

Nanango State High School



2023 Curriculum Booklet Year 11 and 12

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Nanango State High School

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Welcome to the Senior Years at Nanango State High School

We are pleased that you are going to continue your secondary education at our school. We are aware that there will be many pressures on you during the next two years, and we will do everything we can to help you with your learning, and with any other concerns that you might have over this time that might interfere with your achievements. You will want to perform as well as you can in your Senior Course, and we are here to help you to do this. Nothing is more important to us than assisting our students to learn well and to become excellent citizens in the future.

You will find that there are many differences between the Junior School and the Senior School. The most significant is that you will be treated very differently. You will be given much more freedom to be responsible for your own learning and the extent to which you achieve.

If you choose your course well, there can be all sorts of learning experiences offered to you that are quite new. You can take advantage of a range of vocational education courses that will see you getting real skills in the wider community - skills that employers will value. Your academic subjects will include a vast array of experiences that seek to link the school work with real employment opportunities as well as the work of further studies.

This can be a very exciting and satisfying couple of years for you. Remembering that the first reason for your attendance is to learn, we hope that you will also take advantage of the many other opportunities that we offer - opportunities in the areas of leadership, sport, cultural activities and the many and varied academic competitions. Some of these can really help to make a very enjoyable and enriching curriculum for you.

We will do our best to assist you. In return, **we ask only three things:**

1. Full-time attendance, including punctuality to school and classes.
2. Work very hard to meet all the challenges and requirements of your chosen course. This means always being prepared, and organising yourself to meet all of the requirements including **completing drafts and assessment by the due dates for your subjects.**
3. Co-operate with other students, your teachers and abide by the school's Student Code of Conduct.

Remember, you are not alone! We pride ourselves at Nanango State High School on being a caring school. You will have the support, not only of your fellow students but also of our many teachers and other support staff. Please ask someone if you have any questions.

This booklet contains a large amount of information. It is vital that you read it very carefully. There is information, not only on the many subjects we offer, but also on things such as prerequisites for tertiary study, the Queensland Certificate of Education and the Senior Education Profile.

Good luck with your studies in Years 11 and 12.

Senior Curriculum Statement

Nanango State High School endeavours to provide a 'total curriculum' for our students. The aim of this is to develop confident, self-directed, knowledgeable people who are morally and socially responsible. Furthermore, the school aims to produce employable individuals who are capable of enjoying life and who are prepared for further learning.

To this end, the school is committed to the following:

- high quality Senior schooling achieved by innovative, relevant and comprehensive programs, taking place in a caring environment which encourages students to be responsible and autonomous learners
- providing quality learning experiences for all its students
- forging partnerships between students, teachers, parents and community in order to ensure successful Senior schooling for students
- ensuring that all students have access to quality learning programs appropriate to their circumstances, abilities and aspirations.

All Senior students at Nanango State High School participate in a Core Program of study which includes:

- English or Essential English
- Mathematical Methods, General Mathematics or Essential Mathematics
- Career Education and Life Skills (C.E.A.L.S)
- Certificate II in Skills for Work and Vocational Pathways

The C.E.A.L.S Program (Career Education & Life Skills Program)

This is an active and popular program that provides the opportunity for students to examine a range of topics and issues that are important for young people to consider.

This program will include:

- Career Education
- Personal Development Activities
- Drug and Alcohol Education
- Leadership Training
- BRAKE (Driver Awareness Training for Young Drivers)
- First Aid Training
- Study Skills
- A range of guest speakers with expertise in various fields.

Qualifications

Students at Nanango State High School study for

- ATAR (see page 29 for more information) and/or
- QCE (see page 24 for more information)
- or
- QCIA (see page 26 for more information)

Types of Subjects

General Subjects

To be eligible for an ATAR, a student must have:

- *satisfactorily completed an English subject*
- *completed five General subjects, or four General subjects plus one Applied subject or VET course at AQF Certificate III or above*
- *accumulated their subject results within a five year period.*

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

These courses are developed by the Queensland Curriculum & Assessment Authority (QCAA). They are designed to prepare students for tertiary study or employment.

Some students choose to study six General Subjects, however it is also possible to gain an ATAR by studying five General Subjects **or** by studying four General Subjects and one Applied Subject **or** by studying four General Subjects and one Certificate III or higher qualification.

PLEASE NOTE: ALL General subjects are academically demanding. Students who have not completed Year 10 with Sound levels of achievements ('C' or better) in core subjects (English, Maths, Science and History/Geography) are likely to find all General subjects very difficult.

Applied Subjects

These subjects are developed by the Queensland Curriculum & Assessment Authority. They are designed to prepare students for entry into the work force after Year 12. Students may study Applied subjects for interest or to gain specialised skills e.g. Visual Art in Practice or Agricultural Practices. **Studying Applied subjects may still allow a student to apply to certain tertiary courses, such as TAFE diplomas, but choices are limited. Note: One (1) Applied subject may be used in an ATAR calculation if a minimum of four (4) General subjects are also studied.**

Vocational Educational and Training (VET) Courses

These courses are offered and delivered by the school, or in conjunction with outside training providers. All of these courses involve students working towards a nationally recognised qualification of a Certificate I, II or III level. It is expected that by the end of Year 12 **all** senior students will have completed at least one Certificate I course of study which provides two credits towards a QCE. (For most students this will have already been achieved by the end of Year 10.) All students at Nanango State High School also study Certificate II in Skills for Work and Vocational Pathways.

Other Courses

Students can enrol in subjects through some Universities (e.g. USQ Headstart Programs) at their own expense. Some of these courses contribute points towards a QCE.

Students can also enrol in alternative VET courses offered through TAFE and other recognised VET institutions - at their own expense.

Distance Education

Some subjects that attract very small numbers can be offered at this school only through the Brisbane School of Distance Education.

Students electing to do a subject through Distance Education are given time in their timetable in which to do this study. **Note: Charges may apply to subjects studied this way.**

Outline of Senior Curriculum

Students should select subjects from the following offerings. This selection will be used to develop the line structure for the school's timetable. This is our initial offering and our final offering will be dependent on staffing and numbers of students wishing to do the subject.

In total six (6) subjects need to be selected. ENGLISH or ESSENTIAL ENGLISH and a MATHS must be included in two of these selections.

Subject offerings

GENERAL SUBJECTS in 2023		
Ancient History	Economics	Mathematical Methods
Biological Science	English	Physical Education
Business	Food and Nutrition	Physics
Chemistry	General Mathematics*	Specialist Mathematics**
Drama	Geography	Visual Art

*General Mathematics cannot be selected in conjunction with other Maths subjects

**Specialist Mathematics must be selected in conjunction with Mathematical Methods

APPLIED SUBJECTS in 2023		
Agricultural Practices	Hospitality Practices	Social and Community Studies
Early Childhood Studies	Information and Communication Technology	Sport and Recreation
Essential English	Science in Practice	Tourism
Essential Mathematics		Visual Arts in Practice

VET COURSES
Certificate II in Engineering Pathways
Certificate II in Manufacturing Technology
Certificate II in Skills for Work and Vocational Pathways
Certificate II in Sport and Recreation / Certificate III in Fitness
Cert II Tourism / Certificate III in Business

TAFE COURSES	
Certificate II in Automotive Electrical Technology	Certificate II in Hospitality
Certificate II in Automotive Vocational Preparation	Certificate II in Kitchen Operations
Certificate II in Electrotechnology	Certificate II in Rural Operations
Certificate II in Engineering Pathways	Certificate II in Salon Assistant
Certificate II in Health Support Services	

Choosing Senior Subjects

from (Career, Course and Guidance Information Services, Open Access Support Centre, Dept of Ed., Qld, May 1996.)

It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Your Plan for Senior Study

You are strongly advised to choose subjects:

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your course and career goals
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

Relate subjects to current career information

It is helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. The Guidance Officer will be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

The following resources are available to give information on subjects and courses needed for careers:

- Mypath: <https://www.qtac.edu.au/year-10-students/>
- Queensland Tertiary Courses and Institutions: <http://www.qtac.edu.au/courses-institutions>

By checking this information you will become aware of the distinction between

- **Prerequisite** subjects (subjects which **must** be taken for future courses or career)
- **Recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- **Useful** subjects (not essential, but give a general background or help develop particular skills).

Find out about the full list of subjects our school offers

Check out each subject fully. To do this, it will be necessary to:

- read subject descriptions and course outlines described in this booklet
- talk to Heads of Department and Teachers of each subject
- look at books, materials and costs associated with the subject
- listen carefully at subject selections talks
- talk to students who are already studying the subject

Make a decision on a combination of subjects that suits your requirements and abilities

There are traps to avoid when selecting subjects.

- Do not select a subject simply because someone has told you that it helps you get good results and give you a better chance of getting into university.
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it or the teacher when they studied it.

Consider taking some of the **Vocational Education** subjects if:

- you are interested in the content of a particular subject because it relates to future employment
- success in the subject will give you advanced standing (credit) in a higher level vocational course in which you are interested
- your past results suggest that some General subjects may be too difficult.

For students interested in tertiary study

If you are interested in tertiary study (for example, a university course or TAFE Advanced Diploma, Diploma or Associate Diploma), there are some additional points you will need to consider.

ATAR is the standard pathway to determine entry for most tertiary courses (in addition to other entry requirements such as subject prerequisites).

ATAR will not be the only pathway to tertiary study for all courses however. Other pathways include:

- VET qualifications as a stand-alone basis of admission: Individual institution policies will apply as to whether VET qualifications such as AQF Certificates III and IV, Diplomas and Advanced Diplomas can be used to gain admission to a course. (Refer to the relevant institution website or the QTAC website for further information).
- Courses where ATAR is not a selection factor: Most TAFE VET courses, and some university tertiary preparation courses and other courses may not require an ATAR for entry. (Refer to the relevant institution website or the QTAC website for further information).
- Students aiming to maximise their chances of tertiary entrance are advised to follow these steps:
 - i. Select the prerequisite subjects you need for your preferred courses
 - ii. Check to ensure that you are eligible for tertiary entrance
 - iii. Consider subjects in which you have both an interest and demonstrated ability

To be eligible for an ATAR a student must:

- Complete five (5) General Subjects (Units 3 and 4); or
- Complete four (4) General Subjects (Units 3 and 4) plus one Applied Subject (at Units 3 and 4) or a VET course at AQF Certificate III level or higher; and
- Achieve a minimum grade of C or higher in English or Essential English or other relevant English subjects (not studied at Nanango State High School).

NOTE: While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results.

Can I still go to University without an ATAR?

If you do not meet the requirements of obtaining an ATAR, then you are deemed to be ATAR Ineligible.

In Queensland, this does not necessarily mean that you would not be able to apply to and be accepted into a number of university courses.

Each university has individual requirements for entry without an ATAR. For more information log into www.qtac.edu.au/student-resources/year-10

However please remember you have the best chance of getting into a competitive university course by gaining an ATAR.

Be prepared to ask for help

After following these suggestions, you and your parents/carers may still be confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available to talk to, Teachers, Heads of Departments, Guidance Officers or Counsellors, Deputy Principals and the Principal. Don't be afraid to seek their assistance. They are all prepared to help you.

AQF Courses

Those courses outlined in the booklet that have an AQF qualification associated with it require a minimum Human Resource Standard.

The school will attempt to maintain this minimum standard, however, it must be noted that if Human Resources do change over the time of the course (through transfer) and the minimum standard cannot be met, the students will not be entitled to receive the Course accreditation.



Laptop BYOX

Nanango State High School is a laptop school

In Year 11 and 12 it is **compulsory** for all students to bring their own laptop to school.

Information regarding this is available by contacting the school administration.

Subject Fees

General Subjects

- Mathematical Methods - \$40 per year (This fee is waived if students have their own graphics calculator)

PLEASE NOTE

**Payment in full or in part (arranged through the school office)
must be received by week 4**

Please contact our Business Manager on (07) 4171 6444 to discuss payment options.

Assessment Policy

Student assessment is a vital part of the school program. All formal assessment for all year levels is entered in the assessment calendar (emailed to parents and students at the beginning of each semester) and reminders are also published in the fortnightly school newsletter. This information is also available on QParents.

For the purpose of this policy, an '**Assessment Item**' is defined as a task undertaken by a student which contributes to the student's overall assessment profile for a particular subject. These items may be in the form of a **Test/Examination or an Assignment**.

Assignments may include:

- Major research projects
- Folios of work
- Works of art
- Field trips
- Practical performances
- Extended writing tasks
- Reports
- Models
- Oral presentations
- Assignments/Tests

N.B All assessment done in Year 11 and Year 12 is classed as substantive

School Senior Assessment Policy

Nanango State High School - Year 11 and 12

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Applied, Applied (Essential), General, General (Extension) subjects, Vocational Education and Training (VET) and Short Courses across all faculties.

Purpose

Nanango State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards completion of summative assessment for the QCE.

Principles

Nanango State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgements about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

Nanango State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at https://nanangohs.eq.edu.au/ and provided to all students upon enrolment and at the beginning of Year 11 and Year 12. All questions regarding this policy should be directed to Deputy Principal – Senior Schooling.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of the school year at year level parades and/or in CEALS classes for all students in Year 10, Year 11 and Year 12. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment</p> <p>Section 1.2.4 Section 2 Section 8.5.1</p>	<p>Nanango State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates</p> <p>Section 8.5.2 Section 8.5.3</p>	<p>School responsibility</p> <p>Nanango State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses and drafts will be published in the assessment schedule. Due dates for checkpoints will be shown on the front of assessment items. All students will be provided with their assessment schedule (via email and print) by the end of Week 3.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their diaries • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the head of department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate – Part C – Illness and Misadventure portion of AARA or similar documentation. • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions are at the principal’s discretion. Refer to AARA information below.</p>
<p>Submitting, collecting and storing assessment information</p> <p>Section 9</p>	<p>Assessment instruments will provide information about Nanango State High School’s arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date using Turnitin (https://www.turnitin.com) – Nanango State High School’s academic integrity software.</p> <p>Exceptions may apply where it is not practical to submit assessment electronically – e.g. Practical Art pieces, Engineering and Manufacturing jobs. Where this is the case, the assessment item will provide details on the required method of submission.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student’s folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Nanango State High School’s teacher handbook.</p>
<p>Appropriate materials</p> <p>Section 7.1</p> <p>Section 8.5.3</p>	<p>Nanango State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring academic integrity

Nanango State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Scaffolding may include:</p> <ul style="list-style-type: none"> • breaking a complex task, learning experience, concept of skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students’ conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses <p>Scaffolding for assessment items in Units 3 and 4 should refer to processes or presentation of the response. It may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>Checkpoints Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of department and parents/carers may be contacted if checkpoints are not met.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Drafts of assessment must be submitted via Turnitin (https://www.turnitin.com) - Nanango State High School’s academic integrity software.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student’s response

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<ul style="list-style-type: none"> • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be stored with a hard copy of the draft in the student’s folio.</p> <p>Parents and caregivers will be notified by text message/SMS regarding non-submission of drafts and the processes to be followed. Failure to submit a draft by the due date and time will result in students not receiving teacher feedback.</p>
<p>Managing response length Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit • And annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. <p>Oral presentations will be stopped by the teacher at the maximum length as prescribed in the syllabus</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Nanango State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments and will include:</p> <ul style="list-style-type: none"> • Submissions uploaded to Turnitin (www.turnitin.com) • Evidence provided on student drafts • Evidence provided at check points • Teacher observation within the classroom <p>In cases where a student response is not authenticated as a student’s own work, procedures for managing alleged academic misconduct will be followed.</p>

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</p> <p>Section 6</p>	<p>Applications for AARA</p> <p>Nanango State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>Nanango State High School follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>The Nanango State High School principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student’s file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student’s or parent’s/carer’s own choosing • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the Deputy Principal – Senior Schooling as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website.</p>
<p>Managing non-submission of assessment by the due date</p> <p>Section 8.5</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, ‘Not-Rated’ (NR) must be entered in the Student Management system by the date published in the SEP calendar. • Students who do not submit a written script by the due date must not be permitted to deliver any oral component of the task. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p>Internal quality assurance processes</p>	<p>Nanango State High School’s quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p>

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Section 8.5.3</p>	<ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review</p> <p>Section 9.1</p> <p>Section 9.2</p> <p>Section 9.5</p>	<p>Nanango State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, Vocational Education and Training Courses (VET) and Short Courses is equitable and appropriate for the local context.</p>

External assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>Section 7.1.2</p> <p>Section 7.3.2</p> <p>Section 10.3</p> <p>Section 10.4</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>Nanango State High School is governed by the requirements of QCAA. QCAA publishes rules for External Assessment at the beginning of each year. These rules will be provided to staff, students and parents when available. QCAA Guidelines include the following information:</p> <p>Nanango State High School</p> <ul style="list-style-type: none"> • communicates rules and expectations for external assessment to the school community including teachers, students and parents/carers • maintains the security of external assessment materials • provides supervision and conditions that comply with the external assessment schedule and guidelines <p>School External Assessment (SEA) coordinators:</p> <ul style="list-style-type: none"> • ensure that all external assessment guidelines and rules are shared with and understood by teachers and students • supervise external assessment, ensuring no undue assistance is provided that contributes to a student’s assessment response <p>Teachers:</p> <ul style="list-style-type: none"> • comply with rules and expectations when supervising the external assessment • inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct • report incidents of suspected or observed academic misconduct to the SEA coordinator <p>Students:</p> <ul style="list-style-type: none"> • read and comply with the external assessment student rules and information provided by the school • understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<ul style="list-style-type: none"> • are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations <p>Breaches of the external assessment rules are a form of academic misconduct.</p> <p>If an alleged incident of academic misconduct by a student is detected, the SEA coordinator is to:</p> <ul style="list-style-type: none"> • permit the student to complete the assessment • inform the student that an academic misconduct incident report must be completed and submitted to the QCAA • report an alleged incident of academic misconduct to the QCAA: <ul style="list-style-type: none"> ○ complete an academic misconduct incident report that includes: <ul style="list-style-type: none"> ▪ a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment ▪ a seating plan of each assessment room at all assessment venues ○ return it to the QCAA either with the completed external assessment response or within 24 hours of the alleged incident occurring, whichever is sooner <p>Non-compliance of External assessment guidelines will be investigated by QCAA. Examples of non-compliance include:</p> <ul style="list-style-type: none"> • rescheduling an external assessment without authorisation from the QCAA • not keeping the external assessment materials secure prior to the scheduled assessment time • accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA • opening external assessment packages before the time appointed by the QCAA • providing a student with undue assistance in the production of any work that contributes to their external assessment response • leaving students unsupervised or inadequately supervised during external assessment • allowing additional time for the external assessment without authorisation from the QCAA • administering unapproved access arrangements and reasonable adjustments (AARA)

Managing academic misconduct – Internal Assessment

Nanango State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

For authorship issues

When authorship of student work cannot be established or a response is not entirely a student's own work Nanango State High School will provide an opportunity for the student to demonstrate that the submitted response is their own work.

For all instances of academic misconduct

Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.

The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions – internal assessment	A student begins to write during perusal time	Student is provided with a clean copy of the assessment item at the beginning of writing time.
	A student continues to write after the instruction to stop writing is given	Work completed after the instruction is not marked.
	A student uses unauthorised equipment or materials	Student is awarded an NR for the assessment item.
	A student has any notation written on the body, clothing or any object brought into an assessment room	Student is awarded an NR for the assessment item.
Misconduct while under supervised conditions – external assessment	A student communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student	Consequences applied as per QCAA document ' <i>External Assessment Student Rules</i> ' which is distributed to students at the beginning of each year.
Collusion	Any misconduct carried out during external assessment	Student is removed from the examination venue and an NR is awarded for the assessment item.
	When more than one student works to produce a response and that response is submitted as individual work by one or multiple students	Credit is applied only to parts of the submission that can be verified as the student's own work.
Contract Cheating	When a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment	All students involved are awarded an NR for the assessment item.
	A student pays for a person or a service to complete a response to an assessment	Student is awarded an NR for the assessment item.
Copying Work	A student sells or trades a response to an assessment	All students involved are awarded an NR for the assessment item.
	A student deliberately or knowingly makes it possible for another student to copy response	All students involved are awarded an NR for the assessment item.

	Types of misconduct	Procedures for managing academic misconduct
	A student looks at another student's work during an exam	Student is awarded an NR for the assessment item.
Disclosing or receiving information about an assessment	A student copies another student's work during an exam	Student is awarded an NR for the assessment item.
	A student gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment	All students involved are awarded an NR for the assessment item.
Fabricating	A student makes any attempt to give or receive access to secure assessment materials	Student is awarded an NR for the assessment item.
	A student invents or exaggerates data	Credit will be awarded only to work where data can be verified as true and correct
	A student lists incorrect or fictitious references	Credit will be awarded only to work that is correctly referenced.
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment	A result of NR will be applied to the assessment item.
	A student completes a response to an assessment in place of another student	A result of NR will be applied to the assessment item.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	The student will be removed from the exam and an NR will be applied to the assessment item.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).	Work that has been plagiarised is highlighted. Work that is authenticated as the student's own will be used to provide a result.
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject	Credit will be applied only to work that has been submitted for the current assessment item. Previously submitted work will receive no credit.
Provision of Assessment Response to Another Student	A student completes or partially completes an assessment item and voluntarily provides it to another student to assist them in completing the item.	All students involved will receive an NR for the assessment item.

	Types of misconduct	Procedures for managing academic misconduct
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response	A result will be provided on work that was completed during class.

Related school policy and procedures

Refer to other school policies as appropriate:

- Behaviour Management Policy
- Senior Schooling Policy (including VET)
- Appropriate Use of Electronic Devices and Resources Policy
- Internal Moderation Policy (including school procedures for endorsement and confirmation)
- Senior Student Handbook

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. It is a school-based qualification awarded to young people who are eligible at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern while meeting literacy and numeracy requirements.

How does the QCE work?

To achieve a QCE, students, need to complete a set amount of learning at a set standard, in the set pattern, and meet literacy and numeracy requirements:

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training qualifications
- non-Queensland studies
- 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 & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Queensland Certificate of Education (continued)

How does the QCE work?

The QCE recognises broad learning options and offers flexibility in what is learnt, as well as where and when learning occurs. A wide range of learning can contribute towards the QCE, including senior school subjects, vocational education and training, workplace learning recognised by the QCAA and university subjects undertaken while at school. Achievements in different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits in the required pattern, and fulfil other requirements to be awarded a QCE.

Planning for a QCE

The Senior Education and Training Plan (**SET Plan**) helps each student structure their learning around their abilities, interests and ambitions. The SET Plan then maps out what, where and how a student will study during their senior phase of learning - usually Years 10, 11 and 12. The plan is agreed between the student, their parents or carers and the school. It should be finalised by the end of Year 10. Schools and individual students should review the SET Plan to monitor progress. The plan can be updated at any time.

Monitoring Progress

When a student is registered with the QCAA, an individual learning account is opened for them. The learning account records the learning undertaken during the senior phase of learning, as well as where and when the learning takes place, and the results achieved. Students may use their learning account to track their progress towards a QCE, vocational certificate or Queensland Certificate of Individual Achievement.

Students will be able to view their individual learning accounts through Student Connect < <http://studentconnect.qcaa.qld.edu.au> >.

Awarding a QCE

Normally, QCEs will be awarded to students at the completion of Year 12. If a student completes Year 12 without achieving a QCE, their learning account remains open, regardless of their age. Once they become eligible for the QCE, the QCAA will issue the certificate in the following July or December.

Credits can accumulate in a learning account for up to 9 years after entering the compulsory participation phase (generally the beginning of Year 11). After this time, earlier credits will expire and the student will begin accumulating credit again for a period of a further 9 years, and so on. The Senior Education Profile which may include a

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

is a transcript of the learning account, recording all contributing studies undertaken and the results achieved.

Students who complete Year 12 will receive a Senior Education Profile in December of that year.

Students leaving early (before the Year 12 finishing day) and eligible for the award of a QCE will receive a Statement of Results when the QCE is issued.

Students leaving early (before the Year 12 finishing day) without qualifying for the award of the QCE may apply for a Statement of Results after the quality assurance processes have been completed. After finishing Year 12, students will automatically receive a Statement of Results if they undertake a Senior External Examination or become eligible for the award of a QCE.



Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of students who are in individualised learning programs. The QCIA adds to the suite of certificates that the QCAA issues and ensures that the educational achievement of all students can be recorded on a quality certificate.

Every young Queenslander must be registered with the QCAA during the year before the young person's compulsory participation phases begins.

Generally, schools will register young people in Year 10.

Changes to senior schooling in Queensland

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can choose from a wide range of subjects and courses to suit their work and study goals.

From 2020, there will be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

Visit QTAC for details: www.qtac.edu.au.

Senior Education Profile

Queensland students receive a Senior Education Profile in their learning account on the myQCE website when they complete Year 12. All students receive a Senior Statement, which is a transcript of their learning account. Eligible students also receive either a QCE or a Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive a Statement of Results and a QCE when eligible.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

More information

myqce.qcaa.qld.edu.au

The myQCE website (for students completing Year 12 from 2020) provides information about subjects and courses, assessment and results, study tips and more. Talk to your school about the subjects and courses it offers.

qcaa.qld.edu.au

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

Queensland Certificate of Education

For students completing Year 12 from 2020



QCAA
Queensland Curriculum
& Assessment Authority

About the 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.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

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

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

Set standard

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

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

- **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

- **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	1
• QCAA Short Course in Literacy	
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

- **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	
• QCAA Short Course in Career Education	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Australian Tertiary Admissions Rank (ATAR)

The ATAR is a standard measure of a student's overall academic achievement in relation to that of other students. It is intended to assist tertiary institutions to select applicants into their courses.

The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year.

It's expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05.

ATAR scores are calculated by the Queensland Tertiary Admissions Centre (QTAC) on behalf of Queensland tertiary institutions.

For further information regarding ATAR scores visit qtac.edu.au or email atar@qtac.edu.au

Your QCE and Your ATAR

Your Queensland Certificate of Education (QCE) and your ATAR are different and have different purposes.

QCE	ATAR
Certifies learning, showing the individual has achieved a specific standard of education at senior schooling level and may be considered for further study and employment	Tells QTAC about a student's position (or ranking) compared to all other students in the state. The only intended purpose for the ATAR is to assist with selecting applicants for tertiary study.
Shows a set of results across QCE subjects. Your results in a subject show your performance in the subject against every student who took the subject.	Your ATAR measures your position (or ranking) against the whole Queensland Year 12 age cohort where a variety of combinations of subjects have been studied. Is based on scaled results.
Is awarded and released by the Queensland Curriculum and Assessment Authority (QCAA)	Is calculated and released by QTAC.

QCIA

The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling.

The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

For further information regarding the QCIA, visit <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/3-qcia>

General Subjects

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<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

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Geography or History consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none">• Examination - short responses to historical sources	Formative internal assessment <ul style="list-style-type: none">• Investigation - historical essay based on research
Formative internal assessment <ul style="list-style-type: none">• Independent source investigation	Formative internal assessment <ul style="list-style-type: none">• Examination - essay in response to historical sources

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative Assessment

Unit 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%

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Science consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative 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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none"> Data test 	Formative internal assessment <ul style="list-style-type: none"> Research investigation Examination
Formative internal assessment <ul style="list-style-type: none"> Student experiment 	

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Student experiment 	20%		
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> 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.

Objectives

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

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

Structure

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

Other Information

- Students may participate in compulsory excursions for assessment. The cost of these excursions are included in the Student Resource Scheme.
- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 English consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1		Unit 2	
Formative internal assessment 1: • Examination - combination response	25%	Formative internal assessment 3: • Investigation - business report	25%
Formative internal assessment 2: • Extended response - feasibility report	25%	Formative internal assessment 4: • Examination - combination response	25%

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 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.

Objectives

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

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

Structure

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

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Science consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none">Data test	Formative internal assessment <ul style="list-style-type: none">Research investigationExamination
Formative internal assessment <ul style="list-style-type: none">Student experiment	

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">Examination			

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

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

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

Structure

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

Prerequisites

It is strongly recommended that only students who have achieved at least a high sound result or better in Year 10 English consider choosing this subject.

Pathways

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

Objectives

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

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

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Assessment tasks will be a combination of written and spoken (acted) tasks. These formative tasks will reflect the Summative assessment in Units 3 and 4. Example tasks could include a performance and analytical essays. Practice projects address skills and knowledge such as directing, script-writing, analysing and creating texts.

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none"> • Performance 	Formative internal assessment <ul style="list-style-type: none"> • Project – practice-led project <ul style="list-style-type: none"> - Directional concept - Performance
Formative internal assessment <ul style="list-style-type: none"> • Project – dramatic concept <ul style="list-style-type: none"> - Analytical essay - Dramatic concept with storyboard 	
Formative internal assessment <ul style="list-style-type: none"> • Examination – extended response 	

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Performance 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project – practice-led project <ul style="list-style-type: none"> - Directional concept - Performance 	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Project – dramatic concept <ul style="list-style-type: none"> - Analytical essay - Dramatic concept with storyboard 	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination - extended response 			

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

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

Students study opportunity costs, money management including how to generate wealth via investment in shares and property, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital and financial literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of

economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law financial management, stock broking and political science.

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

Objectives

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

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

Structure

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

Other Information

- A BYO laptop is a requirement for this subject.
- In Year 11 the theme of “Wealth Creation – Making money through investment” will be embedded in Unit 1 and 2.

Prerequisites

It is strongly recommended that only students who have achieved at least a ‘C’ or better in Year 10 Geography or History consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none">• Examination – combination response	Formative internal assessment <ul style="list-style-type: none">• Examination – extended response to stimulus
Formative internal assessment <ul style="list-style-type: none">• Investigation – research report	Formative internal assessment <ul style="list-style-type: none">• Investigation – research report

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation — research report	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination – extended response to stimulus	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — combination response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

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

Other Information

- A BYO laptop is a requirement for this subject.

Objectives

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

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

Prerequisites

- It is strongly recommended students who have achieved at least a high sound result or better in Year 10 English when considering choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments. These will be a combination of written and spoken tasks.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none"> • Extended response – persuasive spoken response 	Formative internal assessment <ul style="list-style-type: none"> • Extended response – Imaginative written response (supervised seen examination)
Formative internal assessment <ul style="list-style-type: none"> • Extended response – written response for a public audience 	Formative internal assessment <ul style="list-style-type: none"> • Examination – analytical written response (supervised unseen examination)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Other Information

- Students may be required to **supply the necessary ingredients** for some of these semester units
- A BYO laptop is a requirement for this subject.

Prerequisites

A study in Junior Food and Nutrition is recommended, but not essential. It is strongly recommended that students who have achieved at least a 'C' or better in Junior English should consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none">• Examination	Formative internal assessment <ul style="list-style-type: none">• Project - folio
Formative internal assessment <ul style="list-style-type: none">• Project - folio	Formative internal assessment <ul style="list-style-type: none">• Examination

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project - folio	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project - folio	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination	25%

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Other Information

- A Scientific calculator is required for this subject – available from the school at a discount price
- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended students studying General Mathematics will have received at least a high 'C' or better in Year 10 Mathematics. If this is not the case, then it is recommended students and parents discuss this with the Head of Department and /or the Guidance Officer.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Problem-solving and modelling task	Formative internal assessment 3 (FA3): • Examination (60 mins)
Formative internal assessment 2 (FA2): • Examination (120 mins)	Formative internal assessment 4 (FA4): • Examination (120 mins)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Formative internal assessment 3 (IA3): • Examination (120 mins)	15%
Summative internal assessment 2 (IA2): • Examination (120 mins)	15%		
Summative external assessment (EA): 50%			
• Examination (2x 90 mins)			

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

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

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

Pathways

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

Objectives

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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 risk and vulnerability in hazard zones <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones 	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

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a ‘C’ or better in Year 10 Geography or History consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none">• Examination – combination response	Formative internal assessment <ul style="list-style-type: none">• Investigation – data report
Formative internal assessment <ul style="list-style-type: none">• Investigation – field report	Formative internal assessment <ul style="list-style-type: none">• Examination – combination response

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation – data report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — field report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Algebra, statistics and functions</p> <ul style="list-style-type: none"> • Topic 1 - Arithmetic and geometric sequences and series 1 • Topic 2 - Functions and graphs • Topic 3 - Counting and probability • Topic 4 - Exponential functions 1 • Topic 5 - Arithmetic and geometric sequences 	<p>Calculus and further functions</p> <ul style="list-style-type: none"> • Topic 1 - Exponential functions 2 • Topic 2 - The logarithmic function 1 • Topic 3 - Trigonometric functions 1 • Topic 4 - Introduction to differential calculus • Topic 5 - Further differentiation and applications 1 • Topic 6 - Discrete random variables 1 	<p>Further calculus</p> <ul style="list-style-type: none"> • Topic 1 - The logarithmic function 2 • Topic 2 - Further differentiation and applications 2 • Topic 3 - Integrals 	<p>Further functions and statistics</p> <ul style="list-style-type: none"> • Topic 1 - Further differentiation and applications 3 • Topic 2 - Trigonometric functions 2 • Topic 3 - Discrete random variables 2 • Topic 4 - Continuous random variables and the normal distribution • Topic 5 - Interval estimates for proportions

Other Information

- A graphic calculator is required for this subject – available for purchase through the school at a discount price, or available for a \$40 hire fee per year
- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended students studying Mathematical Methods will have received at least a high 'C' or better in Year 10 Mathematics Extension. If this is not the case, then it is recommended students and parents discuss this with the Head of Department and /or the Guidance Officer.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">• Examination (60 mins)
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">• Examination (2x 60 mins)	Formative internal assessment 4 (FA4): <ul style="list-style-type: none">• Examination (2x 60 mins)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Formative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination (2x 60mins)	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination (2x 60 mins)	15%		
Summative external assessment (EA): 50%			
<ul style="list-style-type: none">• Examination (2x 90 mins)			

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Motor learning, functional anatomy, biomechanics and physical activity</p> <ul style="list-style-type: none"> • Topic 1 - Motor learning integrated with volleyball • Topic 2 - Functional anatomy and biomechanics integrated with badminton 	<p>Sport psychology, equity and physical activity</p> <ul style="list-style-type: none"> • Topic 1 - Sport psychology integrated with touch football • Topic 2 - Equity-barriers and enablers (netball) 	<p>Tactical awareness, ethics and integrity and physical activity</p> <ul style="list-style-type: none"> • Topic 1 - Tactical awareness integrated with badminton • Topic 2 - Ethics and integrity (volleyball) 	<p>Energy, fitness and training and physical activity</p> <ul style="list-style-type: none"> • Topic 1 - Energy, fitness and training, integrated with netball

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 English to consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Topic 1 - Formative internal assessment (FA1): <ul style="list-style-type: none">• Project – Folio	Topic 3 - Formative internal assessment (FA3): <ul style="list-style-type: none">• Project - Folio
Topic 2 - Formative internal assessment (FA2): <ul style="list-style-type: none">• Examination - Combination response (120 mins)	Topic 4 - Formative internal assessment (FA4): <ul style="list-style-type: none">• Report

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Topic 1 - Summative internal assessment 1 (IA1): Project - Folio	25%	Topic 3 - Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project - Folio	30%
Topic 2 - Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation —Report	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — Combination response (120 mins)	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 use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Structure

This subject follows an Alternate Sequence

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

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Science consider choosing this subject.

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

Pathways

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

Objectives

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

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

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1		Unit 2	
Formative internal assessment: <ul style="list-style-type: none">• Data test		Formative internal assessment <ul style="list-style-type: none">• Research investigation	
Formative internal assessment <ul style="list-style-type: none">• Student experiment		<ul style="list-style-type: none">• Examination	

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Formative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50%			
<ul style="list-style-type: none">• Examination			

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

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

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

Pathways

Structure

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

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

Other Information

- A graphic calculator is required for this subject - available for purchase through the school at a discount price, or available for a \$40 hire fee per year
- A BYO laptop is a requirement for this subject.

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

Objectives

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

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

Prerequisites

Students must be enrolled in Mathematical Methods to study Specialist Mathematics.

It is strongly recommended students studying Specialist Mathematics will have received at least a high 'C' or better in both Year 10 Mathematics Extension and Specialist Mathematics Preparation. If this is not the case, then it is recommended students and parents discuss this with the Head of Department and / or the Guidance Officer.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">• Examination (60 mins)
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">• Examination (2x 60mins)	Formative internal assessment 4 (FA4): <ul style="list-style-type: none">• Examination (2x 60 mins)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Formative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination (2x 60mins)	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination (2x 60mins)	15%		
Summative external assessment (EA): 50%			
<ul style="list-style-type: none">• Examination (2x 90mins)			

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens</p> <p>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</p> <p>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</p> <p>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</p> <p>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

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 English consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none">• Project – experimental folio	Formative internal assessment <ul style="list-style-type: none">• Project – inquiry-based folio
Formative internal assessment <ul style="list-style-type: none">• Investigation – written report or multi modal presentation	Formative internal assessment <ul style="list-style-type: none">• Examination – extended response

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation – inquiry phase 1	15%	Formative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project – inquiry phase 3	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project – inquiry phase 2	25%		
Summative external assessment (EA): 25%			
<ul style="list-style-type: none">• Examination			

Applied Subjects

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

Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study..

Students build knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

Core topics	Elective topics	
<ul style="list-style-type: none"> • Rules, regulations and recommendations • Equipment maintenance and operation • Management practices • Animal industries and Plant industries 	<ul style="list-style-type: none"> • Operating machinery 	
	Animal studies	Plant studies
	<ul style="list-style-type: none"> • Infrastructure • Production • Agribusiness 	<ul style="list-style-type: none"> • Infrastructure • Production • Agribusiness

Other Information

- A BYO laptop is a requirement for this subject.

Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness

Assessment

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

Project	Collection of work	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response to a series of tasks relating to a single topic in a module of work.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time. 	<p>At least three components from the following:</p> <ul style="list-style-type: none"> • written: 200–300 words • spoken: 1½–2½ minutes • multimodal: 2–3 minutes • performance: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamental and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsiveness to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

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

- Describe concepts and ideas related to fundamentals of early childhood
- Explain concepts and ideas of practices of early childhood learning
- Analyse concepts and ideas of the fundamentals and practices of early childhood learning
- Apply concepts and ideas of the fundamentals and practices of early childhood learning

Other Information

- A BYO laptop is a requirement for this subject.
- To create community connections, students will need to participate in excursions to local organisations to interact with children aged birth to five years

- Use language conventions and features to communicate ideas and information for specific purposes
- Plan and justify play-based learning activities responsive to children's needs
- Evaluate play-based learning activities in response to children's needs
- Evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Fundamentals of early childhood • Practices in early childhood 	<ul style="list-style-type: none"> • Play and creativity • Literacy and numeracy skills • Being in a safe place • Health and physical wellbeing • Indoor and outdoor learning environments

Unit 1	Unit 2
<ul style="list-style-type: none"> • Nurturing a child's learning • Small talk - words for life 	<ul style="list-style-type: none"> • Everyone is unique • The power of play - count me in!

Unit 3	Unit 4
<ul style="list-style-type: none"> • Playing to learn and learning to play • Fly to the moon 	<ul style="list-style-type: none"> • Have a go mate! • Stop... look... listen... what's next?

Assessment

In Units 1 and 2 students complete four formative assessments including:

- two projects
- investigation
- examination

Unit 1	Unit 2
<p>Task 1: Examination Introduction to childcare</p> <p>Task 2: Project Plan, justify and evaluate a play based learning activity incorporating a story and a product to develop literacy skills for five-year-old children</p>	<p>Task 3: Investigation Written newsletter for parents</p> <p>Task 4: Project Plan, justify, implement and evaluate a play based learning activity to develop numeracy skills in children aged three to four years</p>

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

- two projects
- examination
- extended response

Unit 3	Unit 4
<p>Task 5: Project Plan, justify and evaluate a play based learning activity incorporating a product to encourage creativity and promote self-expression for children aged four to five years</p> <p>Task 6: Examination The benefits of play and learning environments</p>	<p>Task 7: Project Plan, justify, evaluate and implement a play based learning activity to teach children aged four to five years about an aspect of safety and responsible risk-taking (e.g. road safety, sun safety, stranger awareness, playground safety)</p> <p>Task 8: Extended response Evaluate children's learning needs by collecting, documenting and analysing evidence of development to inform future learning</p>

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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

Other Information

- A BYO laptop is a requirement for this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment <ul style="list-style-type: none">Persuasive oral presentation – multimodal response	Formative internal assessment <ul style="list-style-type: none">Oral presentation - multimodal response
Formative internal assessment <ul style="list-style-type: none">Written response to stimulus under exam conditions	Formative internal assessment <ul style="list-style-type: none">Extended written response

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

In Units 3 and 4 students complete four summative assessments.

Summative assessment

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 4 (IA4): <ul style="list-style-type: none">Extended response – written response

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs Fundamental topic: Calculations <ul style="list-style-type: none"> • Topic 1 - number • Topic 2 - representing data • Topic 3 - graphs 	Money, travel and data Fundamental topic: Calculations <ul style="list-style-type: none"> • Topic 1 - managing money • Topic 2 - time and motion • Topic 3 - data collection 	Measurement, scales and data Fundamental topic: Calculations <ul style="list-style-type: none"> • Topic 1 - measurement • Topic 2 - scales, plans and model • Topic 3 - summarising and comparing data 	Graphs, chance and loans Fundamental topic: Calculations <ul style="list-style-type: none"> • Topic 1 - bivariate graphs • Topic 2 - probability and relative frequencies • Topic 3 - loans and compound interest

Other Information

- A scientific calculator is required for this subject – available from the school at a discount price
- A BYO laptop is a requirement for this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">• Examination (60 mins)	Formative internal assessment 4 (FA4): <ul style="list-style-type: none">• Examination (60 mins)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

In Units 3 and 4 students complete four summative assessments. Students will receive an overall subject result (A – E)

Summative assessment

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) (60 mins)	Summative internal assessment 4 (IA4): <ul style="list-style-type: none">• Examination (60 mins)

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform services for customers in real-world hospitality contexts.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core topics	Elective topics
<ul style="list-style-type: none">• Navigating the hospitality industry• Working effectively with others• Hospitality in practice	<ul style="list-style-type: none">• Kitchen operations• Beverage operations and service• Food and beverage service

Other Information

- A BYO laptop is a requirement for this subject.

Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts, ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector

Assessment

In Units 1 and 2 students complete four formative assessments.

Unit 1	Unit 2
Formative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination	Formative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response to stimulus
Formative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project folio – Special Event	Formative internal assessment 4 (IA4): <ul style="list-style-type: none">• Project folio – Café Style

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

In Units 3 and 4 students complete four summative assessments.

Summative assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation – magazine article	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project folio - Restaurant
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project folio – Food on the Go!	Summative internal assessment 4 (IA4): <ul style="list-style-type: none">• Extended response to stimulus – Restaurant review

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 & 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 and 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 	<ul style="list-style-type: none"> • Document production • Network fundamentals • Online communication • Website production

Other Information

- A BYO laptop is a requirement for this subject.

Objectives

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

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

Assessment

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

- at least two projects
- at least one extended response

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

Science in Practice develops critical thinking skills through the evaluation of claims using systemic 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 sectors.

Structure

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

Core topics	Elective topics
<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

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Module 1: Water • Module 2: Environmental study 	<ul style="list-style-type: none"> • Module 3: Heat-efficient houses • Module 4: Health and disease 	<ul style="list-style-type: none"> • Module 5: Forensics • Module 6: Consumer protection 	<ul style="list-style-type: none"> • Module 7: Microorganisms in food production • Module 8: Car service - New materials

Objectives

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, make decisions and recommendations using scientific evidence

Other Information

- A BYO laptop is a requirement for this subject.

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, including:

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

Project	Collection of work	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response to a series of tasks relating to a single topic in a module of work.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes • performance: continuous class time • product: continuous class time 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 200-300 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> • non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes 	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 1½–2½ minutes • multimodal <ul style="list-style-type: none"> ○ non-presentation: 6 A4 pages max (or equivalent) ○ presentation: 2–3 minutes • performance: continuous class time • test: <ul style="list-style-type: none"> ○ 20-30 minutes ○ 50-250 words per item 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> • non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Social and Community Studies focuses on personal development and social skills that 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 use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community.

Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces. The key skills learnt are relevant to all career aspirations and provide the tools to develop personal and financial success, post high school.

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"> • Health: Food and nutrition • Health: Recreation and leisure • Legally, it could be you – Legal studies • Money management – How to create personal wealth • Science and technology

Other Information

- A BYO laptop is a requirement for this subject.
- There are no prescribed prerequisites however an interest in improving or understanding of important social issues and ways to create wealth via investments, is important.

Assessment

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

- One project or investigation
- One examination
- No more than two assessments from each technique

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills.
- analyse and compare viewpoints about social contexts and issues.
- apply concepts and ideas to make decisions about social investigations.
- use language conventions and features to communicate ideas and information, according to purposes.
- plan and undertake social investigations.

Project	Investigation	Extended Response	Examination
<ul style="list-style-type: none"> • A response to a single task, situation and/or scenario. 	<ul style="list-style-type: none"> • A response that includes locating and using information beyond students' own knowledge and the data that they have been given. 	<ul style="list-style-type: none"> • A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. 	<ul style="list-style-type: none"> • A response that answers a number of provided questions, scenarios and/or problems.
<p>May involve:</p> <ul style="list-style-type: none"> • a spoken response or • a multimodal response (3-6 minutes) or, • a product development in class time 	<p>Presentation in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600-1000 words or, • spoken 3-6 minutes • multimodal: 4-7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600-1000 words • spoken: 3-4 minutes • multimodal: 4-7 minutes 	<ul style="list-style-type: none"> • 60-90 minutes

Sport and 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 Australia 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 promotions of safety in sport and recreation activities. They examine technology in 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, safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport and 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 and Recreation course is designed around core topics and elective topics.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Module 1: Recreation Industries Module 2: Footy Fever 	<ul style="list-style-type: none"> Module 3: Sports Management Module 4: Badminton and Speedminton 	<ul style="list-style-type: none"> Module 5: Benefits of Recreation and Fitness Module 6: Orienteering 	<ul style="list-style-type: none"> Module 7: Interpersonal Skills through Volleyball Module 8: Invasion Games: Futsal and Handball

Objectives

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

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

Other Information

- A BYO laptop is a requirement for this subject.

Assessment

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

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

Project	Investigation	Extended response	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes 	<ul style="list-style-type: none"> • 2–4 minutes

Unit 1	Unit 2
<ul style="list-style-type: none"> • Module 1: Investigation 	<ul style="list-style-type: none"> • Module 3: Project
<ul style="list-style-type: none"> • Module 2: Performance 	<ul style="list-style-type: none"> • Module 4: Performance

Unit 3	Unit 4
<ul style="list-style-type: none"> • Module 5: Oral presentation and analytical essay 	<ul style="list-style-type: none"> • Module 7: Extended response - journal
<ul style="list-style-type: none"> • Module 6: Performance 	<ul style="list-style-type: none"> • Module 8: Performance

Students will receive an overall subject result (A – E).

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 topics and elective topics.

Core topics	Elective topics
<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

Other Information

- A BYO laptop is a requirement for this subject.
- Visual Arts in Practice is a user pay subject and therefore incurs a subject fee of \$50 per year

Objectives

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

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

Assessment

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

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

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

**Vocational
Educational
Training (VET)
Courses**

Certificate II in Engineering Pathways



Subject Type: VET

Duration: 2 Years

QCE Credits: 4

Description

The qualification MEM20413 provides students with an introduction to an engineering or related working environment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld some metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. To be done in a safe manner for each learner and those around them.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for

service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Training & Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Core

- | | |
|------------|--|
| MEM13014A | Apply principles of occupational health and safety in the work environment |
| MEMPE005A | Develop a career plan for the engineering and manufacturing industry |
| MEMPE006A | Undertake a basic engineering project |
| MSAENV272B | Participate in environmentally sustainable work practices |

Elective

- | | |
|--------------|---|
| MEM18001C | Use hand tools |
| MEM16008A | Interact with computing technology |
| MEM18002B | Use power tools/hand held operations |
| MEMPE002A | Use electric welding machines |
| MEM16006A | Organise and communicate information |
| MSAPMSUP106A | Work in a team |
| MEMPE007A | Pull apart and re-assemble engineering mechanisms |
| MEMPE001A | Use engineering workshop machines |

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Work placement

There is no work placement requirement for this certification.

Pathways

This qualification may articulate into employment within a number of trades including Boilermaker, Sheet metal worker and Fitter and Turner.

Certificate II in Manufacturing Technology



Subject Type: VET **Duration:** 2 Years **QCE Credits:** 4

Qualification Description

This qualification provides the skills and knowledge for students to safely perform foundation manufacturing process tasks using a range of hand tools, portable power tools, welding equipment and fixed plant machinery.

Refer to training.gov.au for specific information about the qualification.

Entry Requirements

There are no entry requirements for this qualification. Steel capped safety boots are an entry requirement to the Trade Training Workshop.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Nanango State High School Trade Training Centre (TTC).

Course units

To attain a MSM20216 Certificate II in Manufacturing, 5 core units and 5 elective units of competency must be achieved: The units offered are listed below.

Unit code	Title
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSS402001	Apply competitive systems and practices
MSS402051	Apply quality standards
MSS402080	Undertake root cause analysis
MSS402031	Interpret product costs in terms of customer requirements
MSMPCII295	Operate manufacturing equipment
MSMPCII296	Make a small furniture item from timber
MSMPCII298	Make an object from metal
MSMPCII299	Make an object from plastic

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification.

We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

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

Delivery modes

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

- face to face instruction
- project based learning
- guided learning
- online training

Fees

This Certificate incurs a fee of \$145 per year. Totalling \$290.

Assessment

Assessment is competency based and completed in a simulated manufacturing environment. Units of competency are clustered and assessed in this way to replicate what occurs in a manufacturing as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

There is no work placement is required for this certification.

Pathways

This qualification may articulate into employment within one of the manufacturing industries.

See other qualifications at training.gov.au

Certificate II in Skills for Work and Vocational Pathways

Subject Type: VET

Duration: 2 Years

QCE Credits: 4



Nanango State High School

RTO number: 30415



Certificate II in Skills for Work and Vocational Pathways

Qualification description

This qualification is designed for students who require further foundation skills development to prepare for workforce entry or vocational training pathways. Year 10 and 11 students will complete this course during their Career Development lessons. It is suitable for all students who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification. A BYOx Laptop is highly recommended for this subject.

Duration and location

This is a two-year course delivered in Years 10 and 11 on site at Nanango State High School.

Course units

To attain a FSK20119, Certificate II in Skills for Work and Vocational Pathways, 14 units of competency must be achieved

Unit code	Title
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKWTG009	Write routine workplace texts
FSKLRG009	Use strategies to respond to routine workplace problems
FSKRDG010	Read and respond to routine workplace information
FSKOCM007	Interact effectively with others at work
FSKNUM015	Estimate, measure and calculate routine metric measurements for work
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKLRG011	Use routine strategies for work-related learning
FSKOCM005	Use oral communication skills for effective workplace presentations
HLTWS001	Participate in workplace health and safety
BSBPEF201	Support personal wellbeing in the workplace
FSKLRG010	Use routine strategies for career planning
BSBRT201	Develop and apply thinking and problem solving skills
FSKLRG015	Manage own work-related learning

Delivery modes

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

- face-to-face instruction
- guided learning
- online training

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Refer to Nanango State High School "Handbook for Vocational Education and Training for Students". Students will be provided with access to this book.

Assessment for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

No Work placement required for this course.

Students will have the opportunity to complete work experience in Year 10, however this is voluntary and is not essential to complete the course requirements.

Pathways

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

RTO obligation

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

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

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

Further Information: Contact Mr Brent Snow – HOD: Senior Schooling, VET, Social Science and Business (bsnow11@eq.edu.au). For information regarding support services and other general VET information refer to Nanango State High School 'Handbook for Vocational Education and Training for Students', and School Website (under 'Vocational Education').

Certificate II in Sport and Recreation / Certificate III in Fitness

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>
REGISTERED TRAINING ORGANISATION	Binnacle Training (RTO Code: 31319)
Subject Type	Vocational Education and Training (VET) Qualification
Nationally Recognised Qualifications	<p>SIS30315 Certificate III in Fitness</p> <p><u>PLUS</u> entry qualification: SIS20115 Certificate II in Sport and Recreation</p>
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).
<u>ENTRY REQUIREMENTS</u>	
<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 / Learning Experiences	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> The Sport, Fitness and Recreation Industry Work Health and Safety in Sport & Fitness Developing Coaching Practices 	<ul style="list-style-type: none"> Community Fitness Programs Policies and Procedures First Aid and CPR certificate 	<ul style="list-style-type: none"> Anatomy and Physiology – Body Systems, Cardiorespiratory System, Terminology 	<ul style="list-style-type: none"> Client Screening and Health Assessments Plan and Deliver Exercise Programs <p><i>Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation</i></p>
	TERM 5	TERM 6	TERM 7	TERM 8
<ul style="list-style-type: none"> Anatomy and Physiology – Digestive System & Energy Systems Nutrition – Providing Healthy Eating Information 	<ul style="list-style-type: none"> Specific Populations; Training Older Clients; Client Conditions 	<ul style="list-style-type: none"> Training Other Specific Population Clients; Community Fitness Programs 	<ul style="list-style-type: none"> CPR refresher (optional) <p><i>Finalisation of qualification: SIS30315 Certificate III in Fitness</i></p>	
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>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 an ‘outside subject’ weekly component as follows:</p> <ul style="list-style-type: none"> MANDATORY: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school. RECOMMENDED: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school. <p>All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).</p>			
Pathways	<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 https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</p> <p>Students may also choose to continue their study by completing the Certificate IV in Fitness.</p>			

Certificate III in Business & Certificate II Tourism



Registered Training Organisation

Binnacle Training (RTO Code: 31319)

Delivery Overview

This Dual Qualification program – BSB30120 Certificate III in Business + SIT20116 Certificate II in Tourism - is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits (Certificate II = 4 credits; plus, Certificate III = 4 credits with 50% new learning).

Entry Requirements

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

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Course Outline

Students will participate in the delivery of a range of business and tourism activities and projects within the school. Graduates will be competent in a range of essential workplace skills - including customer service, personal effectiveness, teamwork and relationships, business technology and critical thinking. Students will also investigate business opportunities and participate in a Tourism industry discovery.

Assessment

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities including customer interactions
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the course.

Course Schedule – Year 1

- Introduction to the Business Services and Tourism/Travel industries
- Personal Wellbeing in the Workplace
- Organise Personal Work Priorities
- Source, use and present information on the Tourism and Travel industry
- Workplace Health and Safety and Sustainable Work Practices

Inclusive Work Practices and Workplace Communication

Course Schedule – Year 2

- Working in a Team
- Critical Thinking Skills
- Creating Electronic Presentations
- Producing Business Documents
- Delivering Customer Service

Finalisation of qualifications: BSB30120 Certificate III in Business + SIT20116 Certificate II in Tourism.

Pathways

The Dual Qualification Program - Certificate III in Business + Certificate II in Tourism - will predominantly be used by students seeking to enter the Business Services and Tourism and Travel industries. For example:

- Customer Service Assistant
- Receptionist and Office Assistant
- Administration Officer
- Retail Sales Assistant

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

Program Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto