

# Subject Selection Guide Senior School 2023

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# Teaching and Learning at St Ursula's College

St Ursula's College is committed to providing a breadth of opportunities for Senior School students. We will support and challenge students to strive for success. St Ursula's College will guide students to attain realistic personal goals in selecting and attaining credentials, from a variety of pathways, for successful transition beyond our College.

St Ursula's College provides a range of high quality academic and vocational studies options. The school staff assist with personal monitoring and goal setting for all students in support of our students' academic and vocational pursuits.

The purpose of this guide is to support students and parents/carers in Senior Course subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects and Vocational Education and Training (VET) subjects that form the basis of St Ursula's College Yeppoon curriculum offerings. The information contained in this booklet is a summary of the approved General, Applied syllabuses and Certificate courses.

While every effort is taken to accommodate student subject choice, it may not be possible to offer all subjects contained in this guide to all students. The College reserves the right to make final decisions about subjects offered to students. This information is correct at time of printing July 2021 and is subject to updates from QCAA and VET training providers.

## Teaching and Learning expectations

Students will approach their studies in a diligent manner, access available support and be accountable for their actions and responsible for their learning. Senior students are required to be committed, self-motivated and mature in their approach to their studies. They will be required to prioritise their studies and maintain a high attendance rate. They will be required to establish and maintain effective study routines and work in an increasingly independent way. They will be expected to interact as part of our learning community, uphold our College Values and strive towards achieving their very best.

Teachers will provide learning plans and assessment schedules for units of work in a timely manner. They will provide access to classroom learning resources and, as required, consolidation or extension activities. Classroom teachers will give constructive feedback to students during the learning process and give students the opportunity to demonstrate their skills and knowledge in formative assessment tasks.

Parents and/or guardians will support their children and work collaboratively with the College. It is the responsibility of a student and parents/guardian to be aware of the school assessment procedures as outlined in the student planner.

## Transition to Senior Pathways

Each student will participate in a Senior Education and Training (SET) planning process. The plan will firstly be completed by students, then endorsed by parents/guardians and finally approved by the school. This process will include a meeting with St Ursula's College staff member to discuss and determine the best pathway (VET or ATAR) for each student.

In addition to ongoing support and advice, the College may suggest a change of subjects or course pathway if students are not meeting a satisfactory standard. We expect all students to achieve a Queensland Certificate of Education.

Our goal is for each student to have a meaningful learning pathway and to establish the foundations for a successful future beyond St Ursula's College.

## Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of Senior studies. This profile may include a:

- Statement of Results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Statement of Results

Students are issued with a Statement of Results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

## Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Further details on this are available here: <https://myqce.qcaa.qld.edu.au/>

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Senior Subjects

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

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

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

### General Syllabuses

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

## Applied Syllabuses

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

## Senior External Examination

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

## Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3. For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>

## Underpinning Factors

All Senior syllabuses are underpinned by:

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

## General syllabuses and Short Courses

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

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

## Applied syllabuses

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

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

# Skills and Training

Students can access Skills and Training programs through the school as it:

- is a registered training organisation (RTO)
- has a third-party arrangement with external providers who are RTOs
- offers opportunities for students to undertake school-based apprenticeships or traineeships
- offers opportunities for students to undertake Skills and Training programs through external providers.

St Ursula's College ensures students will be provided with every opportunity to complete their certificates as per the rights and obligations outlined in the enrolment process and information handbooks provided within the Skills and Training student induction process.

The information provided in the 2022 Elective Subject Information is correct at the time of publication; however, training courses can be subject to national updates and changes to units of competency.

In the event qualifications or units of competency are required to be adjusted, all students, parents and guardians, will be notified in writing.

Students successfully achieving all qualification requirements will be issued a testamur and record of results within 30 days from the conclusion of their qualifications at St Ursula's College. Students who achieve at least one unit (but not the full qualification) will be issued with a Statement of Attainment.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

Further information is available here: <https://www.qtac.edu.au/student-resources/atar>

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

## English Requirement

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

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

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

# General Syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study.

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

- **Students must demonstrate a response to all criteria within a Unit to be eligible for a QCE credit point.**
- **Students must demonstrate a “Satisfactory standard” in a Unit to be awarded a QCE credit point.**

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

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

### Extension Syllabuses Course Overview

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

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

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

## Assessment

### Units 1 and 2 Assessments

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

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

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

## Units 3 and 4 Assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.

The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

### Instrument-specific Marking Guides

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

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

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

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

### External Assessment

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

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

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



# Applied Syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific Standards Matrixes

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

### Essential English and Essential Mathematics – Common Internal Assessment

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

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

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

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

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

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

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

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

## **Senior External Examinations**

### **Senior External Examinations course overview**

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

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

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

## **Assessment**

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

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10 at <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/10-external-assessment>

# Short Courses

## Course Overview

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

Short Courses may be made available to identified students in 2022 to help support meeting the requirements of QCE:

- Literacy
- Numeracy

## Assessment

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

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

# QCAA Senior Syllabuses at St Ursula's College

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## Health and Physical Education

### General

- Physical Education
- Health

### Certificate

- Certificate III in Fitness
- Certificate III in Allied Health Assistance

## English

### General

- English
- Literature

### Applied

- Essential English

## Science

### General

- Biology
- Chemistry
- Physics

### Applied

- Aquatic Practices

## Humanities

### General

- Ancient History
- Geography
- Legal Studies
- Modern History
- Study of Religion

### Applied

- Religion & Ethics

### Certificate

- Certificate III in Business
- Certificate II in Tourism
- Certificate III in Tourism

## Languages

### General

- French
- Japanese

## The Arts

### General

- Drama
- Music
- Visual Art

### Applied

- Visual Arts in Practice

## Technologies

### General

- Design
- Digital Solutions

### Applied

- Fashion

### Certificate

- Certificate III in Aviation (Remote Pilot)
- Certificate II in Cookery

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

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior General Mathematics is a high achievement or “B” standard in year 10 General Mathematics.
- If a student does not meet this standard, further consultation with the Head of Department and successful completion of a bridging course will be required to determine a student’s suitability to successfully complete this subject.

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

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Mathematical Methods is a high achievement or “B” standard in year 10 Mathematical Methods.
- If a student does not meet this standard, further consultation with the Head of Department and successful completion of a bridging course will be required to determine a student’s suitability to successfully complete this subject.



# 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
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>• Complex numbers 1</li> <li>• Trigonometry and functions</li> <li>• Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Vectors and matrices</li> <li>• Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul>

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Mathematical Methods is a high achievement or “B” standard in year 10 Mathematical Methods.
- If a student does not meet this standard, further consultation with the Head of Department and successful completion of a bridging course will be required to determine a student’s suitability to successfully complete this subject.
- Enrolment in Mathematical Methods as a Senior subject.

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

## Assessment

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

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

### Summative assessments

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

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Extended response – written response for a public audience</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Extended response – imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Extended response – persuasive spoken response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination – analytical written response</li> </ul>	25%

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior English is a high achievement or “B” standard in year 10 English.
- If a student does not meet this standard, further consultation with the Head of Department and successful completion of a bridging course will be required to determine a student’s suitability to successfully complete this subject.

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
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%

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior English is a high achievement or “B” standard in year 10 English.
- If a student does not meet this standard, further consultation with the Head of Department and successful completion of a bridging course will be required to determine a student’s suitability to successfully complete this subject.



# 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 everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

### Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and

global citizenship, and for lifelong learning across a wide range of contexts.

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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
<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies – Beliefs, rituals and funerary practices.</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Akhenaten</li> <li>• Alexander the Great</li> </ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Fifth Century Athens (BCE)</li> <li>• The Medieval Crusades</li> </ul>	<b>People, power and authority</b> Schools choose one study of power from: <ul style="list-style-type: none"> <li>• Ancient Rome – Civil War and the breakdown of the Republic</li> <li>• Augustus</li> </ul>

## Assessment

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

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

#### Summative assessments

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

#### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Ancient History is a high achievement or “B” standard in year 10 Social Science History and a sound or “C” standard in year 10 English.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

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

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

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

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

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Geography is a high achievement or “B” standard in year 10 Social Science Geography and a sound achievement or “C” standard in year 10 English and General Mathematics.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

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

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

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

## Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course 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
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul>

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Legal Studies is a high achievement or “B” standard in year 10 Social Science Legal Studies and a sound or “C” standard in year 10 English.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.



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

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

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

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

## 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
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• French Revolution, 1789–1799</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• African-American civil rights movement, 1954–1968</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Germany, 1914–1945</li> <li>• China, 1931–1976</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Cold War, 1945–1991</li> </ul>

## Assessment

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

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

#### Summative assessments

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

#### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Modern History is a high achievement or “B” standard in year 10 Social Science History and a sound or “C” standard in year 10 English.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

## Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

## Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Sacred texts and religious writings</b> <ul style="list-style-type: none"> <li>• Sacred texts</li> <li>• Abrahamic traditions</li> </ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"> <li>• Lifecycle rituals</li> <li>• Calendrical rituals</li> </ul>	<b>Religious ethics</b> <ul style="list-style-type: none"> <li>• Social ethics</li> <li>• Ethical relationships</li> </ul>	<b>Religion, rights and the nation-state</b> <ul style="list-style-type: none"> <li>• Religion and the nation-state</li> <li>• Religion and human rights</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – extended response	25%	Summative internal assessment 3 (IA3): • Investigation – inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation – inquiry response	25%	Summative external assessment (EA): • Examination – short response	25%

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Study of Religion is a high achievement or “B” standard in year 10 Religion and a sound or “C” standard in year 10 English.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

### Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

### Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
<ul style="list-style-type: none"> <li>• Who am I? the personal perspective</li> <li>• Who are we? the relational perspective</li> <li>• Is there more than this? the spiritual perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics and morality</li> <li>• Meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Peace and conflict</li> <li>• Sacred stories</li> <li>• Social justice</li> <li>• Spirituality</li> </ul>

### Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

## Assessment

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

# BSB30120 Certificate III in Business

Binnacle Training (RTO no. 31319)

Skills and Training Subject – QCE Credit – Maximum 8 points\*

VET

BSB30120 Certificate III in Business is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits.

Students will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential workplace skills – including leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy. Students will also investigate business opportunities.

Students may complete industry work placement requirements, undertaking placements at All Industries Group during the course.

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.

Please take note of the following:

- At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online

record of all training and qualifications attained in Australia

- students will complete a Work Experience Agreement and all associated documentation
- fees may be subject to change
- this Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'
- a Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements

In 2023 Skills and Training students may be invited to attend a Skills and Training Educational Tour to a domestic or international location. Domestic tours range from 5-7 days. . International tours range from 8-10 days.

Both international and domestic tours may include behind the scenes tours, fun activities and experiences, industry sessions, sightseeing, dining experiences, cultural experiences.

## Fees

Currently this subject does not attract a special subject levy fee however, 2023 fees may be subject to change.

### Additional Fee Charges:

- excursions may involve visits to outside businesses. Notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates)
- refunds for this qualification will be at the discretion of the College, with the percentage of the qualification completed and the costs incurred by the College considered

## Pathways

The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries. For example:

- Administration Assistant
- Receptionist
- Entry level Office Administrator

Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Business or Tourism) at another RTO or a Bachelor of Business, or similar, at a University.

- Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>
- Some universities will accept standalone VET qualifications, including Certificate III qualifications for current Year 12 applications.

## Objectives

By Year 1 of this course of study, students should:

- be introduced to the business services industry
- have an awareness of personal wellbeing in the workplace
- be able to organise personal work priorities
- be able to implement workplace health and safety and sustainable work practices
- demonstrate inclusive work practices and workplace communication
- Utilise basic business software

By Year 2 of this course of study, students should be able to:

- work in a Team
- apply critical thinking skills
- produce business documents
- deliver customer service
- design and produce business documents



## Structure

Units of competency (6 Core unit plus 7 Elective units) are delivered over the course of two years:

Unit Code	Unit Name		Unit Code	Unit Name	
BSBPEF201	Support personal wellbeing in the workplace	Core	BSBPEF301	Organise personal work priorities	Listed Elective (Group B)
BSBWHS311	Assist with maintaining workplace safety	Core	BSBXTW301	Work in a team	Listed Elective (Group C)
BSBSUS211	Participate in sustainable work practices	Core	BSBTEC301	Design and produce business documents	Listed Elective (Group A)
BSBTWK301	Use inclusive work practices	Core	BSBWRT311	Write simple documents	Listed Elective (Group A)
BSBXCM301	Engage in workplace communication	Core	BSBTEC303	Create electronic presentations	Listed Elective (Group A)
BSBCRT311	Apply critical thinking skills in a team environment	Core	BSBOPS304	Deliver and monitor a service to customers	Listed Elective (Group D)
BSBTEC202	Use digital technologies to communicate in a work environment	Listed Elective (Group A)	BSBTEC201	Use business software applications	Listed Elective (Group A)

If you have completed past studies in areas related to the qualification you plan to enrol in, you may be eligible for credit transfer. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party).

Students must complete 7 out of the 8 Group A elective units listed to be awarded the full qualification.

## Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a group project where students design and plan for a new product or service (Binnacle Boss Entrepreneurship Program).

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

Homework in this course will vary according to the need for students to complete learning and assessment tasks, although most activities should be achievable in class time.

Evidence contributing towards competency will be collected throughout the course.

### Assessment and Learning Methods

Method
Portfolio of evidence for major projects
Hands-on activities including customer interactions
Group work
Projects within the College
Work Placement – All Industries Group

### Topic of Study

Term 1	Term 2	Term 3	Term 4
Introduction to the Business Services Industry	Communicate through use of digital technology	Assist with maintaining workplace safety	Use inclusive work practices
Support personal wellbeing in the workplace	Use business software applications	Participate in Sustainable Work Practices	Engage in workplace communication
Organise personal work priorities			
Term 5	Term 6	Term 7	
Work in a Team	Write simple documents	Deliver Customer Service	
Apply Critical Thinking Skills in a team environment	Design and produce Business Documents		

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Additional Information

Location of Training: St Ursula's College
Mode of Delivery: Face to Face
Support Services: Additional support may be offered through careers advice, pastoral care, Teacher Aid assistance, additional training tutorials, the Inclusive Education Department

- \* The Certificate III in Business is delivered in partnership with an external Registered Training Organisation (RTO) – Binnacle Training (RTO no. 31319).
- \* A maximum of 8 QCE credits from the same training package can contribute to a QCE.

Correct at time of publication: June 2022

# SIT20116 Certificate II in Tourism

Skills and Training Subject – QCE Credit – Maximum 4 credits\*



RTO no. 30032

The SIT20116 Certificate II in Tourism may assist students to work across a number of strong-growth industries such as tourism business and events, as an entry level employee.

Students must complete compulsory industry work placement requirements, undertaking placements at the Visitor Information Centre, Keppel Connections, Beachside Holiday Caravan Park and the College Canteen during the course.

It is recommended that students have a Sound level of achievement in English and Sound level of achievement in Mathematics.

Students must:

- obtain a Unique Student Identifier number (USI) upon enrolment (please see your enrolment documents for more details)
- complete a Work Experience Agreement and all associated documentation

## Fees

Currently this subject does not attract a special subject levy fee however, 2024 fees may be subject to change.

### Additional Fee Charges:

Familiarisation Tours (1 per year) are compulsory and have competency tasks associated with them. These usually occur over a weekend. Locations include Airlie Beach and Fraser Island. Approximately \$200 per tour is the projected cost.

Major excursions and educational tours to international or national destinations will be advertised well in advance and will be optional (Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates).

In 2023 Tourism and Hospitality students may be invited to attend a Tourism and Hospitality Educational Tour to a domestic or international location. Domestic tours range from 5-7 days. International tours range from 8-10 days.

Both international and domestic tours may include behind the scenes tours, fun activities and experiences, educational sessions, sightseeing, dining experiences, cultural experiences and cooking experiences.

## Pathways

A nationally recognised qualification in SIT20116 Certificate II in Tourism provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites, and any small tourism business.

Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered, or a combination of both.

Further study options include Certificate III and IV in Tourism, Certificate III in Travel, Certificate III and IV in Guiding, Certificate III and IV in Holiday Parks and resorts, Certificate IV in Travel and Tourism, Diploma of Travel and Tourism Management, Diploma of International Hotel and Tourism Management, Advanced Diploma of Travel and Tourism Management, Bachelor of Event and Tourism Management

## Objectives

By the conclusion of this qualification, students should:

- have a defined and limited range of tourism operational skills
- possess basic industry knowledge
- undertake routine tasks in using business technology, providing advice on Australian and international tourism
- destinations, providing visitor information, and understanding cultural sensitivity
- carry out mainly routine and repetitive tasks
- work effectively under direct supervision

## Structure

Units of competency (4 Core units plus 7 Elective units) are delivered in relation to two themes, over the course of two years:

Semester 1 & 2: Domestic Tourism

Semester 3 & 4: International Tourism

Note: A training package update is occurring 2022, which may affect unit offerings in 2023. Parents will be informed about qualification updates when they are confirmed.

Unit Code	Unit Name		Unit Code	Unit Name	
SITTIND001	Source and use information on the tourism and travel industry	Core	SITTTSL003	Provide advice on international destinations	Elective
SITXWHS001	Participate in safe work practices	Core	SITXCCS002	Provide visitor information	Elective
SITXCCS003	Interact with customers	Core	SITTTSL004	Provide advice on Australian destinations	Elective
SITXCOM002	Show social and cultural sensitivity	Core	SITTTSL001	Operate online information systems	Elective
			SITTTSL002	Access and interpret product information	Elective
			SITTTSL009	Process travel-related documentation	Elective
			SITXFIN001	Process financial transactions	Elective
			SITXCCS001	Provide customer information and assistance	Elective

A Credit Transfer may be awarded for the units, if completed in another qualification. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.

Seven out of the eight elective units listed must be completed. Students who have been issued with the SIT10216 Certificate I in Hospitality by St Ursula's College RTO, in Year 10, will be awarded credit transfers for the following units of competency:

- SITXCCS001 Provide customer information and assistance
- SITXWHS001 Participate in safe work practices

SIT20416 Certificate II in Kitchen Operations shares some units with this qualification and credits will be awarded accordingly.

## Assessment

Competency based assessment is based on competency standards. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Training will focus on developing the skills and knowledge required to achieve industry specific standards of performance required in the workplace.

Evidence contributing towards competency will be collected throughout the course. A unit of competency is a statement of the specification of standards of performance required in the workplace. It is made up of elements of competency, together with foundation skills, performance and knowledge evidence. Students will be assessed against units of competency.

Homework in this course will vary according to the need for students to complete learning and assessment tasks. Allow one hour per week.

Possible assessment methods are outlined in the table below.

## Assessment Methods

Method	Description
Direct observation	Assessed in at the St Ursula's College simulated Travel Centre
Product based methods	Flyers and online blogs; itineraries
Questioning	Worksheets, online questioning and scenarios
Third party evidence	A supplementary report provided by a workplace supervisor

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Additional Information

Location of Training: St Ursula's College
Mode of Delivery: Face to Face
Support Services: Additional support may be offered through careers advice, pastoral care, Teacher Aid assistance, additional training tutorials, the Inclusive Education Department

- \* Certificate II in Tourism is delivered by St Ursula's College RTO (RTO no. 30032)
- \* A maximum of 8 QCE credits from the same training package can contribute to a QCE. The Tourism, Travel and Hospitality Training Package includes the following College course offerings:
  - SIT20416 Certificate II in Kitchen Operations
  - SIT30116 Certificate III in Tourism
  - SIT20116 Certificate II in Tourism
  - SIT10216 Certificate I in Hospitality

Correct at time of publication: June 2022

# SIT30116 Certificate III in Tourism

Skills and Training Subject – QCE Credit – Maximum 8 credits\*



VET

RTO no. 30032

The SIT30116 Certificate III in Tourism may assist students to work across a number of strong-growth industries such as tourism business and events.

Students must complete compulsory industry work placement requirements, undertaking placements at the Visitor Information Centre, Keppel Connections, Beachside Holiday Caravan Park and the College Canteen during the course.

It is recommended that students have a Sound level of achievement in English and Sound level of achievement in Mathematics.

Students must:

- obtain a Unique Student Identifier number (USI) upon enrolment (please see your enrolment documents for more details)
- complete a Work Experience Agreement and all associated documentation

## Fees

2023 fees may be subject to change. Current Tourism fees (approximately \$180-\$250.00 depending on activities) cover the costs of online training, materials and local excursions.

### Additional Fee Charges:

Familiarisation Tours (1 per year) are compulsory and have competency tasks associated with them. These usually occur over a weekend. Locations include Airlie Beach and Fraser Island. Approximately \$200 per tour is the projected cost.

Major excursions and educational tours to international or national destinations will be advertised well in advance and will be optional (Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates).

In 2023 Skills and Training students may be invited to attend a Skills and Training Educational Tour to a domestic or international location. Domestic tours range from 5-7 days. . International tours range from 8-10 days.

Both international and domestic tours may include behind the scenes tours, fun activities and experiences, industry sessions, sightseeing, dining experiences, cultural experiences.

## Pathways

- A nationally recognised qualification in SIT30116 Certificate III in Tourism provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites, and any small tourism business.
- This qualification allows for multi-skilling and for specialisation in office-based roles involving the planning and coordination of tourism services, or roles in the field where products are delivered.
- A student who does not show progress towards fulfilling the requirements of a Certificate III may be encouraged to work towards a Certificate II qualification instead.
- Further study options include and IV in Tourism, Certificate III in Travel, Certificate III and IV in Guiding, Certificate III and IV in Holiday Parks and resorts, Certificate IV in Travel and Tourism, Diploma of Travel and Tourism Management, Diploma of International Hotel and Tourism Management, Advanced Diploma of Travel and Tourism



Management, Bachelor of Event and Tourism Management, Bachelor of Hospitality Management.

- Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>
- Some universities will accept standalone VET qualifications, including Certificate III qualifications for current Year 12 applications.

- have a defined and limited range of tourism operational skills
- have a sound knowledge of industry operations
- undertake routine tasks in using business technology including reservation systems & social media platforms, providing advice on Australian and international tourism destinations, providing visitor information, and understanding cultural sensitivity
- demonstrate practical skills in itinerary building, blogging and electronic communication
- work effectively with some independence whilst under supervision

## Objectives

By the conclusion of this qualification, students should:

## Structure

Units of competency (4 Core units plus 11 Elective units) are delivered in relation to four themes, over the course of two years:

Semester 1 & 2: Domestic Tourism

Semester 3 & 4: International Tourism

Note: A training package update is occurring 2022, which may affect unit offerings in 2023. Parents will be informed about qualification updates when they are confirmed.

Unit Code	Unit Name		Unit Code	Unit Name	
SITTIND001	Source and use information on the tourism and travel industry	Core	SITTTSL003	Provide advice on international destinations	Elective
SITXWHS001	Participate in safe work practices	Core	SITXCCS002	Provide visitor information	Elective
SITXCCS006	Provide service to customers	Core	SITTTSL004	Provide advice on Australian destinations	Elective
SITXCOM002	Show social and cultural sensitivity	Core	SITTTSL001	Operate online information systems	Elective
			SITTTSL002	Access and interpret product information	Elective

	SITTTSL009	Process travel-related documentation	Elective
	SITXFIN001	Process financial transactions	Elective
	SITXCCS001	Provide customer information and assistance	Elective
	SITTTSL010	Use computerised reservations or operations systems	Elective
	SITTTSL006	Prepare quotations	Elective
	BSBWOR203	Work effectively with others	Elective

A Credit Transfer may be awarded for the units, if completed in another qualification. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.

Students who have been issued with the SIT10216 Certificate I in Hospitality by St Ursula's College

RTO, in Year 10, will be awarded credit transfers for the following units of competency:

- SITXCCS001 Provide customer information and assistance
- SITXWHS001 Participate in safe work practices
- BSBWOR203 Work effectively with others

SIT20416 Certificate II in Kitchen Operations shares some units with this qualification and credits will be awarded accordingly.

## Assessment

Competency based assessment is based on competency standards. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Training will focus on developing the skills and knowledge required to achieve industry specific standards of performance required in the workplace.

Evidence contributing towards competency will be collected throughout the course. A unit of competency is a statement of the specification of standards of performance required in the workplace. It is made up of elements of competency, together with foundation skills, performance and knowledge evidence. Students will be assessed against units of competency.

Homework in this course will vary according to the need for students to complete learning and assessment tasks. Allow one hour per week.

Possible assessment methods are outlined in the table below.

## Assessment Methods

Method	Description
Direct observation	Assessed in at the St Ursula's College simulated Travel Centre
Product based methods	Flyers and online blogs; itineraries
Questioning	Worksheets, online questioning and scenarios
Third party evidence	A supplementary report provided by a workplace supervisor

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Additional Information

Location of Training: St Ursula's College
Mode of Delivery: Face to Face
Support Services: Additional support may be offered through careers advice, pastoral care, Teacher Aid assistance, additional training tutorials, the Inclusive Education Department

\* Certificate III in Tourism is delivered by St Ursula's College RTO (RTO no. 30032)

\* A maximum of 8 QCE credits from the same training package can contribute to a QCE. The Tourism, Travel and Hospitality Training Package includes:

- SIT20416 Certificate II in Kitchen Operations
- SIT30116 Certificate III in Tourism
- SIT20116 Certificate II in Tourism
- SIT10216 Certificate I in Hospitality

Correct at time of publication: June 2022

# 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
<b>Design in practice</b> <ul style="list-style-type: none"><li>• Experiencing design</li><li>• Design process</li><li>• Design styles</li></ul>	<b>Commercial design</b> <ul style="list-style-type: none"><li>• Explore – client needs and wants</li><li>• Develop – collaborative design</li></ul>	<b>Human-centred design</b> <ul style="list-style-type: none"><li>• Designing with empathy</li></ul>	<b>Sustainable design</b> <ul style="list-style-type: none"><li>• Explore – sustainable design opportunities</li><li>• Develop – redesign</li></ul>

## Assessment

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

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

### Summative assessments

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

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

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Digital Solutions is a high achievement or “B” standard in year 10 Design with Digital Technology.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

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

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

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

### Pathways

A course of study in Fashion can establish a basis for further education and employment in

the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

### Objectives

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

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

### Structure

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

Core topics	Elective topics	
<ul style="list-style-type: none"> <li>• Fashion culture</li> <li>• Fashion technologies</li> <li>• Fashion design</li> </ul>	<ul style="list-style-type: none"> <li>• Adornment Wearable art</li> <li>• Collections</li> <li>• Fashion designers</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion in history</li> <li>• Haute couture</li> <li>• Sustainable clothing</li> <li>• Textiles</li> <li>• Theatrical design</li> <li>• Merchandising</li> </ul>



## Assessment

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

- two projects
- one extended response.

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• product: 1–4.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• products 1–4</li> </ul>

# AVI30419 Certificate III in Aviation (Remote Pilot)

Skills Generation (RTO no. 41008)

Skills and Training Subject – QCE Credit – Maximum 6 credits\*

VET

AVI30419 Certificate III in Aviation (Remote Pilot) is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Skills Generation (RTO 41008). Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 6 QCE credits.

Please take note of the following:

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

In 2022 Skills and Training students may be invited to attend a Skills and Training Educational Tour to a domestic or international location. Domestic tours range from 5-7 days. . International tours range from 8-10 days.

Both international and domestic tours may include behind the scenes tours, fun activities and experiences, industry sessions, sightseeing, dining experiences, cultural experiences.

## Fees

This qualification is a fully subsidised VET in Schools (VETiS) Course, therefore students will not be charged a fee-for-service. VETiS qualifications that are funded by the Queensland Government's VET investment budget are listed on the Queensland

Government Department of Education and Training (DET) Training Subsidies List. As an approved Registered Training Organisation (RTO), Skills Generation delivers this VETiS qualification. A VETiS Factsheet can be accessed here:

<https://training.qld.gov.au/site/providers/Documents/funded/vetis-factsheet.pdf>

2022 fees may be subject to change. Current fees include:

**FREE** – For students who have previously completed the Certificate II in Engineering Pathways with Skills Generation.

**FREE** – If using VETiS Funding (note: VETiS funding can only be used once. Subsequent VETiS funded Qualifications will attract a fee-for-service). \*

OR

**Fee-for-Service:** Skills Generation training fee.

\$1200.00 (Discounted rate) \*\*

\$3220.00 – (Full rate)

Payment plans are available.

\* If a student chooses to use their VETiS funding for another eligible course, such as the Certificate II in Health Support Services, they will be required to select a fee-for-service option for one of their eligible courses.

\*\* to be eligible for the discounted rate, fee-for-service funded students must be enrolled in a class consisting of 15 or more students VETiS funded for the MEM20413 qualification.

**CASA Remote Pilot Application Fee:**

**Free** - Cert III AVI VETiS funded student

**\$550** - Cert II Engineering students and fee-for-service students (optional)

#### **Additional Fee Charges:**

- excursions may involve visits to outside businesses. Notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates)
- refunds for this qualification will be at the discretion of the College, with the percentage of the qualification completed and the costs incurred by the College considered

### **Pathways**

The Certificate III in Aviation (Remote Pilot) AVI30419 educates students about how to legally and compliantly operate a drone per CASA regulation.

Skills Generation's AVI30419 qualification has been written in consideration of Civil Aviation Safety Authority (CASA) regulations to ensure students are provided with the most up to date knowledge on how to safely, responsibly, and compliantly fly their drone to adhere to these regulations. Students will also be eligible to apply for their CASA Remote Pilot Licence (RePL) and Aeronautical Radio Operator Certificate (AROC) through this course. For further information, please contact Skills Generation directly on 1800 838 295.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit

<https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>

Some universities will accept standalone VET qualifications, including Certificate III qualifications for current Year 12 applications.

### **Objectives**

By Year 1 of this course of study, students should:

- perform and record operation inspections
- recharge a drone
- operate a drone on the ground, including starting engine, taxiing and shutting down
- prepare charts and flight plans
- execute radio communication and arrival procedures
- control drone flight, turning, speed and landing

By Year 2 of this course of study, students should be able to:

- efficiently operate a drone, including night operations and extended visual line of sight
- operate an aeronautical radio
- understand and comply with regulatory requirements and national operating standards
- prepare and process a Notice to Airman

## Structure

Units of competency (9 Core unit plus 5 Elective units) are delivered over the course of two years:

Unit Code	Unit Name		Unit Code	Unit Name	
AVIF0021	Manage human factors in remote pilot aircraft systems	Core	AVIY0027	Operate multi-rotor remote pilot aircraft systems	Listed Elective (Group B)
AVIW0004	Perform operational inspections on remote operated systems	Core	AVIE0005	Complete a Notice to Airmen (NOTAM)	Listed Elective (Group A)
AVIY0053	Manage remote pilot aircraft systems energy source requirements	Core	AVIH0007	Operate remote pilot aircraft systems under night visual line of sight	Listed Elective (Group C)
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations	Core	AVIH0008	Operate remote pilot aircraft systems in extended visual line of sight (EVLOS)	Listed Elective (Group C)
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations	Core	AVIE0003	Operate aeronautical radio	Listed Elective (Group A)
AVIY0052	Control remote pilot aircraft systems on the ground	Core			
AVIY0023	Launch, control and recover a remotely piloted aircraft	Core			
AVIW0028	Operate and manage remote pilot aircraft systems	Core			
AVIH0006	Navigate remote pilot aircraft systems	Core			
<p>If you have completed past studies in areas related to the qualification you plan to enrol in, you may be eligible for credit transfer. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.</p> <p>NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party)</p>					

## Assessment

Teachers (School-based trainer/assessors) will deliver the training and assess competence under the guidance of the Skills Generation (RTO 41008). Teachers will determine competence against each unit by following Skills Generation guidelines, which includes gathering evidence that demonstrates the student is competent in both the underpinning knowledge (theory) and the practical skills. Open book written questions and answers, as well as flying of the drone.

Students will access learning resources on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in an Engineering setting.

Homework in this course will vary according to the need for students to complete learning and knowledge assessment tasks, although most knowledge and practical assessment should be achievable in class time.

Evidence contributing towards competency will be collected throughout the course.

### Assessment and Learning Methods

Method
Practical Tasks / experience
Hands on activities involving drone operations
Group projects

### Topic of Study

Term 1	Term 2	Term 3	Term 4
Manage human factors in remote pilot aircraft systems operations	Manage remote pilot aircraft systems energy source requirements	Apply situational awareness in remote pilot aircraft systems operations.	Control remote pilot aircraft systems on the ground
Perform operational inspections on remote operated systems	Apply the principles of air law to remote pilot aircraft systems operations	Complete a Notice to Airmen	Launch, control and recover a remotely piloted aircraft
Term 5	Term 6	Term 7	Term 8
Operate and manage remote pilot aircraft systems	Operate multi-rotor remote pilot aircraft systems	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)	Finalisation of Qualification : AVI30419 Certificate III in Aviation (Remote Pilot)
Navigate remote pilot aircraft systems	Operate remote pilot aircraft systems under night visual line of sight (NVLOS)	Operate aeronautical radio	

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Additional Information

Location of Training: St Ursula's College
Mode of Delivery: Face to Face
Support Services: Additional support may be offered through careers advice, pastoral care, Teacher Aid assistance, additional training tutorials, the Inclusive Education Department

- \* The Certificate III in Aviation is delivered in partnership with an external Registered Training Organisation (RTO) – Skills Generation (RTO no. 41008).
- \* A maximum of 8 QCE credits from the same training package can contribute to a QCE.

Correct at time of publication: June 2022

# SIT20421 Certificate II in Cookery

Skills and Training Subject – QCE Credit – Maximum 4 credits\*



VET

The SIT20422 Certificate II in Cookery is an introductory level course where students will gain the basic knowledge required to work in kitchen operations or go on to further study.

Completion of Hospitality in Year 10 – SIT10222: Certificate I in Hospitality is an advantage. It is recommended that students have a Sound level of achievement in English and Sound level of achievement in Mathematics.

Students must complete a minimum of **12 food service periods** (each service period is approximately 3 hours and could be breakfast, lunch, dinner or other function work). Completing industry work placement in the College Boarding Kitchen, after hours and weekend functions will be compulsory as part of the core.

Students who have not studied Year 10 Hospitality may be required to complete some elements and knowledge evidence for 3 of the CORE competencies in their own time using an Online Training Resource.

Students will be required to **purchase a polo top and black chef's pants** through the Hospitality department within their first term of this subject. Students will wear these uniforms to all practical classes and at functions.

Students must:

- obtain a Unique Student Identifier number (USI) upon enrolment (please see your enrolment documents for more details)
- complete a Work Experience Agreement and all associated documentation

## Fees

2023 fees may be subject to change. Current Hospitality fees cover the cost of all food, and online training and include:

## Year 11

\$250.00 – Kitchen Operations Fee  
\$71.00 – Uniform (approximate cost if student has not previously purchased in Year 10)

## Year 12

\$250 – Kitchen Operations Fee

## Additional Fee Charges:

Major excursions and educational tours to international or national destinations will be advertised well in advance and will be optional. (Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates)

In 2023 Tourism and Hospitality students may be invited to attend a Tourism and Hospitality Educational Tour to a domestic or international location. Domestic tours range from 5-7 days. International tours range from 8-10 days.

Both international and domestic tours may include behind the scenes tours, fun activities and experiences, educational sessions, sightseeing, dining experiences, cultural experiences and cooking experiences.

## Pathways

A nationally recognised qualification in SIT20422 Certificate II in Cookery will provide 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.

This qualification will articulate and attract credit into cooking trade level qualifications in all states and territories in Australia.

Further study options include Industry Programs, Diploma of Hospitality Management, Certificate III in Commercial Cookery/Asian Cookery/Catering, Certificate IV in Kitchen Management/Catering Management, Diploma of Hospitality Management. Careers in food science and nutrition, food technology, food industry management.

## Objectives

By the conclusion of this qualification, students should:

- operate effectively in a commercial kitchen environment
- use a defined and limited range of food preparation and cookery skills to prepare food and menu items
- Develop cookery skills, and understand the procedures in keeping a safe, hygienic workplace.
- carry out mainly routine and repetitive tasks
- work effectively under direct supervision

## Structure

Units of competency (7 Core units plus 6 Elective units) are delivered in relation to five themes, over the course of two years:

Theme 1: Cool Café Cuisines

Theme 2: Tasty Takeaway

Theme 3: Asian Adventures

Theme 4: Creative Cakes

Theme 5 : Pub Grub

Unit Code	Unit Name		Unit Code	Unit Name	
• SITHCCC034	• Work effectively in a commercial kitchen	• Core	• SITHCCC024	• Prepare and present simple dishes	• Elective
• SITXWHS005	• Participate in safe work practices	Core	• SITHCCC028	• Prepare appetisers and salads	Elective
• SITXFSA005	• Use hygienic practices for food safety	Core	• SITHCCC026	• Package prepared foodstuffs	Elective
• SITHCCC023	• Use food preparation equipment	• Core	• SITHASC021	• Prepare Asian appetisers and snacks	• Elective
• SITXINV006	• Receive, store and maintain stock	Core	• SITHPAT011	• Produce cakes	Elective
• SITHCCC027	• Prepare dishes using basic methods of cookery	Core	SITXCOM007	Show social and cultural sensitivity	Elective



• SITHKOP009	• Clean kitchen premises and equipment	Core	
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A Credit Transfer may be awarded for the units, if completed in another qualification. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.

- Students who have been issued with the SIT10222 Certificate I in Hospitality by St Ursula's College RTO, in Year 10, will be awarded credit transfers for:
  - SITFSA005 Use hygienic practices for food safety
  - SITXWHS005 Participate in safe work practices
  - SITHCCC0026 Package prepared foodstuffs
- 
- SIT30122 Certificate III in Tourism shares some units with this qualification and credits will be awarded accordingly.

## Assessment

Competency based assessment is based on competency standards. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Training will focus on developing the skills and knowledge required to achieve industry specific standards of performance required in the workplace.

Evidence contributing towards competency will be collected throughout the course. A unit of competency is a statement of the specification of standards of performance required in the workplace. It is made up of elements of competency, together with foundation skills, performance and knowledge evidence. Students will be assessed against units of competency.

Homework in this course will vary according to the need for students to complete learning and assessment tasks. Allow one hour per week.

Possible assessment methods are outlined in the table below.

## Assessment Methods

Method	Description
• Direct observation	• Assessed in real time in the workplace and in the St Ursula's College Commercial Kitchen
• Product based methods and Portfolio	• Photographic evidence of prepared food, hot beverages, and equipment used. Recipe cost analysis; Function Logbook
• Questioning	Worksheets, online questioning and scenarios
• Third party evidence	A supplementary report provided by a workplace supervisor

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Additional Information

<ul style="list-style-type: none"><li>• Location of Training: St Ursula's College</li></ul>
<ul style="list-style-type: none"><li>• Mode of Delivery: Face to Face</li></ul>
<ul style="list-style-type: none"><li>• Support Services: Additional support may be offered through careers advice, pastoral care, Teacher Aid assistance, additional training tutorials, the Inclusive Education Department</li></ul>

\* A maximum of 8 QCE credits from the same training package can contribute to a QCE. The Tourism, Travel and Hospitality Training Package includes:

- SIT20421 Certificate II in Cookery
- SIT30122 Certificate III in Tourism
- SIT20122 Certificate II in Tourism
- SIT10222 Certificate I in Hospitality

Correct at time of publication: June 2022

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

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Physical Education is a high achievement or “B” standard in year 10 Health and Physical Education and a sound achievement or “C” standard in Year 10 Science.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student's suitability to successfully complete this subject.

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

## Assessment

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

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

### Summative assessments

Unit 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%

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Physical Education is a sound achievement or “C” standard in year 10 Health and Physical Education and English.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

# SIS30321 Certificate III in Fitness

Binnacle Training (RTO no. 31319)

Skills and Training Subject – QCE Credit – Maximum 8 credits\*

VET

SIS30321 Certificate III in Fitness is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits.

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates 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 indoor and outdoor fitness sessions, including with older adult clients. This program also includes the following:

- First Aid Certificate and CPR certificate; plus coaching accreditation
- a range of career pathway options including a direct pathway into Certificate IV in Fitness (Personal Trainer)

Students must have a passion for and/or interest in pursuing a career in the fitness or sports industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. Please take note of the following:

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

- students enrolling with First Aid Easy for the First Aid/CPR units must complete an enrolment form. Further information about the First Aid program can be found on their website [www.firstaideasy.com.au](http://www.firstaideasy.com.au)
- this Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'
- A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements

Major excursions and sports, fitness and recreation educational tours will be advertised well in advance and will be optional. (Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates).

In 2023 Skills and Training students may be invited to attend a Skills and Training Educational Tour to a domestic or international location. Domestic tours range from 5-7 days. . International tours range from 8-10 days.

Both international and domestic tours may include behind the scenes tours, fun activities and experiences, industry sessions, sightseeing, dining experiences, cultural experiences.

## Fees

2023 fees may be subject to change. Current fees include:

### Year 11

\$275.00 – Training fee + First Aid

### Year 12

\$275.00 – Training fee

### Additional Fee Charges:

- excursions to other outside venues to participate in and to conduct fitness activities will incur a cost amounting to a maximum of \$30.00
- final cost and notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates
- refunds for this qualification will be at the discretion of the College, with the percentage of the qualification completed and the costs incurred by the College considered

## Pathways

- The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a:
  - fitness instructor
  - community coach
  - athlete
  - activity assistant
- Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III

to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>

- Some universities will accept standalone VET qualifications, including Certificate III qualifications for current Year 12 applications.

## Objectives

By Year 1 of this course of study, students should be able to:

- have basic knowledge of the Sport, Fitness and Recreation Industry
- deliver bootcamp sessions
- carry out coaching practices
- conduct risk assessments on fitness activities
- deliver community fitness programs
- hold a current First Aid and CPR Certificate
- possess knowledge of anatomy and physiology – body systems and terminology
- provide one-on-one cardio programs
- provide healthy eating (nutrition) information to clients

By Year 2 of this course of study, students should be able to:

- possess knowledge of anatomy and physiology – digestive system and energy systems
- conduct client health assessments
- train specific population clients, including older adults, clients from specific populations
- plan and instruct mobility sessions



## Structure

Units of competency (11 Core units plus 4 Elective units) are delivered over the course of two years:

Unit Code	Unit Name		Unit Code	Unit Name	
BSBOPS304	Deliver and monitor a service to customers	Core	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	Core
BSBPEF301	Organise personal work priorities	Core	SISFFIT052	Provide healthy eating information	Core
HLTAID011	Provide first aid	Core	SISXEMR001	Respond to emergency situations	Elective Listed
HLTWHS001	Participate in workplace health and safety	Core	BSBUS211	Participate in sustainable work practices	Elective Listed
SISFFIT032	Complete pre-exercise screening and service orientation	Core	SISXIND001	Work effectively in sport, fitness and recreation environments	Elective Imported
SISFFIT033	Complete fitness assessments	Core	SISXIND002	Maintain sport, fitness and recreation industry knowledge	Elective Imported
SISFFIT035	Plan group exercise sessions	Core			
SISFFIT036	Instruct group exercise sessions	Core			
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	Core			

If you have completed past studies in areas related to the qualification you plan to enrol in, you may be eligible for credit transfer. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party).

## Assessment

Program delivery will combine both class-based learning and as well as a real fitness environment (including a gym). This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

Evidence contributing towards each competency will be collected throughout the program. This evidence will be used to make judgements of competency that are aligned with, and reflect, the requirements of each unit of competency.

NOTE: This program involves a mandatory 'outside subject' weekly component as follows:

- **MANDATORY:** A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.
- **RECOMMENDED:** 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Logbook of these practical experiences (minimum 40 hours).

Homework in this course will vary according to the need for students to complete learning and assessment tasks, although most activities should be achievable in class time.

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

## Assessment and Learning Methods

Method
Practical Tasks
Client interactions
Group work
Logbook
Fitness programs within the College
Practical experience at the College Gym

## Topic of Study

Term 1	Topics:	<ul style="list-style-type: none"> <li>• Binnacle Lounge Induction</li> <li>• The Sport, Fitness &amp; Recreation (SFR) Industry</li> <li>• Apply Knowledge of Coaching Practices</li> </ul>
	Programs:	<ul style="list-style-type: none"> <li>• Bootcamp Program: Assist with Delivering Bootcamp Sessions</li> <li>• Coaching Program: Plan &amp; Deliver Coaching Sessions</li> </ul>
Term 2	Topics:	<ul style="list-style-type: none"> <li>• Provide First Aid</li> <li>• SFR</li> </ul>
	Programs:	<ul style="list-style-type: none"> <li>• Community Fitness Program: Community Fitness Program – Junior Secondary School Participants</li> <li>• Provide First Aid: Enrol and complete the Short Course: HLTAID011 Provide</li> </ul>
Term 3	Topics:	<ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology</li> <li>• Plan &amp; Deliver Exercise Programs</li> </ul>
	Programs:	<ul style="list-style-type: none"> <li>• One-on-One Cardio Program: Personal Fitness Coach</li> <li>• Group Cardio Program: Circuit Sessions for Adolescent Clients</li> </ul>
Term 4	Topics:	<ul style="list-style-type: none"> <li>• Introduction to Nutrition</li> <li>• Digital Technologies in the Workplace</li> </ul>
	Programs:	<ul style="list-style-type: none"> <li>• Group Nutrition Presentation</li> <li>• Strength &amp; Conditioning Program for Peers</li> </ul>
Term 5	Topics:	<ul style="list-style-type: none"> <li>• Client Orientation, Health Assessment &amp; Fitness Testing</li> <li>• Provide Healthy Eating Information</li> <li>• Fitness Programming &amp; Instruction</li> <li>• Anatomy &amp; Physiology for Fitness Programming</li> </ul>
	Programs:	<ul style="list-style-type: none"> <li>• One-on-One Gym Program: Initial Consultation for a Peer</li> </ul>
Term 6	Topics:	<ul style="list-style-type: none"> <li>• Older Adults</li> <li>• Specific Populations</li> <li>• Anatomy &amp; Physiology for Fitness Programs</li> </ul>

Term 7	Programs:	<ul style="list-style-type: none"> <li>• Gentle Exercise Program: Participate in Gentle Exercise Sessions</li> <li>• Mobility Program: Plan and Instruct Mobility Sessions</li> <li>• Specific Populations: Plan and Deliver Programs for Scenario Clients</li> </ul>
	Topics:	<ul style="list-style-type: none"> <li>• Older Adults</li> <li>• Specific Populations</li> </ul> Anatomy & Physiology for Fitness Programs
	Programs:	<ul style="list-style-type: none"> <li>• Group Exercise and Gym-based One-on-One Sessions:</li> <li>• Female and Male Adults aged 18+; and</li> <li>• Older adults aged 55+</li> </ul>

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Additional Information

Location of Training: St Ursula's College
Mode of Delivery: Face to Face
Support Services: Additional support may be offered through careers advice, pastoral care, Teacher Aid assistance, additional training tutorials, the Inclusive Education Department

- \* The Certificate III in Fitness is delivered in partnership with an external Registered Training Organisation (RTO) – Binnacle Training (RTO no. 31319).
- \* First Aid & CPR units are delivered and assessed by First Aid Easy Training, on behalf of Allen's Training Pty Ltd, RTO 90909. In the event this provider is unable to deliver this unit of competency, St Ursula's College will source an alternate provider.
- \* A maximum of 8 QCE credits from the same training package can contribute to a QCE.

Correct at time of publication: June 2022

# HLT33015 Certificate III in Allied Health Assistance

The Cairns Training Academy (RTO no. 30857)

Skills and Training Subject – QCE Credit – Maximum 8 credits\*

VET

This qualification reflects the role of Allied Health Assistants who provide assistance to Allied Health Professionals under predetermined guidelines.

To achieve this qualification, students must have completed at least 80 hours of work placement, as detailed in the Assessment Requirements of the units of competency. Work may be completed at several locations. Students may need to complete additional hours depending on the progress of their training log book completion.

This program also includes the following:

- First Aid Certificate and CPR certificate
- a range of career pathway options including an alternative entry into some universities.
- eligibility to apply for entry Allied Health Assistant positions

Students must have a passion for and/or interest in pursuing a career in Allied Health or Health. Sound level of achievement in English and Mathematics is necessary to meet the demands of the qualification.

Prior to the work placement component of the course, each student **MUST**:

- obtain a Unique Student Identifier number (USI) upon enrolment (please see your enrolment documents for more details)
- **Provide evidence of Covid-19, double vaccination**
- Obtain and provide evidence of Influenza immunisation (a requirement for most work placement hosts)
- successfully complete training and assessment in one simulated allied

health program (completed during class time)

- skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace or may occur only rarely.
- obtain a (free) 'Working with Children' Student Blue Card (St Ursula's College assists with facilitating this application)
- students enrolling with First Aid Easy for the First Aid/CPR units must complete a enrolment form. Further information about the First Aid program can be found on the their website [www.firstaideasy.com.au](http://www.firstaideasy.com.au)

Students will be supplied with a polo shirt through the Skills and Training department during their first term of this subject.

Students will wear these uniforms to all workplacements. Students are required to wear their polo shirt, long black pants and covered in shoes to placement. All jewellery is to be removed for occupational health and safety reasons.

Parents and Boarding are responsible for transporting their own children to work placement. Work placement may be located in Yeppoon and Rockhampton based Allied Health organisations and will be finalised prior to placement. Host employers will determine start times and finish times, which may be different from our school timetable.

At least 40-60 hours will be completed in Year 11 and the remaining hours will be completed in Year 12. Work placement may occur during the school week and during the school holidays.

In 2023 Skills and Training students may be invited to attend a Skills and Training Educational Tour to a domestic or international location. Domestic tours range from 5-7 days. International tours range from 8-10 days.

Both international and domestic tours may include behind the scenes tours, fun activities and experiences, industry sessions, sightseeing, dining experiences, cultural experiences.

## Fees

2022 fees may be subject to change. Current fees include:

### Year 11

\$340.00 - Training fee  
\$40.00 - Polo shirt

### Year 12

\$290.00 - Training fee (includes First Aid Certificate)

### Additional Fee Charges:

- students, who withdraw from this subject, after their enrolment is processed, in Term 1 may be eligible for a refund. Refunds for this qualification will be at the discretion of the College, with the percentage of the qualification completed and the costs incurred by the College considered. Students must submit a cancellation form to the Cairns Training Academy.
- students who are still enrolled after graduating Year 12 will revert to the Cairns Training Academy normal course fee status however, **this option will only be available if Cairns Training Academy are offering the course outside of the school system.**

## Structure

Units of competency (8 Core units plus 3 Elective units) are delivered over Years 11 (February enrolment with CTA) and Year 12 (completion approximately the beginning of October):

- reissuing of results and qualifications will incur a \$55.00 fee

## Pathways

- The Certificate III in Allied Health may be used by students seeking to enter into the Allied Health industry as an Allied Health Assistant and/or students may choose to complete a Certificate IV in Allied Health. This qualification can also be used as an alternative entry into some universities.
- Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>
- Some universities will accept standalone VET qualifications, including Certificate III qualifications for current Year 12 applications.
- Through current courses offered by CQUniversity, this qualification may earn approximately 3 credits towards a Diploma in Nursing, 2 credits towards a Certificate IV in Ageing Support and 6 credits towards a Certificate III in Individual Support.
- Through current courses offered by TAFE Queensland, this qualification may earn 7 credits towards a Certificate IV in Allied Health Assistance.

## Course objectives

Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an Allied Health Professional.

Unit Code	Unit Name		Unit Code	Unit Name	
CHCCCS010	Maintain a high standard of service	Core	CHCCCS002	Assist with movement	Elective
CHCCOM005	Communicate and work in health or community services	Core	HLTAID011	Provide first aid	Elective
CHCDIV001	Work with diverse people	Core	BSBFLM312	Contribute to team effectiveness	Elective
HLTAAP001	Recognise healthy body systems	Core			
HLTAHA001	Assist with an allied health program (80 hours)	Core			
HLTINF001	Comply with infection prevention and control policies and procedures	Core			
HLTWHS001	Participate in workplace health and safety	Core			
BSBMED301	Interpret and apply medical terminology appropriately	Core			
If you have completed past studies in areas related to the qualification you plan to enrol in, you may be eligible for credit transfer. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.					

## Assessment

Teachers (School-based trainer/assessors) will deliver the training and assess competence under the guidance of the Cairns Training Academy RTO. Teachers will determine competence against each unit by following CTA guidelines, which includes gathering evidence that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

Students will access learning resources on-line or via hard copy to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in an Allied Health setting. Students will be required to complete a TRAINING RECORD Book. This book includes a section to record the minimum mandatory 80 hours, which must be verified by the workplace supervisor. In addition, the required practical skills are identified throughout the book against each unit. The work-place supervisor will verify these skills once they have been demonstrated on a consistent basis during the 80 hours of work placement.

Homework in this course will vary according to the need for students to complete learning and knowledge assessment tasks, although most knowledge assessment should be achievable in class time.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Additional Information

Location of Training: St Ursula's College
Mode of Delivery: Face to Face
Support Services: Additional support may be offered through careers advice, pastoral care, Teacher Aid assistance, additional training tutorials, the Inclusive Education Department

- \* Certificate III in Allied Health is delivered in partnership with an external Registered Training Organisation (RTO) – The Cairns Training Academy (RTO no. 30857).
- \* First Aid & CPR units are delivered and assessed by First Aid Easy Training, on behalf of Allens Training Pty Ltd, RTO 90909. In the event this provider is unable to deliver this unit of competency, St Ursula's College will source an alternate provider.
- \* A maximum of 8 QCE credits from the same training package can contribute to QCE. The Health Training Package includes the following College course offerings:
  - HLT23215 Certificate II in Health Support Services

Correct at time of publication: June 2022



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

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Biology is a high achievement or “B” standard in year 10 Science.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

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

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

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals – structure, properties and reactions</b> <ul style="list-style-type: none"><li>• Properties and structure of atoms</li><li>• Properties and structure of materials</li></ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"><li>• Intermolecular forces and gases</li><li>• Aqueous solutions and acidity</li><li>• Rates of chemical reactions</li></ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"><li>• Chemical equilibrium systems</li><li>• Oxidation and reduction</li></ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"><li>• Properties and structure of organic materials</li><li>• Chemical synthesis and design</li></ul>

## 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.

<ul style="list-style-type: none"> <li>• Chemical reactions – reactants, products and energy change</li> </ul>			
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## 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			

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Chemistry is a high achievement or “B” standard in year 10 Science and year 10 Maths Methods.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

# 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 for Alternate Sequence (AS Physics)

Physics runs as an alternate sequence with Year 11 and 12 students in a combined classroom. The Alternative Sequence Syllabus has the same subject matter and syllabus objectives as the Physics General Senior Syllabus. The structure of the Alternate Sequence course is outlined below, with AS Physics units 1 and 2 undertaken in 2023.

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
<b>Physics of Motion</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Gravity and motion</li> </ul>	<b>Einstein's famous equation</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Ionising radiation and nuclear reactions</li> <li>• The Standard Model</li> </ul>	<b>The transfer and use of energy</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Waves</li> <li>• Electrical circuits</li> </ul>	<b>Electromagnetism and quantum theory</b> <ul style="list-style-type: none"> <li>• Quantum theory</li> <li>• Electromagnetism</li> </ul>

## Assessment

The summative assessment techniques and conditions of Units 1 and 2 are the same for Units 3 and 4, with three summative internal assessments and one summative external assessment. All summative internal assessments will require endorsement.

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

AS Unit 1/ Unit 3		AS Unit 2 / 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			

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Physics is a high achievement or "B" standard in year 10 Science and year 10 Maths Methods.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student's suitability to successfully complete this subject.

# 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.

## 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.

## 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.

Areas of study	Core topics	Elective topics
Environmental	<ul style="list-style-type: none"> <li>• Environmental conditions</li> <li>• Ecosystems</li> <li>• Conservation and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Citizen science</li> </ul>
Recreational	<ul style="list-style-type: none"> <li>• Entering the aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic activities</li> </ul>
Commercial	<ul style="list-style-type: none"> <li>• Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Aquaculture, aquaponics and aquariums</li> <li>• Boat building and marine engineering</li> </ul>
Cultural	<ul style="list-style-type: none"> <li>• Cultural understandings</li> </ul>	<ul style="list-style-type: none"> <li>• Historical understandings</li> </ul>
Safety and management practices	<ul style="list-style-type: none"> <li>• Legislation, rules and regulations for aquatic environments</li> <li>• Equipment maintenance and operations</li> <li>• First aid and safety</li> <li>• Management practices</li> </ul>	—

## 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.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>	<ul style="list-style-type: none"> <li>• performance: continuous class time to develop and practice the performance.</li> </ul>



French provides students with the opportunity to reflect on their understanding of the French 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 French-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 French 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 French 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 French 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 French.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ma vie</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>L'exploration du monde</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> </ul>	<b>Notre société</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>Mon avenir</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

	<ul style="list-style-type: none"> <li>• The contribution of French culture to the world</li> </ul>		
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## 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%

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior French is a high achievement or “B” standard in year 10 French.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

Japanese provides students with the opportunity to reflect on their understanding of the Japanese 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 Japanese-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 Japanese 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 Japanese 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 Japanese 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 Japanese.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>私達のまわり</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> </ul>	<b>私達の社会</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> </ul>	<b>私の将来</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

	<ul style="list-style-type: none"> <li>• The contribution of Japanese culture to the world</li> </ul>	<ul style="list-style-type: none"> <li>• Groups in society</li> </ul>	
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## 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%

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Japanese is a high achievement or “B” standard in year 10 Japanese.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

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

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Drama is a sound achievement or “C” standard in year 10 Drama.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

# 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
<b>Designs</b> Through inquiry learning, the following is explored:  How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	<b>Identities</b> Through inquiry learning, the following is explored:  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?	<b>Innovations</b> Through inquiry learning, the following is explored:  How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	<b>Narratives</b> Through inquiry learning, the following is explored:  How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Music is a sound achievement or “C” standard in year 10 Music.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.



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

## Assessment

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

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

### Summative assessments

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

### Subject Entry Requirements:

- Presumed level of knowledge and understanding for senior Visual Art is a sound achievement or “C” standard in year 10 Visual Art.
- If a student does not meet this standard, further consultation with the Head of Department will be required to determine a student’s suitability to successfully complete this subject.

# 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:

- 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.
- recall terminology and explain art-making processes
  - interpret information about concepts and ideas for a purpose
  - demonstrate art-making processes required for visual artworks

## Structure

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

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

## 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.
<p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

## Courses offered by External Providers

Code	Course	Training Company
CUA31120	Certificate III in Visual Arts	CQUniversity
CHC22015	Certificate II in Community Services (Childcare Focus)	CQUniversity
10971NAT	Certificate IV in Justice Studies	CQUniversity
MSL20118	Certificate II in Sampling Measurement	CQUniversity
CPC10120	Certificate I in Construction	CQUniversity
UEE22020	Certificate II in Electrotechnology	CQUniversity
ACM20121	Certificate II in Animal Studies	CQUniversity
CUA31020	Certificate III in Screen and Media	Australian Academy of Media
RII20120	Certificate II in Resources and Infrastructure	CQUniversity
MEM 20413	Certificate II in Engineering Pathways	CQUniversity
AHC30716	Certificate II in Horticulture	CQUniversity
SHB20216	Certificate II in Salon Assist	CQUniversity
SHB30121	Certificate III in Beauty Services	Larshar College of Beaute and Hair
SHB20216	Certificate III in Retail Cosmetics	Larshar College of Beaute and Hair
CHC30121	Certificate III in Early Childhood Education and Care	Cairns Training Academy
CHC33015	Certificate III in Individual Support Ageing	Bluestone Medical and Professional
CHC30221	Certificate III in Education Support	RATEP
See Mrs Oldham to enrol		