



RUNCORN STATE HIGH SCHOOL
PRIDE | SUCCESS | EXCELLENCE

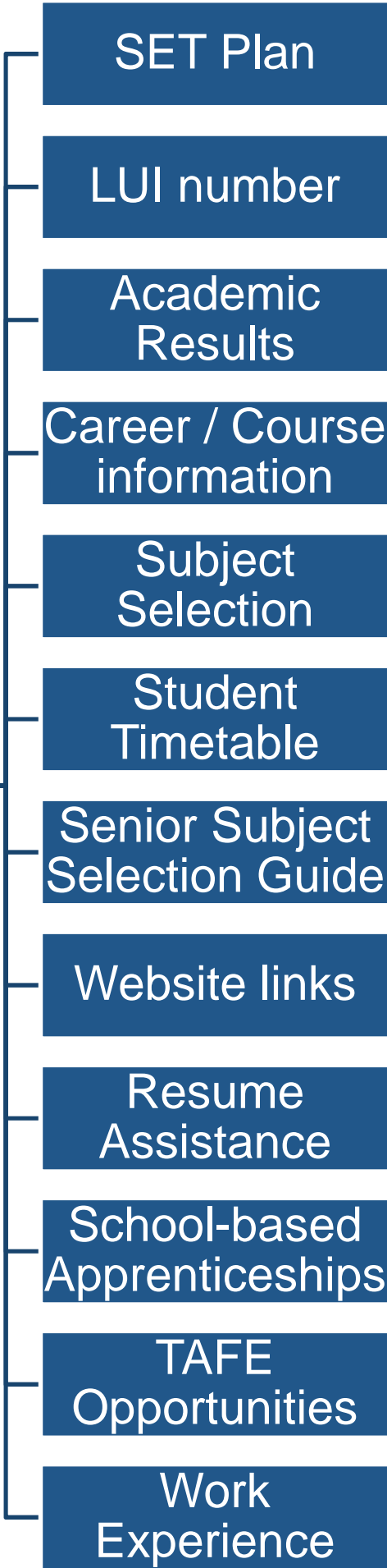


SENIOR

SUBJECT SELECTION GUIDE

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An electronic version is available and can be accessed via the students' ONESCHOOL account

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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.



Statement of results

A statement of results will be issued by the Queensland Curriculum and Assessment Authority (QCAA) for all QCAA-developed courses of study. This includes all General, Applied and VET Certificate courses.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.





**Set
Amount**

20 credits from contributing courses of study, including:

- General subjects
- Applied subjects
- VET Qualifications
- School based traineeships/Apprenticeships
- Recognised studies



**Set
Standard**


Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent



**Set
Pattern**

12 credits from completed core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8)



**Literacy
and
Numeracy**

Students must meet minimum literacy and numeracy requirements:

- C or better in a unit of Mathematics and English

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 (General and Applied)

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.

Typically, it is expected that most students will complete these courses across Years 11 and 12.

General subjects

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

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

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

General syllabuses overview

- General syllabuses are developmental four-unit courses of study.
- Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.
- Students should complete Units 1 and 2 before starting Units 3 and 4.
- Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

- Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.
- Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.
- Schools 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%.

Applied subjects

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

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.

Applied syllabuses 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.

Applied syllabuses do not use external assessment.

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.

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. These subjects are General subjects and can contribute to ATAR calculation. At Runcorn SHS these subjects are generally languages that are not able to be offered.

Vocational education and training (VET)

VET can be accessed at Runcorn SHS in a number of ways:

- Runcorn SHS – Registered Training Organisation

Runcorn SHS is a Registered Training Organisation and offers Certificate II Business to students across year 11 and 12. More detail regarding the Certificate II Business is provided in the VET section of this Subject Selection Guide. Information regarding VET Policies and procedures are outlined in the VET Student Handbook. The VET Student Handbook can be accessed on the students ONESCHOOL account.

- External provider

Runcorn SHS has third-party arrangements with external providers to deliver VET qualifications on behalf of the external provider. These qualifications will be delivered as a regular timetabled class.

- Other RTO's

Students are able to apply to other RTO's to undertake qualifications while still enrolled at high school. Students usually attend one day per week if accepted into the program. Please contact the HOD Senior School for more information on the types of courses available.

- School-Based Traineeships and Apprenticeships (SAT)

At Runcorn SHS, students in years 10, 11 and 12, have the option to begin an apprenticeship or traineeship whilst they are still at school. School-based Traineeships / Apprenticeships combine paid employment with a VET qualification. Students will normally participate one day per week.

Australian Tertiary Admission Rank (ATAR) eligibility

An ATAR is a measure of overall academic achievement. It allows comparisons to be made between all students in the State, with students receiving an ATAR from 99.95 (the highest) to approximately 35.00.

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
- best results in a combination of four General subject results plus a Certificate III or higher VET qualification. Students who wish to use a VET Qualification as part of their ATAR calculation MUST enrol in a VET qualification being offered as a timetabled subject. ATAR eligible students will not be able to participate in any VET qualification offered off campus as time away from school will have a negative impact on the students' academic studies.

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 English subject — English, Essential English, Literature 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.



Senior Curriculum Offerings

At Runcorn SHS students are required to:

- ▶ Choose an English subject
- ▶ Choose a Mathematics subject
- ▶ Choose 4 other General / Applied / VET offerings

Subject choices will depend on where in the timetable the subject is offered

SUBJECT OFFERINGS - 2019

Faculty	General Subjects	Applied Subjects	VET
ENGLISH	<ul style="list-style-type: none"> • English • Literature • English as an Additional Language 	<ul style="list-style-type: none"> • Essential English 	
MATHEMATICS	<ul style="list-style-type: none"> • General Mathematics • Mathematics Methods • Specialist Mathematics 	<ul style="list-style-type: none"> • Essential Mathematics 	
THE ARTS	<ul style="list-style-type: none"> • Music • Visual Arts 	<ul style="list-style-type: none"> • Media Arts in Practice • Music in Practice • Visual Art in Practice 	
HPE	<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • Sport and Recreation 	<ul style="list-style-type: none"> • Cert III Fitness
LOTE	<ul style="list-style-type: none"> • Japanese 		
SCIENCE	<ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology 	<ul style="list-style-type: none"> • Science In Practice 	
SOCIAL SCIENCE	<ul style="list-style-type: none"> • Ancient History • Geography • Modern History 	<ul style="list-style-type: none"> • Social and Community Studies 	
TECHNOLOGY	<ul style="list-style-type: none"> • Accounting (ACC) • Business 	<ul style="list-style-type: none"> • Engineering Studies • ICT • Furnishing • Tourism 	<ul style="list-style-type: none"> • Cert II Business • Cert II Hospitality • Cert III Business

Subject Pre-Requisites

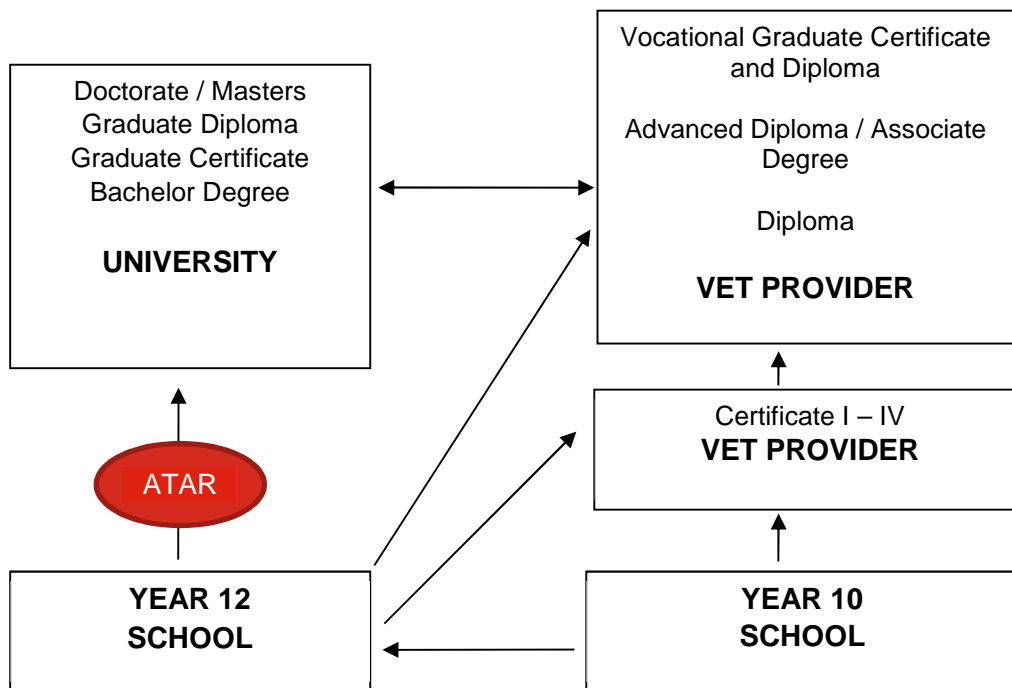
- The following table lists all of the General subjects that have pre-requisites for entry.
- Pre-requisites for all General subjects **MUST** be met at Australian Curriculum Year Level standard

GENERAL SUBJECT	PRE-REQUISITE
Accounting	B or above in Yr 10 English
Ancient History	B or above in Yr 10 English
Biology	B or above in Yr 10 Science, Yr 10 English and Yr 10 Mathematics
Business	B or above in Yr 10 English
Chemistry	B or above in Yr 10 Science, Yr 10 English and Yr 10 Mathematics
English	B or above in Yr 10 English
Geography	B or above in Yr 10 English
Japanese	B or above in Yr 10 Japanese and a C in Yr 10 English
Literature	B or above in Yr 10 English
General Mathematics	B or above in Yr 10 Mathematics
Mathematical Methods	B or above in Yr 10 Mathematics
Specialist Mathematics	A in Yr 10 Mathematics
Modern History	B or above in Yr 10 English
Music	B or above in Yr 10 English
Physical Education	B or above in Yr 10 English
Physics	B or above in Yr 10 Science, Yr 10 English and Yr 10 Mathematics
Psychology	B or above in Yr 10 English, Yr 10 Science and Yr 10 Mathematics
Visual Art	B or above in Yr 10 English

Choosing a Course of Study

It is very helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about career choices then it is wise to choose a pathway that will keep several career options open to you.

As illustrated below, there are multiple pathways to study and training for a career. Students are also able to move between levels of study and training throughout their career.



When choosing a career pathway it is important to remember that all learning and all subjects have value. It is also important to note that all subjects provide a variety of skills that will equip students for entry to the workforce either after Year 12 or after further training or study.

Current trends have shown that after year 12, one third of all students will go directly to the workforce, one third will continue training through traineeships, apprenticeships and TAFE courses, and one third will go directly to university study.

Consider:

1. Your ability, interests and talents

Your academic performance up until now is a good indication of your academic ability and must be considered. Interests and talents that you use every day when taken into account with your academic performance can lead to an honest and realistic decision about future study options

2. Value of a course for your personal growth

Education is a process of personal growth. It should not be solely limited to a career oriented means to an end. At the same time, you need to have some plans as to where you wish to be over the course of the next five years. Students often benefit from a variety of different types of subjects. This can help extend the individual's personal abilities rather than limit them.

3. Vocational Interests

It is important to realise what vocational opportunities are open to you as a result of your subject selections. If you have a specific vocation in mind, it is essential that you consider the implications of the course selection that you now make.

CHOOSING SENIOR SUBJECTS

Consider the following when making a decision about **SENIOR SUBJECT** choices.

- ✓ **Choose subjects that keep your career options open and will help you reach career goals.**
- ✓ **Carefully read the information provided on the subjects you are interested in and make sure you meet the pre-requisites.**
- ✓ **Choose pre-requisite / recommended subjects.**
(University courses have pre-requisites, make sure you check!)
- ✓ **Choose subjects you enjoy!**
(We usually put more effort into a subject or activity we enjoy. Choose subjects that hold your interest)
- ✓ **Continue subjects that you do well in.**
(Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths!)
- ✓ **Choose as broad a range of subjects as possible.**
(A wide subject choice will give you a sound, all round education. It also develops interests in many areas some of which you may like to specialise in later, and it helps to keep your options more flexible.)

DON'T....

Look for easy options....

Choose a subject just to stay with a friend....

Choose a subject because its name sounds good....

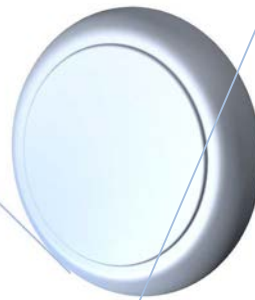
Choose a subject just because someone else suggested doing it ...

Choose a subject because you like or dislike the teacher...

Choose a subject because "All the boys or girls tend to take the subject..."

YOUR FUTURE IS IN YOUR HANDS.

General Subjects



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

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

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

Pathways

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

Structure

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

Assessment

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

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

Summative assessments

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

ANCIENT HISTORY - GENERAL SUBJECT

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

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

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

Pathways

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

Structure

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

Assessment

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

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

Summative assessments

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

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.

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> Fundamentals of business Creation of business ideas 	Business growth <ul style="list-style-type: none"> Establishment of a business Entering markets 	Business diversification <ul style="list-style-type: none"> Competitive markets Strategic development 	Business evolution <ul style="list-style-type: none"> Repositioning a business Transformation of a business

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Structure

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

Assessment

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

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

Summative assessments

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

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

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

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

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

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Structure

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

Assessment

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

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

Summative assessments

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

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.

Structure

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

Assessment

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

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

Summative assessments

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

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.

Structure

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

Assessment

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

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

Summative assessments

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

GENERAL MATHEMATICS - GENERAL SUBJECT

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.

Structure

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

Assessment

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

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

Summative assessments

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

Mathematical Methods 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. Statistics is used to describe and analyse phenomena involving uncertainty and variation.

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.

Structure

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

Assessment

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

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

Summative assessments

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

SPECIALIST MATHEMATICS - GENERAL SUBJECT

Specialist Mathematics is a subject designed for students who are good at, and enjoy mathematics. It is designed to be taken in conjunction with Mathematics Methods.

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.

Structure

Specialist Mathematics is to be undertaken in conjunction with Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> Integration and applications of integration Rates of change and differential equations Statistical inference

Assessment

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

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

Summative assessments

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

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.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 		<ul style="list-style-type: none"> • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — essay in response to historical sources 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — historical essay based on research 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Independent source investigation 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — short responses to historical sources 	25%

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.

Structure

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

Assessment

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

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

Summative assessments

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

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.

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.

Structure

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

Assessment

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

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

Summative assessments

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

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 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.

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Structure

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

Assessment

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

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

Summative assessments

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

Visual Art 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.

Structure

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

Assessment

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

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

Summative assessments

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

Applied Subjects



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.

Structure

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

Assessment

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

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

Summative assessments

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

ESSENTIAL MATHEMATICS - APPLIED SUBJECT

Essential Mathematics is an Applied course. It is for students who either struggle with Yr 10 Mathematics or those that want to improve their numeracy whilst at school without mathematics taking up too much of their time.

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

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.

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	<ul style="list-style-type: none">• Fitting and machining• Sheet metal working• Welding and fabrication

Assessment

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

- Project
- Practical demonstration
- Examination

Assessment will include;

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

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

FURNISHING SKILLS - APPLIED SUBJECT

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

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

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

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	<ul style="list-style-type: none">• Cabinet-making• Furniture finishing• Furniture-making• Glazing and framing• Upholstery

Assessment

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

- Project
- Practical demonstration
- Examination

Assessment will include;

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

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

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

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

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

Pathways

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

Structure

The Information & Communication Technology course is designed around:

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

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

Assessment

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from the following:

- Project
- Extended response

Assessment will include:

- at least two projects
- at least one extended response.

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

MEDIA ARTS IN PRACTICE - APPLIED SUBJECT

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

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

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

Structure

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

Core	Electives
<ul style="list-style-type: none">• Media technologies• Media communications• Media in society	<ul style="list-style-type: none">• Audio• Curating• Graphic design• Interactive media• Moving images• Still image

Assessment

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

- Project
- Product
- Extended response
- Investigation

Assessment will include:

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

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

MUSIC IN PRACTICE - APPLIED SUBJECT

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Structure

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

Core	Electives
<ul style="list-style-type: none">• Music principles• Music practices	<ul style="list-style-type: none">• Community music• Contemporary music• Live production and performance• Music for film, TV and video games• Music in advertising• The music industry• Music technology and production• Performance craft• Practical music skills• Songwriting• World music

Assessment

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

- Project
- Performance
- Product (composition)
- Extended response
- Investigation

Assessment will include:

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

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

SPORT & RECREATION - APPLIED SUBJECT

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

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

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

Pathways

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

Structure

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

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

Assessment

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

- Project
- Investigation
- Extended response
- Performance
- Examination

Assessment will include:

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

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

SCIENCE IN PRACTICE - APPLIED SUBJECT

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
<ul style="list-style-type: none">• Scientific literacy and working scientifically• Workplace health and safety• Communication and self-management	<ul style="list-style-type: none">• Science for the workplace• Resources, energy and sustainability• Health and lifestyles• Environments• Discovery and change

Assessment

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

- Project
- Investigation
- Collection of Work
- Extended Response
- Examination

Assessment will include:

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

SOCIAL & COMMUNITY STUDIES - APPLIED SUBJECT

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

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

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

Pathways

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

Structure

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

Core life skills	Elective topics	
<ul style="list-style-type: none">• Personal skills — Growing and developing as an individual• Interpersonal skills — Living with and relating to other people• Citizenship skills — Receiving from and contributing to community	<ul style="list-style-type: none">• The Arts and the community• Australia's place in the world• Gender and identity• Health: Food and nutrition• Health: Recreation and leisure	<ul style="list-style-type: none">• Into relationships• Legally, it could be you• Money management• Science and technology• Today's society• The world of work

Assessment

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

- Project
- Investigation
- Extended Response
- Examination

Assessment will include:

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

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
<ul style="list-style-type: none">• Tourism as an industry• The travel experience• Sustainable tourism	<ul style="list-style-type: none">• Technology and tourism• Forms of tourism• Tourist destinations and attractions	<ul style="list-style-type: none">• Tourism marketing• Types of tourism• Tourism client groups

Assessment

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

- Project
- Investigation
- Extended Response
- Examination

Assessment will include:

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

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

VISUAL ARTS IN PRACTICE - APPLIED SUBJECT

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.

Structure

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

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

Assessment

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

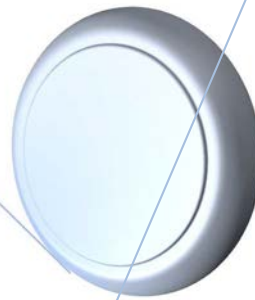
- Project
- Product
- Extended response
- Investigation

Assessment will include:

- 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.

Depending on the assessment type, students will be required to write long and short responses under examination conditions, do oral presentations and complete written essay responses as part of the assessment requirements.

Vocational Education and Training



VET - CERTIFICATE II BUSINESS – BSB20115

Pre-requisites: NIL

Course Overview:

BSB20115 Certificate II in Business will provide the students with the fundamental operational knowledge and skills to work within a business environment. This course supports students to develop their customer services skills, occupational health and safety, as well as learning how to create documents, presentations and publications.

Course Structure:

Certificate II in Business has been developed into clusters of units to be delivered over four semesters, commencing in Year 11. Students are required to complete 1 Core unit and 11 Elective units selected from the Business Services training package. To achieve the qualification, students must achieve competence in the core unit of competency and in the eleven elective units of competency. If students do not achieve the qualification they will be issued with a Statement of Attainment listing only those competencies that have been successfully completed.

Employability Skills form part of the delivery process and students are provided with an opportunity to acquire and practise these skills in a simulated business environment.

Qualification Packaging Rules: Total units = 12 (1 core + 11 elective units)

BSBWHS201	Contribute to health and safety of self and others	CORE
BSBCMM201	Communicate in the workplace	ELECTIVE
BSBIND201	Work effectively in a business environment	ELECTIVE
BSBINM201	Process and maintain workplace information	ELECTIVE
BSBITU302	Create electronic presentations	ELECTIVE
BSBITU102	Develop keyboard skills	ELECTIVE
BSBITU201	Produce simple word processing documents	ELECTIVE
BSBSUS201	Participate in environmentally sustainable work practices	ELECTIVE
BSBITU203	Communicate electronically	ELECTIVE
BSBWOR202	Organise and complete daily work activities	ELECTIVE
BSBWOR203	Work effectively with others	ELECTIVE
BSBWOR204	Use business technology	ELECTIVE

VBS111

BSBWHS201 – Contribute to health and safety of self and others
 BSBITU302 – Create electronic presentations
 BSBSUS201 - Participate in environmentally sustainable work practices
 BSBITU102 – Develop keyboard skills

VBS112

BSBIND201 – Work effectively in a business environment
 BSBWOR203 – Work effectively with others
 BSBWOR202 – Organise and complete daily work activities
 BSBITU102 – Develop keyboard skills

VBS121

BSBITU201 – Produce simple word processed documents
 BSBCMM201 – Communicate in the workplace
 BSBITU203 – Communicate electronically

VBS122

BSBINM201 – Process and maintain workplace information
 BSBWOR204 – Use business technology

**Please refer to
 ONESCHOOL for the
 most up-to-date
 information regarding
 this qualification**

Learning Experiences:

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

- Practical tasks
- Group work
- Activities in simulated work environments

Evidence Gathering Techniques:

Competency assessment is continuous using a variety of techniques. Evidence will be collected to enable judgements to be made about student's success in units of competency. This evidence may include assessment such as: short response, written response, oral presentation, teacher observation, folio work, assignments, teacher questioning, case studies/scenarios, diary/journal entries, role plays and project work

Fees:

There are no fees for this qualification however students are to ensure there is money on their printing account. This is a continuous cost depending on how much printing this subject requires. Electronic submission of work keeps printing costs down.

Recognition of Prior Learning (RPL):

RPL refers to the determination on an individual basis of competency of a person through previous formal or informal training, work experience or life experience. Students can apply for RPL in the Business course. For more information, please refer to the VET STUDENT HANDBOOK located at ONESCHOOL.

Service Guarantee:

Runcorn SHS is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date, and meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement, Runcorn SHS will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

Pathways:

Pathways from this qualification may lead to BSB30115 Certificate III in Business.

While studying Certificate II Business, students will build their confidence and skill level to apply for and work effectively in industry positions such as:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

Students taking up this course are encouraged to gain experience in local industry environments, approximately 10 days (60 hours) of work experience is recommended to support the skills and knowledge gained in this course.

Further Information:

- Contact the HOD Technology for more details regarding this course – 33231609
- All students have access to the VET STUDENT HANDBOOK that outlines support services and other general VET information. This is provided in electronic format on students ONESCHOOL account, hardcopies will be provided for new enrolments.

VET - CERTIFICATE II HOSPITALITY – SIT20316

Pre-requisites: NIL

Course Overview:

SIT20216 Certificate II in Hospitality is a great foundation for a career in the Hospitality Industry. It provides students with the basic operational knowledge and practical work skills to perform a variety of food and beverage activities in a wide scope of hospitality related positions. It is suitable for students seeking employment opportunities in such places as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Students aspiring to complete further study, the Certificate II may be used as credit towards courses such as a Certificate III in Hospitality and a Diploma of Hospitality.

An essential requirement of the Certificate II is for students to complete twelve shifts of work experience (40hrs) over the two-year course of study. This may include part-time, paid, or unpaid work. Work placement allows students to gain knowledge directly with those working in the industry. It provides opportunities for students to be involved in realistic situations that will allow them to apply the foundation skills and knowledge they have learnt during the course.

Course Structure

This course will be delivered through integration with other units of competency, bringing together a number of units that reflect real industry outcomes and processes rather than as a stand-alone learning program. Employability Skills form part of the delivery process and students are provided with an opportunity to acquire and practise these skills in a commercial kitchen environment. In addition, students will be involved in work experience over the two years.

The qualification contains 12 units of competency (5 Electives). Completion of all 12 units will earn a student 4 credit points towards their QCE. Credits awarded for partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are deemed competent at the level required by the training package.

To be awarded the SIT20316 Certificate II in Hospitality, competency must be achieved in **twelve (12)** units of competency.

National Code: SIT20316

Qualification Packaging Rules: Total units = 12 (6 core + 6 elective units)

Unit of Competency	Title	Core/Elective
BSBWOR203	Work effectively with others	CORE
SITHIND002	Source and use information on the hospitality industry	CORE
SITHIND003	Use hospitality skills effectively	CORE
SITXCCS003	Interact with customers	CORE
SITXCOM002	Show social and cultural sensitivity	CORE
SITXWHS001	Participate in safe work practices	CORE
SITXFSA001	Use hygienic practices for food safety	ELECTIVE
SITHCCC002	Prepare and present simple dishes	ELECTIVE
SITHCCC003	Prepare and present sandwiches	ELECTIVE
SITHFAB002	Provide responsible service of alcohol	ELECTIVE
SITHFAB005	Prepare and serve espresso coffee	ELECTIVE
SITHFAB004	Prepare and serve non-alcoholic beverages	ELECTIVE

Learning Experiences:

A range of teaching and learning strategies will be used to deliver the competencies. These include practical tasks, group work and activities in simulated work environments. To demonstrate industry skills it is compulsory for students to participate in function work in "Cravings", our school coffee shop.

Evidence Gathering Techniques:

Assessment techniques used are written tests, folio tasks, research questions, practical observations in functions and practical situations.

Fees:

Students are required to pay a subject levy for this subject. This levy subsidises the provision of consumables. Students are also required to purchase a chef's uniform at an approximate cost of \$80 and during functions work need to wear a white business shirt, black trousers and industry-appropriate black leather shoes. Students may be required to visit industry to broaden their knowledge of the subject area, therefore the cost of excursions may be incurred in this subject area.

Recognition of Prior Learning (RPL):

RPL refers to the determination on an individual basis of competency of a person through previous formal or informal training, work experience or life experience. Students can apply for RPL in the Hospitality course. For more information, please refer to the VET STUDENT HANDBOOK located at ONESCHOOL.

Service Guarantee:

Runcorn SHS is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date, and meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement, Runcorn SHS will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

Pathways:

Pathways into the qualification

Individuals may enter SIT20316 Certificate II in Hospitality with limited or no vocational experience and without a relevant lower level qualification.

Pathways from the qualification

After achieving SIT20316 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. (bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter, room attendant.

Further Information:

- Contact the HOD Technology for more details regarding this course – 33231609
- All students have access to the VET STUDENT HANDBOOK that outlines support services and other general VET information. This is provided in electronic format on students ONESCHOOL account, hardcopies will be provided for new enrolments.

IMPORTANT
PROGRAM DISCLOSURE STATEMENT (PDS)

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: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

Subject Type Vocational Education and Training

Nationally Recognised Qualifications BSB30115 CERTIFICATE III IN BUSINESS

Course Length 2 years

Reasons to Study the Subject

Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

QCE Credits: Successful completion of the Certificate III in Business contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance.

ENTRY REQUIREMENTS

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.

Topics of Study	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> • Introduction to the Business Services industry • Knowledge of the Australian Financial Systems • eLearning 	<ul style="list-style-type: none"> • Producing spreadsheets • Be MoneySmart through a career in small business 	<ul style="list-style-type: none"> • Working effectively in a business environment • Contributing to team effectiveness 	<ul style="list-style-type: none"> • Workplace Health and Safety: legislations, risk assessment
Learning Experiences	TERM 5	TERM 6	TERM 7	TERM 8
	<ul style="list-style-type: none"> • Organising personal work priorities and developing a project plan 	<ul style="list-style-type: none"> • Customer Service: Products and services; meeting customer needs • Deliver a service • Promote innovation in a team environment 	<ul style="list-style-type: none"> • Plan and develop business documents • Plan, draft and finalise promotional material 	
Learning and Assessment	<ul style="list-style-type: none"> • Solving interesting problems • Leadership • Innovation and teamwork • Undertaking e-Learning • Organising work priorities and personal development • Assessing risks <ul style="list-style-type: none"> • Delivering a service to customers • Recommending products and services • Designing and producing business documents • Examining business opportunities • Financial literacy – Be MoneySmart, First Business <p>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 participation in R U OK Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service.</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p>			



- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

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

NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

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 www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance

Cost

- **\$210.00 = Binnacle Training Fees**
- Excursions to other outside venues to participate in and to conduct business activities.
final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.
- All texts and reprographics are provided by the school.

For further information, contact the HOD TECHNOLOGY - 33231609



IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)	<p>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</p> <p>To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.</p>
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REGISTERED TRAINING ORGANISATION	Binnacle Training (RTO Code: 31319)
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Subject Type	Vocational Education and Training (VET) Qualification
Nationally Recognised Qualifications	SIS30315 Certificate III in Fitness
Course Length	2 years
Reasons to Study the Subject	<p>Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver 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 settings, including with older adult clients.</p> <p><u>QCE Credits</u>: Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.</p> <p>This program also includes the following:</p> <ul style="list-style-type: none"> • <u>First Aid</u> qualification and <u>CPR</u> certificate; <i>plus</i> coaching accreditation. • A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

ENTRY REQUIREMENTS
<p>Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.</p> <p>Each student must obtain a (free) 'Working with Children' Student Blue Card (application to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.</p>



Topics of Study	<p>TERM 1</p> <ul style="list-style-type: none"> Health, Safety and Law in the Sport, Fitness and Recreation industry Customer service Coaching practices 	<p>TERM 2</p> <ul style="list-style-type: none"> Assist with activity sessions Deliver a community fitness program 	<p>TERM 3</p> <ul style="list-style-type: none"> Screening and assessing clients and group fitness Exercise Science - Anatomy and Physiology 	<p>TERM 4</p> <ul style="list-style-type: none"> Exercise Science – Anatomy and Physiology (continued) Group fitness
	<p>TERM 5</p> <ul style="list-style-type: none"> Programming and instruction Introduction to specific populations 	<p>TERM 6</p> <ul style="list-style-type: none"> Specific populations Advanced group training 	<p>TERM 7</p> <ul style="list-style-type: none"> Training older clients Nutrition and performance 	<p>TERM 8</p> <ul style="list-style-type: none"> First Aid qualification and CPR certificate
Learning Experiences	<ul style="list-style-type: none"> Learning about the sport, fitness and recreation industry. Following health and safety standards in the workplace. Providing quality customer service. Using and maintaining fitness and sport equipment. Delivering community fitness programs. Developing coaching and officiating skills Conducting a risk assessment on fitness activities. Providing client screening and health assessments. Providing healthy eating information to clients. Instructing and monitoring fitness programs. Delivering warm-up and cool-down sessions Planning and delivering gym programs. Working with specific population clients, including older adults. Developing skills in exercise science, including anatomy and physiology. Industry-recognised First Aid qualification and CPR certificate. 			
Learning and Assessment	<p>Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> Practical tasks Hands-on activities involving participants/clients Group work Practical experience within the school sporting programs and fitness facility Log Book of practical experience 			



<p>Learning and Assessment <i>Continued.</i></p>	<p>Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p>NOTE: This program involves a mandatory 'outside subject' weekly component as follows:</p> <ul style="list-style-type: none"> • TERM 5: 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. • TERM 6: 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. <p>All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).</p>
<p>Pathways</p>	<p>The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:</p> <ul style="list-style-type: none"> • Exercise Physiologist • Teacher – Physical Education • Sport Scientist <p>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 www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance</p> <p>Students may also choose to continue their study by completing the Certificate IV in Fitness.</p>
<p>Cost</p>	<ul style="list-style-type: none"> • \$290.00 = Binnacle Training Fee • \$40.00 = First Aid Certificate costs • All texts and reprographics are provided by the school.

For further information, contact the {insert position}, {insert name} {insert email address}