and produce text documents
BSBITU306	Design and produce business documents	BSBITU304	Produce spread sheets
BSBITU307	Develop keyboarding speed and accuracy	BSBFIA304	Maintain a general ledger
BSBADM307	Organise schedules	BSBFIA302	Process payroll
BSBWRT301	Write simple documents	BSBITU302	Create electronic presentations
BSBWOR301	Organise personal work priorities and development	BSBSUS201	Participate in environmentally sustainable work practices
BSBADM302	Produce text from notes	BSBINM301	Organise workplace information

This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package.

ASSESSMENT

- Competency-based assessment including:
 - The combination of a simulated work & industry environment
 - Portfolio/projects
 - Group work & practical tasks
 - Observation
- Classwork activities including: question & answering, listening techniques
- Structured work placement (*mandatory to participate in 40 hours of work placement in a local industry administration environment as part of BSBWOR301.*)

(SIT30116) CERTIFICATE III IN TOURISM

VOCATIONAL EDUCATION & TRAINING

(RTO Number 31420)

VET

This course reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.



Special features of this course:

- The course content is made up of 15 units of competency which contribute toward the awarding of the Certificate III in Tourism
- A Certificate III in Tourism is awarded when **all** 15 units of competency are successfully completed
- A Statement of Attainment is awarded when only some of the units of competency are successfully completed

PATHWAYS

The above competencies equip students with the diversity of knowledge, service and skills to successfully interpret customer specific requirements in the tourism industry. It provides pathways to work in many tourism industry sectors requiring multi-skilled employees. This certificate helps to identify and suggest ways of improvement, proactive selling techniques, self-management and completions of customer itineraries and provides an understanding of the generating and suggesting new and improved ideas. It will also prepare them to be able to have job roles in the following:

- Booking agent
- Guide and salesperson
- Reservation sales agent for a tour operator or travel industry representative
- Inbound tour organiser
- Visitor information service
- Personal travel agent
- Sales consultant

COURSE OUTLINE

Student may receive a Certificate III Tourism if they are deemed successfully competent in all of the following competencies:

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
SITXCCS303	Provide service to customers	SITTTSL304	Prepare quotations
SITXCOM201	Show social and cultural sensitivity	SITTTSL306	Book supplier services
SITXWHS101	Participate in safe work practices	SITTTSL307	Process travel related documentation
SITTIND201	Source and use information on the tourism and travel industry	BSBWOR203	Work effectively with others
SITTTSL202	Access and interpret product information	BSBITU306	Design and produce business documents
SITTTSL301	Provide advice on Australian destinations	BSBITU309	Produce desktop published documents
SITTTSL302	Provide advice on International destinations	BSBCMM201	Communicate in the workplace
SITTTSL303	Sell tourism products and services		

The course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package.

Students are expected to participate in compulsory excursions which will contribute to assessment.

ASSESSMENT

Competency based assessment including:

- Portfolio of tasks
- Oral presentation
- Observation
- Group work and practical tasks

DESIGN

GENERAL SENIOR SUBJECT

GENERAL

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

OBJECTIVES

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Design in practice <ul style="list-style-type: none"> • Experiencing design • Design process • Design styles 	Commercial design <ul style="list-style-type: none"> • Explore - client needs and wants • Develop - collaborative design 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design <ul style="list-style-type: none"> • Explore - sustainable design opportunities • Develop - redesign

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

FOOD & NUTRITION

GENERAL SENIOR SUBJECT

GENERAL

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

FURNISHING SKILLS

APPLIED SENIOR SUBJECT

APPLIED

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

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.

STRUCTURE

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

CORE TOPICS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • Industry practices • Production processes 	<ul style="list-style-type: none"> • 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:

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.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

(SIT20316) CERTIFICATE II IN HOSPITALITY

VOCATIONAL EDUCATION & TRAINING

(RTO Number 31420)

VET

This course is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of the industry.

- Students will learn about the industry's workplace culture and practices, and also develop the skills, processes and attributes crucial for making decisions about future paths.
- Students are able to investigate hospitality as a source of leisure activities, life skills or as an avenue for further study or employment.
- Students will study a range of food and beverage production and service skills as they perform hospitality functions.
- Students will develop interpersonal skills with general application in personal and working life.



PATHWAYS

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

COURSE OUTLINE

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
BSBWOR203	Work effectively with others	SITHCCC002	Prepare and present simple dishes
SITXCOM002	Show social & cultural sensitivity	SITHCCC003	Prepare and present sandwiches
SITXWHS001	Participate in safe work practices	SITHFAB004	Prepare & serve non-alcoholic beverages
SITXCCS003	Interact with customers	SITHFAB005	Prepare & serve espresso coffee
SITHIND002	Source & use information on the hospitality industry	SITHFAB007	Serve food & beverage
SITHIND003	Use hospitality skills effectively	SITXFSA001	Use hygienic practices for food safety

PREREQUISITES

- Ability to follow directions
- Complete set tasks under direct and indirect supervision
- Use of initiative in group situations
- Students must complete 12 shifts within the hospitality industry

ASSESSMENT

The students will be continually assessed throughout the semester. Assessment will consist of:

- Practical assessment of food and beverage production and service
- Folio of planning for functions
- Competency-based assessments

EXCURSION/FUNCTIONS

- It is anticipated that students will participate in at least one excursion per year.
- Students are expected to participate in various functions throughout the year. Failure to participate in these practical functions will affect the student's ability to successfully complete many competencies.
- Students **MUST** participate in a minimum of 12 service periods over the two years of this course. A service period is a minimum of two hours.

UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the kitchen.

(SIT30616) CERTIFICATE III IN HOSPITALITY

VOCATIONAL EDUCATION & TRAINING

(RTO Number 31420)

VET

Certificate III in Hospitality builds on students' Certificate II in Hospitality skills (*embedded in the Certificate III program*). Students studying Certificate III Hospitality will be participating in practical cooking, practical beverage preparation, table service, theoretical lessons and role plays.



PATHWAYS

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. The qualification also allows an outcome for small businesses requiring multi-skilled employees.

Careers students may pursue include but are not limited to:

- Providing food and beverage service in a restaurant, hotel, resort, club, hospital or industrial catering situation
- Providing front office service in a hotel resort, motel or apartment situation.

COURSE OUTLINE

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
BSBWOR203	Work effectively with others	SITHCCC002	Prepare and present simple dishes
SITXWHS001	Participate in safe work practices	SITHCCC003	Prepare and present sandwiches
SITXCCS006	Provide service to customers	SITHCCC004	Package prepared food stuffs
SITHIND002	Source and use information on the hospitality industry	SITHFAB004	Prepare and serve non-alcoholic beverages
SITXCOM002	Show social and cultural sensitivity	SITHFAB005	Prepare and serve espresso coffee
SITHIND004	Work effectively in hospitality service	SITHFAB007	Serve food and beverage
SITXHRM001	Coach others in job skills	SITHKOP001	Clean kitchen premises and equipment
		SITXFSA001	Use hygienic practices for food safety

PREREQUISITES

- Successfully completed Year 10 Certificate I in Hospitality
- Use of initiative in group situations
- Complete set tasks under direct and indirect supervision
- Students must complete 36 shifts within the hospitality industry
- Ability to follow directions

ASSESSMENT

The students will be continually assessed throughout the semester. Assessment will consist of:

- Practical assessment of food and beverage production and service
- Folio of planning for functions
- Theory exams
- Competency-based assessments

EXCURSION/FUNCTIONS

It is anticipated that students will participate in at least one excursion per year.

- Students are expected to participate in various functions throughout the year. Failure to participate in these practical functions will affect the student's ability to gain competency in many competencies.
- Students **MUST** participate in a minimum of 36 service periods over the two years of this course. A service period is a minimum of two hours.

UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the kitchen.

(SIT20416) CERTIFICATE II IN KITCHEN OPERATIONS

VOCATIONAL EDUCATION & TRAINING

(RTO Number 31420)

VET

This course is designed to provide an understanding of the back of house operations of the hospitality industry.

- Students will develop skills in food preparation and presentation.
- Students will learn how to use a variety of equipment relevant to food preparation.
- Students will be involved in routine tasks in preparing dishes.



PATHWAYS

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

COURSE OUTLINE

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
BSBWOR203	Work effectively with others	SITHCCC002	Prepare and present simple dishes
SITXCOM002	Show social & cultural sensitivity	SITHCCC003	Prepare and present sandwiches
SITXWHS001	Participate in safe work practices	SITHCCC005	Prepare dishes using basic methods of cookery
SITXCCS003	Interact with customers	SITHCCC011	Use cookery skills effectively
SITHIND002	Source & use information on the hospitality industry	SITHKOP001	Clean kitchen premises and equipment
SITHCCC001	Use food preparation equipment	SITXFSA001	Use hygienic practices for food safety
		SITXINV002	Maintain the quality of perishable items

PREREQUISITES

- Use of initiative in group situations.
- Ability to follow directions.
- Complete set tasks under direct and indirect supervision.
- Interest in developing life skills and/or an interest in hospitality.

ASSESSMENT

The students will be continually assessed throughout the semester. Assessment will consist of:

- Practical assessment of food and beverage production and service
- Folio of planning for functions
- Theory exams
- Role plays
- Competency-based assessments

EXCURSION/FUNCTIONS

- It is anticipated that students will participate in at least one excursion per year.
- Students are expected to participate in various functions throughout the year. Failure to participate in these practical functions will affect the student's ability to successfully complete many competencies where they are directly involved in the preparation of food.
- Students **MUST** participate in a minimum of 12 service periods over the two years of this course. A service period is a minimum of two hours.

UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the kitchen.

(MEM20413) CERTIFICATE II IN ENGINEERING PATHWAYS

VOCATIONAL EDUCATION & TRAINING (VETIS FUNDED)

(RTO Number 41124)

VET

This qualification is offered through Formula Student RTO and is a nationally recognised training course leading to the issuance of an Australian Qualifications Framework Certificate upon successful completion of all assessment and competencies. Training in this VET course occurs whilst students undertake simulated workshop tasks or jobs. Students will utilise their knowledge and skills to collaboratively construct a Formula Racing car. In turn, this car will be raced against other schools as the culminating activity.

Students are allocated task through the use of Manufacturing Resource Planning (MRP) software which requires students to log on and off for the different work areas and equipment used. Students undertake the theoretic aspects of the course, and access their practical task requirements through an online Learning Management System.

PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

COURSE OUTLINE

CORE UNITS		ELECTIVE UNITS	
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
MEM13014A	Apply principles of OH&S in the work environment	MEM18001C	Use hand tools
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	MEM18002B	Use power tools/hand held operations
MEMPE006A	Undertake a basic engineering project	MEMPE001A	Use engineering workshop machines
MSAENV272B	Participate in environmentally sustainable work practices	MEMPE002A	Use electric welding machines
MSAPMSUP106A	Work in a team	MEM16006A	Organise and communicate information
		MEMPE004A	Use fabrication equipment
		MEM16008A	Interact with computing technology

PREREQUISITES

- Successfully completed Y10 Certificate I in Manufacturing
- Students need to be a part of the BYOD program to complete online training tasks
- Highly motivated and self-directed
- Complete set tasks under direct and indirect supervision
- Use of initiative in group situations
- Adapt skills taught/learned in varied situations
- A good safety record of working in workshops (*no more than three unsafe events*)

ASSESSMENT

For a student to be deemed as competent in a unit of competency, they must be assessed over time on multiple occasions. This assessment will occur through practical demonstration and online theoretical assessment tools.

UNIFORM REQUIREMENTS

Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. Safety glasses must be worn at all times in the workshop. Students MUST wear steel capped boots, and provide Workwear Long Sleeved Shirt and Trousers for welding applications as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the workshop.

www.formulastudent.edu.au

(CHC30113) CERTIFICATE III IN EARLY CHILDHOOD & CARE

VOCATIONAL EDUCATION & TRAINING

(RTO Number 5404)

VET

Students who study the Certificate III in Early Childhood Education and Care (CHC30113) will be participating in a range of learning activities. Students will complete work booklets and assignments as part of the assessable written aspect of the course. The practical component is very significant for this course. Students are required to complete a min of 180 hours of work placement with under 2s in an Approved Early Childhood Service. Students will also learn about how to deliver lessons that will stimulate children's development. This will involve them participating in various arts and craft activities. The student will be placed in a service under a vocational placement agreement, ACCCO has a responsibility to ensure that students are not exposed to risks to their health and safety as a result of exposure to vaccine preventable diseases under Workplace Health and Safety Act. ACCCO is required to ensure each student completes a Student Immunisation Record for Child Care Facilities. For those students not immunised they will be excluded from the child care service environment during the outbreak of a vaccine preventable disease.

PATHWAYS

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

COURSE OUTLINE

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
CHCECE007	Develop positive and respectful relationships with children	CHCECE006	Support behaviour of children and young people
CHCECE003	Provide care for children	CHCECE018	Nurture creativity in children
CHCECE005	Provide care for babies and toddlers	CHCPRP003	Reflect on and improve own professional practice
CHCECE010	Support the holistic development of children in early childhood		
HLTAID004	Provide an emergency first aid response in an education and care setting		
CHCECE002	Ensure the health and safety of children		
CHCECE004	Promote and provide healthy food and drinks		
CHCLEG001	Work legally and ethically		
CHCPRT001	Identify and respond to children and young people at risk		
HLTWHS001	Participate in work health and safety		
CHCECE011	Provide experiences to support children's play and learning		
CHCECE013	Use information about children to inform practice		
CHCECE009	Use an approved learning framework to guide practice		
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety		
CHCECE001	Develop cultural competence		

PREREQUISITES

No minimum requirements

ASSESSMENT

Theory - Students complete activities in workbooks for each unit. Some activities are simple knowledge, while others require in-depth research. Students must achieve competency in all units to gain their Certificate III in Early Childhood Education and Care. **PLEASE NOTE:** This subject is delivered in partnership with *Australian Child Care Career Options (ACCCO) Pty Ltd*. The subject is delivered at North Lakes State College. However, the Registered Training Organisation (RTO) for this qualification is ACCCO who reports to the Government all completed competencies. Fees for the subject are paid by the school directly to ACCCO and must be paid prior to being able to enrol in this course. Please note that costs are correct at the time of printing and are subject to change.

ELECTIVE/SUBJECT COST

Year 11 - **\$300** + Year 12 - **\$300** = Total **\$600** paid to ACCCO. Materials charges - **\$20** per year to cover the cost of photocopying, paint and other consumables. First Aid Certificate (compulsory) - **\$120**. The total cost to the RTO is \$740 including the First Aid and this can be paid in two instalments of \$370 at the end of Year 10 for the commencement of Year 11 to secure your place in the course and the 2nd instalment at the end of Year 11. Please note, normally the cost of this course is over \$3000. Students must hold a working with children blue card before they can complete work placement. This requires the student to have a birth certificate and one other form of ID. There is no cost for the Blue Card Application. Students must supply a Unique Student Identifier USI number. Don't have a USI number? It is a government requirement, apply through: www.usi.gov.au

Signature Programs

DANCE

GOLF

BASKETBALL

RUGBY



SIGNATURE DANCE

SIGNATURE PROGRAM

SIGNATURE

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Year 1 to Year 12 for students who are considering a career in the dance industry.

Entry into this Signature Program is through audition only. There are three troupes running within the College: Lil Kicks (Year 1 to Year 3), Mid Kicks (Year 4 to Year 6) and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College *Arts and Culture* evening. The troupes have demonstrated excellence in their practice winning a multitude of awards since their inception in 2005. Within the troupes the students learn from qualified dance teachers with only a small fee to cover costumes and make-up. Students require a team uniform, tracksuit and shoes.

GOALS OF PROGRAM

- To continue the development of North Lakes State College Dance students to provide them with tools necessary to forge a career in Dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 8 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

ELIGIBILITY CRITERIA

Entry via audition showing:

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in College life.
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance.
- Commitment to academic studies.
- High level of Dance technique, spatial perception and communication / performance skills.

For further details, see the College website or contact the HOD - The Arts, Leisa Cooper - **Phone:** 07 3482 5686
Email: lcoop4@eq.edu.au

SIGNATURE GOLF

SIGNATURE PROGRAM

SIGNATURE

North Lakes State College offers the Signature Golf Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff.

GOALS OF PROGRAM

Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student's knowledge, skills and attitudes important for participation at the highest level. The program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career. The program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be. The program is conducted weekly before, during and after school and includes the following sessions:

- **Fitness (Tuesday Mornings):** Addresses stability, core and dynamic strength using state of the art equipment such as TRX, VIPR, BOSU and HART training equipment.
- **Skill Development (Wednesday Afternoons):** This session allows students to work on technical aspects of their game. All sessions are conducted at the North Lakes Golf Club and address all aspects of the game.
- **On Course Play (During School Sport):** Each week students are given the opportunity to hone their skills at the program's host facility, North Lakes Golf Club. Students play under the supervision of PGA Professional, Anthony O'Connell. They work on their course management skills and also learn the finer details of the rules and etiquette of the game.

For further details, contact the program director, Anthony O'Connell - **Phone:** 07 3482 5775
Email: golf@northlakescollege.eq.edu.au

SIGNATURE BASKETBALL

SIGNATURE PROGRAM

SIGNATURE

GOALS OF PROGRAM

- To offer basketball as an alternative to school sport.
- To continue in the growth and development of our current North Lakes State College basketball students, by providing a more enhanced specialised program.
- To develop the basketball and general athletic abilities of each student enrolled in the program.
- To provide specialised training for students and assist them in the understanding of how to improve and develop as a player.
- Provide opportunities to compete at various high level basketball competitions and assist in the development of each individual to reach their maximum potential.
- To develop a strong basketball culture within the school and wider community whilst developing morals and values prevalent in positive citizenship.

ELIGIBILITY CRITERIA

- Outstanding athletic ability as evidenced by fitness results.
- Representative in club basketball, playing and training with local club.
- Demonstration of outstanding behaviour in all aspects of College life.
- Evidence of commitment to interschool sport and to personal fitness.
- Member of a representative team for club basketball e.g. Wizards U14 div 1.
- Representative of state emerging basketball squad or state team member.
- Representative Player at district, regional or state level in basketball.

For further details and an application guide, contact the program director, David Burnett

- **Phone:** 07 3482 5555
Email: dburn78@eq.edu.au

SIGNATURE RUGBY

SIGNATURE PROGRAM

SIGNATURE

The Signature Rugby Program at North Lakes State College is designed to develop the sporting talents of students, and illustrates the College's commitment to excellence. The program is currently available to male students in Years 7 to 12, with future opportunities to be created for female students. To be selected in the Signature Rugby Program students must meet selection criteria, maintain standards set by the College, and attend multiple trials.

GOALS OF PROGRAM

- To further create a positive sporting culture within North Lakes State College
- To develop personal fitness and health levels
- Have high standards both on and off the field
- Build self-confidence, and take pride in representing the school at events
- To help students achieve their personal goals in Rugby (i.e. Representative teams)
- Provide opportunities to play against schools/teams from across the state

The program is conducted through before and after school sessions. Students involved in the program will also be required to attend tournaments both during and outside normal school hours.

For further information please contact the program director, Sean Purvis

- **Phone:** 07 3482 5775
Email: spurv9@eq.edu.au