YEAR 11 & 12

SUBJECT BOOKLET

Kawana Waters
State College

RESPECT | EXCELLENCE | DIVERSITY | ENJOYMENT

CRICOS Provider Number: 00608A

Contents

College Philosophy

Vision

Kawana Waters State College is an international community of learners achieving excellence.

Statement of purpose

We strive to develop life-long learners who make a positive contribution to a global society.

Values

We value: respect, excellence, diversity, enjoyment.

Beliefs

At Kawana Waters State College, we believe all people can learn.

Contact Details

Secondary Campus Office Details:

Operating hours:	Monday to Friday 8.00am to 3.30pm
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Email:	info@kawanawaterssc.eq.edu.au
Principal email address:	principal@kawanawaterssc.eq.edu.au
Absentee line:	(07) 5436 9366
Absentee email address:	studentabsences@kawanawaterssc.eq.edu.au
Finance email address:	accounts@kawanawaterssc.eq.edu.au

Key Staff Contacts

Go to https://kawanawaterssc.eq.edu.au/our-school/our-staff for the most current list of staff contacts at Kawana Waters State College.

Introduction

Welcome to Kawana Waters State College

At Kawana Waters State College our Senior School curriculum encompasses Years 10, 11 and 12 and caters to the specific developmental needs of adolescents.

The senior years of education at Kawana Waters State College provide an excellent framework for our students to achieve their individual career goals and to develop personal and social skills and to become lifelong learners. This includes helping students complete a senior education, undertaking further education and training, leaving home, supporting wellbeing needs, finding work and forming personal relationships.

The Senior School Curriculum offered embraces the college values of Respect, Diversity, Excellence, and Enjoyment. It also places an emphasis on meeting the needs of our students by:

- catering for the transition from junior to the senior schooling encompassing the physical, social and psychological dimensions in a Prep to 12 community
- providing opportunities for students to master their skills and knowledge to prepare them for future challenges
- providing flexibility within the curriculum for young people moving between pathways
- developing independent learning skills and assume increasing responsibility for their learning
- providing programs to ensure that students are career orientated and can articulate the progress of their education plans
- providing learning experiences that are intellectually challenging and motivating and reflect a variety of pedagogical approaches.

The curriculum enables all students to pursue individual excellence, a concept that extends beyond the classroom into all facets of college life.

Ms Elly Gerbo
Head of Secondary Campus

Senior Education Profile

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

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

For more information about the SEP see: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep

Senior Statement

Students are issued with a Senior Statement when they have satisfied the completion requirements for Year 12 in Queensland. The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and results achieved that may contribute to the award of a QCE.

Queensland Certificate of Education (QCE)

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

For more information about the QCE see: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce

Queensland Certificate of Individual Achievement (QCIA)

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

For more information about the QCE see: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia

Overall Plan for Subject Selection

Choose subjects and flexible pathways which:

- ✓ you enjoy
- ✓ you are interested in
- ✓ you have already had some success or have talent/ability
- ✓ will challenge you
- ✓ will lead to a Queensland Certificate of Education (QCE)
- ✓ which will help you reach chosen careers
- ✓ Which will prepare you to be a contributing global citizen.

Resources to assist Subject Selection:

- Subject Selection Booklet and SET Plan
- QTAC website - https://www.qtac.edu.au
- QTAC My Path – https://mypath.qtac.edu.au/launch-pad
- Queensland Curriculum and Assessment Authority (QCAA) website - https://www.qcaa.qld.edu.au
- Queensland Government Training & Careers website - https://desbt.qld.gov.au/training/training-careers
- My future website - https://myfuture.edu.au
- University, TAFE and private provider handbooks, Open days, Careers Expos, and Internet
- Guidance Counsellor (guidance and career counselling) and other School staff

Senior Subjects

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

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General courses. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P-10 Australian Curriculum. For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at http://www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for Senior External Examinations, http://www.qcaa.qld.edu.au/senior/see

General Syllabuses

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

Applied Syllabuses

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

General (Senior External Examination)

The Senior External Examination are suited to students in their final year of senior schooling (Yr 12) who are unable to access particular subjects at their school.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

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

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

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Set amount	**Set pattern**
20 credits from contributing courses of study, including: • QCAA-developed subjects or courses • vocational education and training (VET) qualifications • non-Queensland studies • recognised studies	12 credits from completed Core courses of study and 8 credits from any combination of: • Core • Preparatory (maximum of 4) • Complementary (maximum of 8).
Set standard	**Literacy & numeracy**
Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.	Students must meet literacy and numeracy requirements through one of the available learning options.

To meet the literacy and numeracy requirement for the QCE, a student must satisfactorily complete at least one unit of both English and Mathematics.

Literacy	Numeracy
• QCAA General or Applied English subjects • QCAA Short Course in Literacy • Senior External Examination in a QCAA English subject • International Baccalaureate examination in approved English subjects • Recognised studies listed as meeting literacy requirements	• QCAA General or Applied Mathematics subjects • QCAA Short Course in Numeracy • Senior External Examination in a QCAA Mathematics subject • International Baccalaureate examination in approved Mathematics subjects • Recognised studies listed as meeting numeracy requirements

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Course	QCE credits per course
Core: At least 12 credits must come from completed Core courses of study	
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 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	up to 1
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 • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Please note, if the same competency appears in different qualifications, is it considered duplication of learning. Students can only accrue QCE credit for new learning. For more information please see Section 2.3 of the QCE and QCIA policy and procedures handbook which outlines duplication of learning in VET qualifications, including listing which subjects and VET qualifications overlap.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway.

Australian Tertiary Admission Rank (ATAR) eligibility

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments).

- The ATAR is a rank order of students.
- It is a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

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

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

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

English Requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects – English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Applied and Applied (Essential) Syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term course of study describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course Structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the QCE and QCIA policy and procedures handbook.

Essential English and Essential Mathematics – Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.
The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

General Syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides (ISMGs)

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

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

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

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

External Assessment

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

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

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

General (Extension) syllabuses

Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

General Senior External Examinations (SEE) syllabuses

(Please note this is different to the External Exams for General Subjects)

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for students who are:

- in the final year of senior secondary schooling (Year 12)
- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see

Eligibility

Eligible Year 12 students can sit a maximum of two SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**

Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

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

Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

For more information about Senior External Examinations, see http://www.qcaa.qld.edu.au/senior/see

Short Course syllabuses

Course overview

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

Short Courses are available in:

- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Student Resource Scheme (SRS) Fees 2026

There are many costs associated with providing quality educational opportunities which all students deserve. Kawana Waters State College offers a Student Resource Scheme (SRS) as an economical alternative for the provision of high-quality resources for students. SRS is organised by the College, operates under the policy and guidelines of the Department of Education and Training (DET), is approved annually by the School Council and endorsed by the P&C Association.

SRS fees are used to purchase resources to enhance learning that would otherwise need to be provided by the parent. Participation in the scheme is voluntary. If you have previously opted in to the SRS your participation is assumed for the remainder of your child's enrolment, unless you inform the school otherwise by completing a new participation agreement form. If you are a new parent to the school, or want detailed information on what is provided in each subject in each level to each student please go to the Kawana Waters State College web page, click on Enrolments and then Resource scheme and then choose the relevant year level document.

SRS Fees for 2026 are:

- Year 7 TBC
- Year 8 TBC
- Year 9 TBC
- Year 10 TBC
- Year 11 TBC
- Year 12 TBC

Making payment: A deposit (20%min) by 31 January 2026 and full payment due by end of March, or parents may wish to pay in instalments over a longer period of time or at any stage you experience financial difficulties, please contact our finance staff to discuss payment options.

I look forward to your support in ensuring your student starts day one prepared and resourced for the academic challenges ahead.

Regards

Brett Burgess

Prerequisite and User Pays Cost – General Subjects

General Subjects			
Subject	**User Pays Cost YR 11**	**User Pays Cost YR 12**	**Prerequisite - Recommended (Year 10)**
ENGLISH			
• English	NIL	NIL	B in General English
• Literature	NIL	NIL	B in General English
• English & Literature Extension (Year 12 only)	NIL	$10.00	B in General English
MATHEMATICS			
• General Mathematics	NIL	$32.00	C in General Maths
• Mathematical Methods	NIL	$57.00	C in Maths Methods
• Specialist Mathematics	NIL	$57.00	C in Specialist Maths
• Engineering	$80.00	$80.00	C in Engineering, or B in General English + B in General Maths + B in Chemistry or B in Physics
HUMANITIES			
• Ancient History	$20.00	$20.00	C in General English
• Geography	$50.00	$50.00	C in General English
• Modern History	$20.00	$20.00	C in General English
• Legal Studies	$20.00	$20.00	C in General English
• Psychology	$40.00	$75.00	B in General English, C in Psychology
SCIENCE			
• Biology	$40.00	$75.00	B in General English, C in Biology
• Chemistry	$40.00	$75.00	B in General English, C in Chemistry
• Physics	$40.00	$75.00	B in General English, C in Maths Methods, C in Physics
HEALTH AND PHYSICAL EDUCATION			
• Health	$40.00	$40.00	B in General English
• Physical Education	$40.00	$40.00	C in General English
TECHNOLOGIES			
• Design	$30.00	$20.00	C in General English
• Food and Nutrition	$20.00	$20.00	C in General English
LANGUAGES			
• Japanese	$50.00	$50.00	C in Japanese
BUSINESS / IT			
• Digital Solutions	$40.00	$40.00	C in General English
• Business	$20.00	$20.00	C in General English
• Economics	$40.00	$75.00	C in General English
THE ARTS			
• Dance	$100.00	$100.00	Completed Year 10 Dance Excellence or approved
• Drama	$100.00	$100.00	Completed Year 10 Drama Excellence or approved
• Music	$100.00	$100.00	Year 10 Music or HOD approved
• Visual Art	$120.00	$120.00	Year 10 Visual Art or HOD approved
• Film, Television & New Media	$80.00	$80.00	C in General English & Year 10 Film or approved

Prerequisite and User Pays Cost – Applied Subjects / Short Courses

Applied Subjects / Short Courses			
Subject	**User Pays Cost YR 11**	**User Pays Cost YR 12**	**Prerequisite - Recommended**
ENGLISH			
• Essential English	NIL	NIL	
• Literacy Short Course	NIL	NIL	
MATHEMATICS			
• Essential Mathematics	NIL	NIL	
• Numeracy Short Course	NIL	NIL	
HUMANITIES			
• Tourism	$20.00	$20.00	
SCIENCE			
• Science in Practice	$30.00	$30.00	C in Essential English C in General Science
BUSINESS/IT			
• Information Communication and Technology	$50.00	$50.00	
TECHNOLOGY			
• Fashion	$110.00	$110.00	
• Furnishing Skills	$50.00	$50.00	
• Industrial Graphic Skills	$20.00	$10.00	
THE ARTS			
• Music in Practice	$100.00	$100.00	Must be able to play an instrument and read music.
• Media Arts in Practice	$70.00	$70.00	'S' Standard in Year 10 Media Arts
VET			
• CPC20220 - Certificate II in Construction Pathways	$200.00	$195.00	
• MEM20422 - Certificate II in Engineering Pathways	NIL	NIL	
• SIT20332 - Certificate II in Hospitality	$15.00	$15.00	
• SIS30321 - Certificate III in Fitness	$350.00		
Additional user pay fees also apply depending on the stream:-			
Certificate III in Fitness – General	$100.00	$100.00	
Certificate III in Fitness – Aquatics	$200.00	$200.00	
Certificate III in Fitness – Football	$310.00	$310.00	
• CUA30420 - Certificate III in Live Production and Technical Services	$150.00	$150.00	
• HLT33115 - Certificate III in Health Services Assistant Including HLT23215 - Certificate II in Health Support Services	$550.00	NIL	
• HLT33115 - Certificate III in Health Services Assistant (AIN) Including HLT23215 - Certificate II in Health Support Services	$900.00	NIL	
• CUA31120 - Certificate III in Visual Art	$180.00	NIL	
• CUA40720 - Certificate IV in Design (Graphic Design)	$240.00	NIL	
• BSB50215 - Diploma in Business	$2,800.00	NIL	
• BSB30120 – Certificate III in Business	$461.00	$66.00	
• CHC31021 – Certificate III in Early Childhood Education and Care	$495.00	NIL	
• 10971NAT – Certificate IV in Justice Studies	$500.00	NIL	

QCAA Senior Subject List

English

Applied
Essential English

General
English
Literature

General (Extension)
English & Literature Extension

Short Course
Literacy

Health and Physical Education

General
Health
Physical Education

Humanities and Social Sciences

Applied
Tourism

General
Ancient History
Business
Geography
Legal Studies
Modern History
Economics
Psychology

Languages

General
Japanese

Mathematics

Applied
Essential Mathematics

General
General Mathematics
Mathematical Methods
Specialist Mathematics

Short Course
Numeracy

Sciences

Applied
Science in Practice

General
Biology
Chemistry
Physics

Technologies

Applied
Fashion
Furnishing Skills
Industrial Graphics Skills
Information & Communication Technology

General
Design
Digital Solutions
Engineering
Food & Nutrition

The Arts

Applied
Media Arts in Practice
Music in Practice

General
Dance
Drama
Film, Television & New Media
Music
Visual Art

Essential English

General Senior Subject

General

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Prerequisites

None

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • 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** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and/or concepts

Assessment

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

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) • Examination – short answer response to two stimulus/questions (200 – 300 words each question)	Formative internal assessment 3 (FIA3) • Extended response – spoken response (4 – 6mins)
Formative internal assessment 2 (FIA2) • Extended response – multimodal (4 – 6 mins)	Formative internal assessment 4 (FIA4) • Extended response – personal reflective written response (500 – 800 words)

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% • Spoken response	Summative internal assessment 3 (IA3): 25% • Multimodal response
Summative internal assessment 2 (IA2): 25% • Common internal assessment (CIA)	Summative internal assessment (IA4): 25% • Written response

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – NIL Year 12 - NIL Items included in subject fee: Use of: Photocopied class notes	To be supplied by parent/caregiver: NIL

English

General Senior Subject

General

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and/or analyse perspectives and representations of concepts, identities, times and places
- make use of and/or 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/or 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

B in English (General)

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Unit 1	Unit 2
Formative internal assessment 2 (FIA2) 25% • Extended response – persuasive spoken response A persuasive speech based on media texts including Four Corners, Q&A and others (5 – 8 minutes)	Formative internal assessment 1 (FIA1) 25% • Extended response – written response for a public audience A feature article based on two literary texts (800 – 1200 words)
Formative internal assessment 4 (FIA4) 25% • Examination – analytical written response An analytical essay responding to an unseen question from a literary text (800 – 1000 words)	Formative internal assessment 3 (FIA3) 25% • Extended response – imaginative written response A narrative based on poetry taken from a collection of poets that reflect different times and cultures (800 – 1000 words)

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – NIL Year 12 - NIL Items included in subject fee: • Photocopied class notes • English Enrichment Activities - Drama performance	

Literature

General Senior Subject

General

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/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

B in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) 25% • Examination – analytical written response An analytical essay responding to a seen question about a literary text (800 – 1000 words)	Formative internal assessment 3 (FIA3) 25% • Extended response – imaginative written response A narrative based on stimulus text (1500 – 2000 words)
Formative internal assessment 2 (FIA2) 25% • Extended response – imaginative spoken response A dramatic monologue based on a recontextualisation (5 – 8 minutes)	Formative internal assessment 4 (FIA4) 25% • Examination – analytical written response An analytical essay responding to an unseen question about two literary texts (800 – 1000 words)

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Imaginative written response	25%
Summative internal assessment 2 (IA2): • Imaginative spoken response	25%	Summative external assessment (EA): • Examination — extended response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – NIL Year 12 - NIL Items included in subject fee: • Photocopied class notes	

English & Literature Extension

General Senior Subject

General

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

Prerequisites

B in General English

Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
Ways of reading • Readings and defences • Defence of a complex transformation	**Exploration and evaluation** • Extended academic research paper • Theorised exploration of texts

Assessment

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Reading and defence	20%	Summative internal assessment 3 (IA3): • Academic research paper	35%
Summative internal assessment 2 (IA2): • Defence of a complex transformation	20%	Summative external assessment (EA): • Examination — extended response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – NIL Year 12 - $10 Items included in subject fee: • Photocopied class notes	

Literacy

Short Course

Short Course

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

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

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

Prerequisites

None

Structure and Assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
Written Response: Assessment objectives 1. Use own ideas and information about personal identity or workplace contexts, and include some ideas and information sourced from familiar and unfamiliar written/spoken/multimodal texts. 2. Communicate ideas and information about personal identity or workplace contexts using vocabulary, grammar, spelling and punctuation that is appropriate for the purpose, audience and context. • Written: up to 600 words	Spoken or multimodal response: Assessment objectives 1. Use own ideas and information about personal identity or workplace contexts, and include some ideas and information sourced from familiar and unfamiliar written/multimodal texts. 2. Communicate ideas and information about personal identity or workplace contexts using spoken/multimodal communication that is appropriate for the purpose, audience and context. • Spoken or multimodal: up to 6 minutes

Health

General Senior Subject

General

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

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Pathways

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

Objectives

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

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

Prerequisites

B in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol and other drugs (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Transport safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $40 Year 12 - $40 Items included in subject fee: • Guest Speakers	To be supplied by parent/caregiver:

PAST STUDENT EXPERIENCE

CHLOE GUBECKA

CURRENTLY STUDYING AT UNIVERSITY OF THE SUNSHINE COAST: BACHELOR OF DIETETICS

CHLOE'S SENIOR SUITE OF SUBJECTS

ENGLISH, MATHEMATICS B, HEALTH & PHYSICAL EDUCATION, HEALTH, BIOLOGY & BUSINESS

GRADUATED FROM KAWANA WATERS STATE COLLEGE **2019**

PATH TO TERTIARY STUDY

During my time at school I juggled a full timetable plus regularly competed nationally and internationally in long distance swim marathons. In 2019, I competed in the World Championships in open-water swimming. I received entry into university through my Rank Score.

ASPIRATIONS

In the future I would like to work with professional athletes at the Queensland Academy of Sport.

TIP FOR SUCCESS

Persistence is everything.

Physical Education

General Senior Subject

General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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

Prerequisites

C in General English

Senior Physical Education is a General Subject. All students in Senior Physical Education need to also be enrolled in General English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

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

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

Summative Assessments

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

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $40 Year 12 - $40 Items included in subject fee: • Pool Entry	To be supplied by parent/caregiver: • Water Bottle • Swimmers

Tourism

Applied Senior Subject

Applied

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

Pathways

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

Objectives

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

Prerequisites

None

Structure

Tourism is a four-unit course of study.

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Tourism are:

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	**Product** One of the following: Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words **Evaluation** One of the following: Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $20 Year 12 - 20 Items included in subject fee: • Paper • Cardboard • Rulers • Colour pencils	To be supplied by parent/caregiver: • Excursion – Movie World approx. $65 • Excursion – Ecotourism Cruise approx. $95

Ancient History

General Senior Subject

General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Prerequisites

C in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World Digging up the past Features of ancient societies	**Personalities in their time** Personality from the Ancient World - Boudicca Personality from the Ancient World - Nero	**Reconstructing the Ancient World** Macedonian Empire from Philip II to Alexander III Later Han Dynasty and the Three Kingdoms	**People, power and authority** Ancient Rome — Civil War and the breakdown of the Republic Augustus

Assessment

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

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

Summative Assessments

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

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $20 Year 12 - $20 Items included in subject fee: • Paper • Cardboard • Rulers • Colour pencils	To be supplied by parent/caregiver: • Excursion – Cost TBC

Business

General Senior Subject

General

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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 situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Prerequisites

C in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation Fundamentals of business Creation of business ideas	**Business growth** Establishment of a business Entering markets	**Business diversification** Competitive markets Strategic development	**Business evolution** Repositioning a business Transformation of a business

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Feasibility report	25%
Summative internal assessment 2 (IA2): Business report	25%	Summative external assessment (EA): Examination — combination response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $20 Year 12 - $20	To be supplied by parent/caregiver: • Laptop

Geography

General Senior Subject

General

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

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
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Prerequisites

C in General English

Structure

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Data report	25%
Summative internal assessment 2 (IA2): Field report	25%	Summative external assessment (EA): Examination — combination response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $50 Year 12 - $50 Items included in subject fee: • Relevant experts from Environmental Education Centres (EEC) • Graph Paper • Coloured photocopying	To be supplied by parent/caregiver: • Excursion cost TBC (Possible Fraser Island/K'gari trip in Year 12 depending on costs – approximately $400) • Coloured and lead pencils • Stationery

Legal Studies

General Senior Subject

General

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Pathways

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

Objectives

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

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

Prerequisites

C in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing	**Balance of probabilities** Civil law foundations Contractual obligations Negligence and the duty of care	**Law, governance and change** Governance in Australia Law reform within a dynamic society	**Human rights in legal contexts** Human rights Australia's legal response to international law and human rights Human rights in Australian contexts

Assessment

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

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

Summative Assessments

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

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $20 Year 12 - $20 Items included in subject fee: Paper Cardboard Rulers Coloured pencils	To be supplied by parent/caregiver: Excursion cost TBC

Modern History

General Senior Subject

General

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Prerequisites

C in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) French Revolution, 1789–1799 (Estates General meets – New Consulate established)	**Movements in the Modern World** Schools select two of the following topics to study in this unit: Women's movement since 1893 (Women's suffrage in New Zealand becomes law) African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)	**National experiences in the Modern World** Germany since 1914 (World War I begins) China since 1931 (invasion of Manchuria begins)	**International experiences in the Modern World** Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) Australian engagement with Asia since 1945 (The Vietnam War)

Assessment

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

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

Summative Assessments

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

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $20 Year 12 - $20 Items included in subject fee: • Paper • Cardboard • Rulers • Coloured pencils	To be supplied by parent/caregiver: • Excursion cost TBC

Economics

General Senior Subject

General

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. 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. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy- wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions.

The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs?

Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

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

Pathways

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

Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Prerequisites

C in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

Assessment

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

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

Summative Assessments

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

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $40 Year 12 - $75 Items included in subject fee: • Textbook: Business for QCE • Yr11 Edrolo • Yr12 Edrolo & Atomi	To be supplied by parent/caregiver: • Laptop • Excursion – TBC

Psychology

General Senior Subject

General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Prerequisites

C in Year 10 Psychology, B in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $40 Year 12 - $75 Items included in subject fee: • Butchers paper, whiteboard markers, sticky tape, stapler & staples, scissors, glue, plastic rulers • Yr11 Edrolo • Yr12 Edrolo, Study Buddy & Atomi	To be supplied by parent/caregiver: • Laptop • Scientific calculator preferably Casio FX 82 Plus

Japanese

General Senior Subject

General

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

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

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

Prerequisites

C in Japanese

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — **My world** • Family/carers • Peers • Education	私達の世界をたんけんする — **Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	私達の社会、文化とアイデンティティ— **Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 — **My present; my future** • The present • Future choices

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $50 Year 12 - $50 Items included in subject fee: • coloured card and other stationery • Class workbook • Language perfect subscription • Ingredients for cooking	To be supplied by parent/caregiver: • Immersion Day • Speech competition\ • Excursion: Japanese dining experience. Cost: approximately $50

Essential Mathematics

Applied Senior Subject

Applied

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Prerequisites

None

Structure

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

Assessment

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

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination — short response

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – Nil Year 12 - Nil Items included in subject fee: • Photocopied class workbooks • Mathletics individual licence • Materials for classroom activities (stickers, folders, paper, protractors, highlighters, cardboard and Specialist Math equipment).	To be supplied by parent/caregiver: • Scientific calculator preferably Casio FX 82Plus

General Mathematics

General Senior Subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Prerequisites

C in General Mathematics

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

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

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

Summative Assessments

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

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – Nil Year 12 – $32 Items included in subject fee: • Use of Maths Quest Maths A Year 11/12 (includes digital copy) • Photocopies • Mathletics individual licence • Materials for classroom activities (stickers, folders, paper, protractors, highlighters, cardboard and Specialist Math equipment).	To be supplied by parent/caregiver: • Scientific calculator preferably Casio FX 82Plus • 12 General IA4 Revision Guide ($30)

Mathematical Methods

General Senior Subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Prerequisites

C in Maths Methods

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability Surds and quadratic functions Binomial expansion and cubic functions Functions and relations Trigonometric functions Probability	**Calculus and further functions** Exponential functions Logarithms and logarithmic functions Introduction to differential calculus Applications of differential calculus Further differentiation	**Further calculus and introduction to statistics** Differentiation of exponential and logarithmic functions Differentiation of trigonometric functions and differentiation rules Further applications of differentiation Introduction to integration Discrete random variables	**Further calculus, trigonometry and statistics** Further integration Trigonometry Continuous random variables and the normal distribution Sampling and proportions Interval estimates for proportions

Assessment

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

Summative Assessments

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

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – Nil Year 12 - $57 Items included in subject fee: • Use of Maths Quest Maths B Year 11/12 (includes digital copy), Photocopies, Mathletics individual licence, Materials for classroom activities (stickers, folders, paper, protractors, highlighters, cardboard and Specialist Math equipment).	To be supplied by parent/caregiver: • Scientific calculator preferably Casio FX 82Plus • 12 Methods Unit 3 & 4 Revision Guide ($30)

PAST STUDENT

JAZIEL TURPIN

CURRENTLY
STUDYING AT UNIVERSITY OF THE SUNSHINE COAST: BACHELOR OF SCIENCE, MAJORING IN MATHEMATICS

JAZIEL'S SENIOR SUITE OF SUBJECTS
ENGLISH, MATHEMATICS B, MATHEMATICS C, PHYSICS, CHEMISTRY, INFORMATION TECHNOLOGY

GRADUATED FROM KAWANA WATERS STATE COLLEGE **2015**

PATH TO TERTIARY STUDY

After being accepted into the University of the Sunshine Coast I was offered the Vice-Chancellor's Merit Scholarship, for my academic results in my secondary studies.

ASPIRATIONS

My goal is to become a professor of Pure Mathematics, so I can continue my fascination and research with mathematics and teach and nurture students who share that fascination.

TIP FOR SUCCESS

Recognise the way you learn the best and study according to that.

Specialist Mathematics

General Senior Subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Prerequisites

C in Specialist Maths

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, proof, vectors and matrices Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** Complex numbers Complex arithmetic and algebra Circle and geometric proofs Trigonometry and functions Matrices and transformations	**Further complex numbers, proof, vectors and matrices** Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices	**Further calculus and statistical inference** Integration techniques Applications of integral calculus Rates of change and differential equations Modelling motion Statistical inference

Assessment

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

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination — short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – Nil Year 12 - $57 Items included in subject fee: • Use of Maths Quest Specialist Maths Year 11/12 (includes digital copy) • Photocopies • Subscription to Edrolo video resources ($35) • Materials for classroom activities (stickers, folders, paper, protractors, highlighters, cardboard and Specialist Math equipment).	To be supplied by parent/caregiver: • Scientific calculator preferably Casio FX 82Plus • 12 Specialist Unit 3 & 4 Revision Guide ($30)

Numeracy

Short Course

Short Course

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will 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 and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Prerequisites

None

Structure and Assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – NIL Year 12 - NIL Items included in subject fee: • Photocopied class notes	

Science In Practice

Applied Senior Subject

Applied

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

Pathways

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

Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Prerequisites

C in Year 10 General Science, C in Essential English

Structure

Science in Practice is a four-unit course of study.

Unit option	Unit title
Unit option A	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: Product: 1 Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $30 Year 12 - $30 Items included in subject fee: • Resources for testing equipment • General consumables e.g. chemicals, slides etc.	To be supplied by parent/caregiver: • Laptop • Excursions (additional cost and excursion details TBA)

Biology

General Senior Subject

General

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Prerequisites

C in Year 10 Biology, B in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** Homeostasis — thermoregulation and osmoregulation Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

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

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $40 Year 12 - $75 Items included in subject fee: • Butchers paper, Whiteboard markers, sticky tape, stapler & staples, scissors, glue, plastic rulers • Yr11 Edrolo • Yr12 Edrolo, Study Buddy & Atomi	To be supplied by parent/caregiver: • Laptop • Scientific calculator preferably Casio FX 82 Plus • Yr12 Excursion – UQ cost of bus - TBA

Chemistry

General Senior Subject

General

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Prerequisites

C in Year 10 Chemistry, B in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

Summative Assessments

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

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $40 Year 12 - $75 Items included in subject fee: • Butchers paper, Whiteboard markers, sticky tape, stapler & staples, scissors, glue, plastic rulers • Yr11 Edrolo • Yr12 Edrolo, Study Buddy & Atomi	To be supplied by parent/caregiver: • Laptop • Scientific calculator preferably Casio FX 82 Plus

Physics

General Senior Subject

General

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Prerequisites

C in Year 10 Physics, B in General English, C in Year 10 Mathematical Methods

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

Summative Assessments

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Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $40 Year 12 - $75 Items included in subject fee: • Butchers paper, Whiteboard markers, sticky tape, stapler & staples, scissors, glue, plastic rulers • Yr11 Edrolo • Yr12 Edrolo, Study Buddy & Atomi	To be supplied by parent/caregiver: • Laptop • Scientific calculator preferably Casio FX 82 Plus

PAST STUDENT EXPERIENCE

CURRENTLY
STUDYING AT UNIVERSITY OF THE SUNSHINE COAST: BACHELOR OF MEDICAL SCIENCE

CARLOS'S SENIOR SUITE OF SUBJECTS
ENGLISH, MATHEMATICS B, MATHEMATICS C, CHEMISTRY, PHYSICS, INFORMATION PROCESSING & TECHNOLOGY

GRADUATED FROM KAWANA WATERS STATE COLLEGE **2017**

PATH TO TERTIARY STUDY

I was privileged to be part of the first class of Medical Science students at the University of the Sunshine Coast. In 2017 the University of the Sunshine Coast offered me a Full Scholarship, largely attributed to my school results and involvement in extra-curricular and community participation.

ASPIRATIONS

In the future I am interested in working as an orthopaedic surgeon.

TIP FOR SUCCESS

Having a dream is one thing, but making it happen is another thing. You need a plan.

Fashion

Applied Senior Subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

Prerequisites

None

Structure

Fashion is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Fashion are:

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	**Fashion product** Product: fashion garment/s **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	**Unit-specific product** Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $110 Year 12 - $110 Items included in subject fee: • Class learning materials including: drafting material and equipment, multimodal and graphic print stimulus and visual merchandising production. • Textile equipment inclusive of: Overlocker thread, iron, glue, extra fabric pins, needles, workshop fabric, fabric paints, fabric dyes, toile fabric for pattern creation and extra Janome Bobbins, sewing consumables such as oils, rulers, pattern paper, markers, pins etc.	To be supplied by parent/caregiver: • Sewing Kit – Janome bobbin, fabric scissors, pins, fabric pencil, fabric tape measure, dressmakers chalk pencils and quick unpick • Design Journal x 2 A4 art page style journal • Fabric + notations (zips / buttons / interfacing) for individual design production

Furnishing Skills

Applied Senior Subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

Prerequisites

None

Structure

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Cabinet-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $50 Year 12 - $50 Items included in subject fee: • Workbooks, printed drawings and class notes • Timber, acrylic, abrasives, adhesives, lacquers, fasteners • Safety Glasses • Drill bits • CNC/Laser Consumables	To be supplied by parent/caregiver: N/A

Industrial Graphics Skills

Applied Senior Subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

- demonstrate practices, skills and procedures
- interpret client briefs and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and products.

Prerequisites

None

Structure

Industrial Graphics Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing drafting
Unit option C	Computer-aided drafting — modelling
Unit option D	Graphics for the construction industry
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Graphics Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration of drafting** Drawings: the drafting skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Unit-specific product** Drawings: drawings drafted using the skills and procedures in 5–7 production processes **Drawing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $20 Year 12 - $10 Items included in subject fee: • Sticker vinyl • 3D printer / Laser consumables • Drawing Paper, inks, pencils, folder • Sketch Markers / Fine line Pens • Yellow Trace	To be supplied by parent/caregiver: • Participation in the College BYOX laptop program. With a device capable of running windows. • Installed AutoCAD Suite of AutoCAD & Revit (available free)

Information & Communication Technology

Applied Senior Subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in 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.

Objectives

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

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

Prerequisites

None

Structure

Information & Communication Technology is a four-unit course of study.

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option F	Web development
Unit option E	Digital imaging and modelling

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $50 Year 12 - $50 Items included in subject fee: • Class notes and booklets • eSport Registration	To be supplied by parent/caregiver: • Laptop • Headphones

Design

General Senior Subject

General

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

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

Objectives

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

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

Prerequisites

C in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $30 Year 12 - $20 Items included in subject fee: • Drawing Paper, inks, pencils, folder • Sketch Markers / Fine line Pens • Yellow Trace • Lo-fi Modelling materials • Drawing print • 3D printing materials • Laser cutting materials • Rendering pens • Prototyping materials • Scanning wand	To be supplied by parent/caregiver: • Laptop

Digital Solutions

General Senior Subject

General

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

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Pathways

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

Objectives

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

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

Prerequisites

C in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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

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

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Technical proposal	25%	Formative internal assessment 3 (IA3): • Project - Digital solution	25%
Formative internal assessment 2 (IA2): • Project - Digital solution	25%	Formative external assessment (EA): • Examination — combination response	25%

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $40 Year 12 - $40 Items included in subject fee: • Specific stationery & IT consumables	To be supplied by parent/caregiver: • Laptop • Adobe Master

Engineering

General Senior Subject

General

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Pathways

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

Objectives

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

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

Prerequisites

C in Engineering, or B in General English + B in General Maths + B in Chemistry or B in Physics

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $80 Year 12 - $80 Items included in subject fee: • Project Folio 1 - $30 • Project Folio 2 - $30 • Arduino useable components - $20	To be supplied by parent/caregiver: • Scientific calculator preferably Casio FX 82 Plus • Artist sketchbook

Food & Nutrition

General Senior Subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. 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. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will 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.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

Pathways

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

Objectives

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

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

Prerequisites

C in General English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers	**Food science of carbohydrate and fat** • Carbohydrate • Fat	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food & Nutrition solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $20 Year 12 - $20 Items included in subject fee: • Consumables - Kitchen foil, glad wrap, condiments, sauces, supplementary ingredients • Ingredients for workshops and demonstration • Photocopying • Arduino useable components - $20	To be supplied by parent/caregiver: • Cooking ingredients • Food storage bags • Baking trays and

Media Arts in Practice

Applied Senior Subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.
A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks.

Prerequisites

It is recommended that students receive a "S" standard for Year 10 Media Arts.

Structure

Media Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are:

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	**Design product** Design product must represent: • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	**Media artwork** One of the following: Audio: up to 3 minutes Moving image: up to 3 minutes Still image: up to 4 media artwork/s

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $70 Year 12 - $70 Items included in subject fee: • Adobe Suite (Creative Cloud) • Stationery • Photocopying • Workshops	To be supplied by parent/caregiver: NIL

Music in Practice

Applied Senior Subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Prerequisites

Must be able to play an instrument and read music.

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $100 Year 12 - $100 Items included in subject fee: • Sheet Music • Software • Recording Devices • Music Technologies (Software, iTunes, ICTs) • ICT Equipment (Online resources/ software / sheet music)	To be supplied by parent/caregiver: • Excursion - Performance/Workshop with guest artist: Cost approx. $80

Dance (Selective Entry)

General Senior Subject

General

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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

Objectives

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

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

Prerequisites

Completed Year 10 Dance Excellence or HOD approved.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts?	**Moving through environments** How does the integration of the environment shape dance to communicate meaning?	**Moving statements** How is dance used to communicate viewpoints?	**Moving my way** How does dance communicate meaning for me?

Assessment

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

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

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Dance work</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Choreography</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $100 Year 12 - $100 Items included in subject fee: • Costumes, props, production elements • Music • Dance training equipment • Artist in residence/choreographer	To be supplied by parent/caregiver: • Dance blacks – leotard and leggings • Excursion to Performance: Approx. cost $60

Drama (Selective Entry)

General Senior Subject

General

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Prerequisites

Completed Year 10 Drama Excellence or HOD approved.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?

Assessment

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

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

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $100 Year 12 - $100 Items included in subject fee: • Professional Workshops • Tech Support (sound and visual) • Sets/Props • Masks • Theatrical make up • Costume fitting, repair and laundering • Music/soundtracks • Live theatre performance • Filmed live performances • Artists in residence • Photocopied class notes/scripts	To be supplied by parent/caregiver: • Appropriate clothing for physical workshops – Stage Blacks (Plain black t-shirt and plain black long stretch pants) • Excursion to a live Theatre Performance: approx. cost $60 (in addition to curriculum performances).

Film, Television & New Media

General Senior Subject

General

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Prerequisites

C in General English, Year 10 Film or HOD approved.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation Technologies Institutions Languages	**Stories** Representations Audiences Languages	**Participation** Technologies Audiences • Institutions	**Artistry** • Technologies • Representations Languages

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $80 Year 12 - $80 Items included in subject fee: • Subject consumables e.g. gaffer tape, batteries, make-up, etc. • SD Cards • Camera use & maintenance • Practical workshops with industry leaders	To be supplied by parent/caregiver: • Laptop with sufficient storage and RAM • Excursion to Film Career events & competitions: approx. cost $20

Music

General Senior Subject

General

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to contribute to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces**.**

Objectives

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

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

Prerequisites

Year 10 Music or HOD approved.

Structure

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

Assessment

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

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

Summative Assessments

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

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $100 Year 12 - $100 Items included in subject fee: • Stationery Items • Sheet Music • Music Technologies (Software, iTunes, ICTs) • Manuscript • Online resources / sheet music • Workshop with guest artist	To be supplied by parent/caregiver: • Excursion to Music Performance/Workshop: Approximate cost of $80

Visual Art

General Senior Subject

General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Prerequisites

Year 10 Visual Art or HOD approved.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Concept: lenses to explore the material world Contexts: personal and contemporary Focus: people, place, objects	**Art as code** Concept: art as a coded visual language Contexts: formal and cultural Focus: codes, symbols, signs and art conventions	**Art as knowledge** Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed	**Art as alternate** Concept: evolving alternate representations and meaning Contexts: contemporary, personal, cultural and/or formal Focus: student-directed

Assessment

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

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

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Fees

Subject Fee	Additional Items and/or Excursions
Year 11 – $120 Year 12 - $120 Items included in subject fee: • Stationery • Paints • Drawing media • Adhesives • Brushes/palette knives • Papers and cardboards • Varnishes • Fabrics • Framing Material • Collage Materials • Photography Materials • Canvas • Print making materials • Clay • Textbook – *Creative Inquiry*	To be supplied by parent/caregiver: • Laptop • Excursions to Art Galleries: Approx. $60 • Excursion as part of internal assessment

Vocational Education & Training (VET) Subjects

CPC20220 – Certificate II in Construction Pathways

The RTO delivering this course is Kawana Waters State College (RTO: 30700)

VET Course

Qualification Description

Certificate II in Construction Pathways is a construction-based subject, which provides an opportunity to experience a range of skills relevant to the building industry. Students learning will be through practical experience with tools, machinery and material.
The areas of study include:

- Concreting
- Bricklaying
- Framing
- Plastering
- Setting out and levelling.

Pathways

This qualification provides a pathway to the primary trades in the construction industry except for plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction. The qualification has core unit of competency requirements that are required in most Certificate III qualifications. The qualification can provide a pathway into any of the 72 careers within the construction industry as trades people and par professionals. Students will also apply to participate in an extension training program at the Sunshine Coast Technical Trade Training Centre (Construction/Civil).

Objectives

The most successful students will be those who:

- Have an interest in construction with good hand skills
- Enjoy working in a practical environment
- Can work individually and as part of a team
- Wish to pursue a career in the Construction-Building industry
- Wish to experience using a range of construction skills and materials
- Approach the theory component with enthusiasm.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Kawana Waters State College.

Course units

To attain a CPC20220 - Certificate II in Construction Pathways, 10 units of competency must be achieved.

Core	
CPCCCM1012	Work effectively and sustainably in the construction industry
CPCCCM1013	Plan and organise work
CPCCCM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry

Electives*	
CPCCCA2002 *	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004	Handle construction materials
CPCCCM2006 *	Apply basic levelling procedures
CPCCC02013 *	Carry out concreting to simple forms
CPCCJN3100 *	Process materials to produce components using static machines
CPCCOM1014	Conduct workplace communication
CPCCOM2001 *	Read and interpret plans and specifications

* Typical units delivered.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Units of competency are clustered and assessed in this way. Assessment techniques may include:

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

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.

Fees

This course is supported by Kawana Waters State College, RTO 30070 and will be delivered as a standalone subject in 2026. A cost of $395 will be incurred.

Subject Fee	Additional Items and/or Excursions
Year 11 - $200.00 **Year 12 - $195.00** **Items included in subject fee:** **Use of:** • Workbooks & drawings • Cement, Concrete Blend, Reinforcing mesh, Timber, Fasteners, Paints, Fittings, Sand, Bricks • Safety Glasses	**To be supplied by parent/caregiver:** Construction Safety White Card (if not currently held) if participating in Work Placement

PAST STUDENT

REGAN NUTLEY

CURRENTLY
FINAL YEAR ELECTRICAL APPRENTICESHIP

REGAN'S SENIOR SUITE OF SUBJECTS
ENGLISH, MATHEMATICS A, AQUATIC PURSUITS, CERTIFICATE II IN CONSTRUCTION PATHWAYS, CERTIFICATE II IN

GRADUATED FROM KAWANA WATERS STATE COLLEGE **2017**

PATH TO TERTIARY STUDY

During school I completed a Certificate II in Electrotechnology at the Sunshine Coast Technology Trade Training Centre. After school I obtained an apprenticeship with a local electrical business and enrolled at TAFE (Nambour).

ASPIRATIONS

I would like to one day pursue a degree in Electrical Engineering.

TIP FOR SUCCESS

MEM20422 - Certificate II in Engineering Pathways

The RTO delivering this course is Blue Dog Training Pty Ltd (RTO: 31193)

VET Course

The RTO delivering this course is Blue Dog Training Pty Ltd. (RTO #31193)
***Career Ready funding has been applied for by the RTO.**
***Course fees may change pending funding approval.**

Qualification Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment**.**

Pathways

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. Possible apprenticeship career pathways include:

- Engineering – Fabrication Trade (Boiler making/Welding)
- Engineering – Fabrication Trade (Sheetmetal working)
- Engineering – Mechanical Trade (Fitting and/or Turning)
- Engineering – Mechanical Trade (Machining)
- Engineering – Mechanical Trade (Diesel Fitting/Fixed & Mobile Plant Mechanic)

Objectives

The course is practical in nature and is designed to develop student knowledge and skill in metalworking techniques currently in use in trade workshops. This subject incorporates the use of a wide variety of materials, tools and equipment. The areas of study include:

- Machining – lath and mill
- Fitting and fabrication
- Welding – electric arc, oxy/acetylene, MIG, TIG
- Sheet metal
- Hand and power tools

Duration and location

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as part of the student's regular school timetable, the course is completed over a period of two (2) years in partnership with Blue Dog Training.

Course Units

To attain a MEM20422 - Certificate II in Engineering Pathways, 12 units of competency must be achieved.

Core	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Electives	
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information

MEM16008	Interact with computing technology
MEM18001	Use hand tools
MEM18002	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.
Units of competency are clustered and assessed in this way.
Assessment techniques may include:

- observation
- questioning
- projects
- written and practical tasks.

RTO Obligation

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by Blue Dog Training. Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results by Blue Dog Training. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Blue Dog Training.

Fees and Eligibility

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list.

Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026. Enrolment in this qualification is being offered to students under Career Ready funding, with the registered training organisation to be advised on completion of the SAS funding approval – in this instance the course cost will be significantly reduced.

Please refer to the Blue Dog Training Website for information on their refund policy. https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Subject Fee	Additional Items and/or Excursions
Items included in Fee for Service paying students: **Use of:** • Workbooks, online platform access • Steel, brass, aluminium, welding electrode, gasses, fasteners, lathe tools and other course materials as required **Please see Fees and Eligibility Section for full clarification of costs.**	**To be supplied by parent/caregiver:** • Laptop

SIT20322 – Certificate II in Hospitality

The RTO delivering this course is Blue Print Career Development (RTO: 30978)

VET Course

The RTO delivering this course is Blue Print Career Development (RTO#30978)

***Career Ready funding has been applied for by the RTO.**

Qualification Description

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Pathways

A course of study in Certificate II in Hospitality can establish a basis for further education and employment in the Hospitality, including, but not limited to: a front of house qualification that provides the skills and knowledge for an individual to be competent in a range of activities and functions within the hospitality industry.

Objectives

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

- develop front of house knowledge and skills
- gain an understanding of the structure, scope and roles in a range of Hospitality operations; restaurant, bar and cafe
- gain an understanding of styles of food service
- develop skills in the planning, preparation and service of food.

Entry Requirements

There are no entry requirements for this qualification.

Duration and Location

This is a two-year course delivered in Years 11 and 12 on site at Kawana Waters State College in partnership with Blueprint Career Development.

Course Units

To attain a SIT20322 – Certificate II in Hospitality, 12 units of competency must be achieved.

Core	
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

Electives	
SITXFSA005	Use hygienic practices for food safety
SITHFAB001	Clean and tidy bar areas

SITHFAB021	Provide responsible service of alcohol
SITHFAB027	Serve food and beverage
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve expresso coffee
SITHCCC024	Prepare simple dishes
SITHFAB027	Serve food and beverage

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Units of competency are clustered and assessed in this way. Assessment techniques may include:

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

RTO Obligation

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by Blueprint Career Development.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results by Blueprint Career Development Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Blueprint Career Development.

Fees

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved Vocational Education and Training (VET) in Schools (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. User pay will apply.

This course is supported by Blueprint Career Development RTO: 30978 and will be delivered as a standalone subject in 2026. Students will access VETiS funding and incur a subject cost of $30.

The total Fee for Service cost is $1,300, if VETiS funding has not been accessed.

Subject Fee	Additional Items and/or Excursions
Year 11 - $15 **Year 12 - $15** **Items included in subject fee:** **Use of:** • Booklets/additional class notes for each competency (5 competencies) • Basic kitchen staple ingredients, beverages, coffee, milk and food workshop Ingredients • Consumables - Kitchen foil, glad wrap, condiments, sauces, supplementary ingredients • Ingredients for workshops and demonstration **Please see Fees and Eligibility Section for full clarification of costs.**	**To be supplied by parent/caregiver:** • Food tasting/meals on excursions **Excursions to:** • Crowne Plaza/RSL • Sunshine Coast TAFE • Brisbane food tour

HLT33115 – Certificate III in Health Services Assistance
(including HLT23215 – Certificate II in Health Support Services)
The RTO delivering this course is iVet (RTO: 40548) & TAFE QLD (RTO: 0275)

VET Course

The RTO delivering this course is iVet (RTO: 40548) & TAFE QLD (RTO: 0275)
***Course fees may change pending funding approval.**

Qualification Description
Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid effective communication, workplace health and safety, infection control, understanding common medical terminology conducting health checks, recognising healthy body systems and working with diverse people.

Pathways
Potential options may include:
- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (e.g. Bachelor of Nursing)
- Entry level employment within the health industry.

Entry Requirements
There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and Location
This is a two-year course delivered on site to senior school students and in partnership with iVet.

Course Units

Year 1 (Certificate II units)	
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
BSBINM201	Process and maintain workplace information
HLTINF001	Comply with infection prevention and control policies and procedures
HLTHSS003	Perform general cleaning tasks in a clinical setting
HLTHSS005	Undertake routine stock maintenance
CHCCOMO05	Communicate and work in health or community services
BSBCUS201	Deliver a service to customers
CHCCOM001	Provide first point of contact
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
CHCDIV001	Work with diverse people

Year 2 (Certificate III units)	
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology

CHCCCS015	Provide individualised support
BSBWOR301	Organise personal work priorities and development
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
BSBMED303	Maintain patient records
CHCCCS009	Facilitate responsible behaviour
HLTWHS002	Follow safe work practices for direct client care

Delivery Modes

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

- Face-to-face training
- Practicals and scenarios
- Online learning

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Folios of work
- Questionnaires
- Written and practical tasks

Work Experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

iVet considers industry experience to be a very important inclusion of the Certificate III qualifications.

RTO Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by iVet. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Fees

The total cost of these courses is $550 (subject to change).

COURSE COSTS	
Items supplied through the user pays fee	**To be supplied by Parent**
A user pays fee of $550 applies to this subject: **HLT33115 Certificate III in Health Services Assistance + HLT23215 Certificate II in Health Support Services** **Please see Fees and Eligibility Section for full clarification of costs.**	• **Laptop** Payment is due prior to commencement of course. Please contact the College if a payment plan is required. Payment is non-refundable at the end of Week 3 in Term 1.

HLT33115 – Certificate III in Health Services Assistance
(Assisting in nursing work in acute care)
(including HLT23215 – Certificate II in Health Support Services)
The RTO delivering this course is iVet (RTO: 40548)

VET Course

Qualification Description
Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid effective communication, workplace health and safety, infection control, understanding common medical terminology conducting health checks, recognising healthy body systems and working with diverse people.

Electives are packaged in this course offering to provide a qualification with a specialisation in assisting in nursing work in acute care.

Pathways
Potential options may include:
- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (e.g. Bachelor of Nursing)
- Entry level employment within the health industry.

Entry Requirements
There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and Location
This is a two-year course delivered on site to senior school students and in partnership with iVet.

Course Units

Year 1 (Certificate II units)	
HLTWHS001	Participate in workplace health and safety
HLTINF001	Comply with infection prevention and control policies and procedures
CHCCOM005	Communicate and work in health or community services
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
CHCDIV001	Work with diverse people

Year 2 (Certificate III units with specialisation)	
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
CHCCCS015	Provide individualised support
BSBWOR301	Organise personal work priorities and development
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID011	Provide First Aid

CHCCCS009	Facilitate responsible behaviour
HLTAIN001	Assist with nursing care in an acute care environment
HLTAIN002	Provide non-client contact support in an acute care environment
CHCCCS026	Transport individuals
CHCCCS002	Assist with movement

Delivery Modes

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

- Face-to-face training
- Practicals and scenarios
- Online learning

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Folios of work
- Questionnaires
- Written and practical tasks
- Clinical skills logbook

Work Placement

To achieve this qualification with this specialisation, a minimum of 80 hours of work placement, supervised by a registered nurse with current AHPRA registration, must be completed.

RTO Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by iVet. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Fees

The total cost of this course is $900. ($550.00 for the Certificate II & $350.00 for the Certificate III ***subject to change***).

Students may be able to access funding to help subsidise the cost of their training. Contact the VET to explore potential options.

COURSE COSTS	
Items supplied through the user pays fee	**To be supplied by Parent**
A user pays fee of $900 applies to this subject: **HLT33115 Certificate III in Health Services Assistance (Assisting in nursing work in acute care) + HLT23215 Certificate II in Health Support Services** **Please see Fees and Eligibility Section for full clarification of costs.**	**Laptop** **Cert III $900 subject to change** **Cert II -** Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator to explore potential options. Payment is due prior to commencement of course. Please contact the College if a payment plan is required. Payment is non-refundable at the end of Week 3 in Term 1.

PAST STUDENT

ZOEY NEELD

CURRENTLY
STUDYING AT THE UNIVERSITY OF THE SUNSHINE COAST: BACHELOR OF NURSING SCIENCE

ZOEY'S SENIOR SUITE OF SUBJECTS
ENGLISH, MATHEMATICS A, CERTIFICATE II BASIC HEALTH CARE, CERTIFICATE III BASIC HEALTH CARE, HEADSTART – USC

GRADUATED FROM KAWANA WATERS STATE COLLEGE **2018**

PATH TO TERTIARY STUDY

I have always wanted to be a midwife. Knowing I couldn't get in directly I completed a Certificate II and Certificate III in Basic Health Care at the Health Education Unit at Kawana Waters State College. My teacher was amazing; her knowledge of the industry really inspired me.

Being part of the Headstart program at the University of the Sunshine Coast gave me an insight into my degree.

ASPIRATIONS

Finish Bachelor of Nursing Science and then complete an extra year to further my study in midwifery.

TIP FOR SUCCESS

SIS30321 – Certificate III in Fitness (Aquatics)

The RTO delivering this course is Fit Education (RTO: 31903)

VET Course

User pay fees will apply if Vocational Education and Training in Schools (VETiS) subsidy has been accessed. A student may only access with funding for one approved qualification.
See Fees and Eligibility section for more details.

Qualification Description

Students enrolled in Senior Aquatics will be completing the Certificate III in Fitness. Whilst completing the qualification, students will be engaged in further developing their skills in water environments, participating in activities including surfing, swimming and water polo. This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.

They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes.

Units of Competencies

HLTAID011	Provide First Aid
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXCAI009	Instruct strength and conditioning techniques
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT037	Develop and instruct group movement programs for children
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
BSBOPS403	Apply business risk management processes
HLTWHS001	Participate in workplace health and safety

Pathways

A course of study in Certificate III in Fitness can establish a basis for further education and employment in the field of Fitness and Training.

Course Costs

This course is supported by FITEDUCATION personal training courses. The cost of the course is separated into two sections, $350 to an external provider and $400 user pay fee, totalling $750, which includes all course booklets, training sessions at Kawana Sports Precinct Gymnasium and course enrolment through Fit Education for training and assessment.

A Fee for Service will apply if VETiS funding has already been accessed. Please contact the college for further advice around course costs if applicable to student.

COURSE COSTS		
Items supplied through the user pays fee	**Items supplied through SRS fee**	**To be supplied by Parent**
A separate enrolment fee of $350 will be invoiced in Year 11 only. This fee is then paid to FitEducation for enrolment in the Cert III Fitness. This is a certificate course provided by an external Registered Training Organisation • Gym Trainers • First Aid Certificate • Gym Excursions • Trainers/Instructors Cost is payable upfront prior to being enrolled in the course. **Year 11** **A user pays fee of $200 applies to this subject.** • Uniform – school shirt • Uniform – sun safe rashie • Coaching • Pool entry **Year 12** **A user pays fee of $200 applies to this subject.** • Uniform – school shirt • Uniform – sun safe rashie • Coaching • Pool entry **Please see Fees and Eligibility Section for full clarification of costs.**	**Use of:** • Water polo balls, caps • College Fitness Centre • Fitness testing equipment • Stepping Forward Snr Physical Education • First Aid training **Materials for Classroom activities:** • Training Equipment (med balls, agility poles, ladders, hurdles, nets, goals) • Class workbooks • Fitness testing equipment • Sports equipment	Water Bottle Excursion to external fitness centres etc. (approx. $15)

SIS30321 – Certificate III in Fitness (Football)

The RTO delivering this course is Fit Education (RTO: 31903)

VET Course

User pay fees will apply if Vocational Education and Training in Schools (VETiS) subsidy has been accessed. A student may only access with funding for one approved qualification.
See Fees and Eligibility section for more details.

Qualification Description

Students enrolled in Senior Football will be completing the Certificate III in Fitness. Whilst completing the qualification, students will be engaged in further developing their skills in football. Elements of this course include technical development, physical fitness and conditioning, and participating in scheduled games. This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.

They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes.

Units of Competencies

HLTAID011	Provide First Aid
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXCAI009	Instruct strength and conditioning techniques
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT037	Develop and instruct group movement programs for children
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
BSBOPS403	Apply business risk management processes
HLTWHS001	Participate in workplace health and safety

Pathways

A course of study in Certificate III in Fitness can establish a basis for further education and employment in the field of Fitness and Training.

Course Costs

This course is supported by FITEDUCATION personal training courses and will be delivered as a stand-alone subject in 2026. The cost of the course is separated into two sections, $350 to an external provider and $350 user pay fee, totalling $700 (Year 11) and $350 (Year 12), which includes all course booklets, training sessions at Kawana Sports Precinct Gymnasium and course enrolment through Fit Education for training and assessment.

A Fee for Service will apply if VETiS funding has already been accessed. Please contact the college for further advice around course costs if applicable to student.

COURSE COSTS		
Items supplied through the user pays fee	**Items supplied through SRS fee**	**To be supplied by Parent**
A separate enrolment fee of $350 will be invoiced in Year 11 only. This fee is then paid to FitEducation for enrolment in the Cert III Fitness. This is a certificate course provided by an external Registered Training Organisation • Gym Trainers • First Aid Certificate • Gym Excursions • Trainers/Instructors Cost is payable upfront prior to being enrolled in the course. **Year 11** **A user pays fee of $310 applies to this subject** • Player nominations • Referee fees • Transport • External coaching • Training equipment • Fields and facilities hire • Lockers **Year 12** **A user pays fee of $310 applies to this subject.** **Please see Fees and Eligibility Section for full clarification of costs.**	**Use of:** • College Fitness Centre • Fitness testing equipment • Stepping Forward Snr Physical Education **Materials for Classroom activities:** • Training Equipment (med balls, agility poles, ladders, hurdles, nets, goals) • Fitness testing equipment • Sports equipment • Photocopied materials	Water Bottle Excursion to external fitness centres etc. (approx. $15)

SIS30321 – Certificate III in Fitness

The RTO delivering this course is Fit Education (RTO: 31903)

VET Course

User pay fees will apply if Vocational Education and Training in Schools (VETiS) subsidy has been accessed. A student may only access with funding for one approved qualification.
See Fees and Eligibility section for more details.

Qualification Description

This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.

They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes.

Units of Competencies

HLTAID011	Provide First Aid
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXCAI009	Instruct strength and conditioning techniques
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT037	Develop and instruct group movement programs for children
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
BSBOPS403	Apply business risk management processes
HLTWHS001	Participate in workplace health and safety

Pathways

A course of study in Certificate III in Fitness can establish a basis for further education and employment in the field of Fitness and Training.

Course Costs

This course is supported by FITEDUCATION personal training courses and will be delivered as a stand-alone subject in 2026. The cost of the course is separated into two sections, $350 to an external provider and $100 user pay fee (per year), totalling $450 (Year 11) & (100 (Year 12), which includes all course booklets, training sessions at Kawana Sports Precinct Gymnasium and course enrolment through Fit Education for training and assessment.

A Fee for Service will apply if VETiS funding has already been accessed. Please contact the college for further advice around course costs if applicable to student.

COURSE COSTS		
Items supplied through the user pays fee	**Items supplied through SRS fee**	**To be supplied by Parent**
A separate enrolment fee of $350 will be invoiced in Year 11 only. This fee is then paid to FitEducation for enrolment in the Cert III Fitness. This is a certificate course provided by an external Registered Training Organisation • Gym Trainers • First Aid Certificate • Gym Excursions • Trainers/Instructors Cost is payable upfront prior to being enrolled in the course. **Year 11** **A user pays fee of $100 applies to this subject** • External coaches • Community Gym/Fitness excursions • Guest speakers **Year 12** **A user pays fee of $100 applies to this subject** • External coaches • Community Gym/Fitness excursions • Guest speakers **Please see Fees and Eligibility Section for full clarification of costs.**	**Use of:** • College Fitness Centre • Fitness testing equipment • Stepping Forward Snr Physical Education **Materials for Classroom activities:** • Training Equipment (med balls, agility poles, ladders, hurdles, nets, goals) • Fitness testing equipment • Sports equipment • Photocopied materials	Water Bottle Excursion to external fitness centres etc. (approx. $15)

CUA30420 – Certificate III in Live Production and Technical Services

VET Course

The RTO delivering this course is Kawana Waters State College (RTO: 30700)

Qualification Description

This exciting and innovative qualification offers a broad range of creative competencies for students to gain skills and real industry experiences by taking on various production duties (to provide services for the entertainment industry as front of house, back of house and technical support) to a team. Students are introduced to and develop a range of employable skills suited to the Arts, the Creative and Entertainment Industries. Due to the nature of this subject, students will be required to work 4-6 outside of normal timetable class events to experience the real-world applications (at least two evening events and two weekend events) throughout the 2 year course. Many additional exciting events and projects will be accessible for students who demonstrate eagerness, high work ethics and a passion to further their skills in this area, such as: community markets, festivals, live productions (front of house and backstage only, not performing), competitions and exhibition showcases. Students will have the opportunity to develop specialised skills in: Make up Artistry (Special effects make up including latex, masks, wounds and character design), Lighting and Sound (Technical support), Event Management (Front of House, Back of House, function, event planning and marketing events) and Costume, Set and Props (Design and Construction suitable for cinema or live performance).

Pathways

A course of study in Certificate III in Live Production and Technical Services can open doors to a career in the Entertainment Industry/Arts and Tourism, including, but not limited to; costume designer, wardrobe manager, production assistant, wedding planner, photographer, make-up artists, event manager. The study of Certificate III in Live Production and Technical Services will also benefit students wishing to pursue post-school pathways that lead to career that will never be dull! Students may undertake tertiary study in Certificate IV in Live Production, Technical Services, Certificate III and IV in Production, Theatre and Events (Technical Operations), and further study may lead to a Diploma in Live Production and Theatre Services (all accessible on the Sunshine Coast and in Brisbane).

Objectives

By the conclusion of the course of study, students will have skills and experience in:

- Technical sound and lighting design and operation
- Design and upcycling skills in costuming, props and makeup
- Front of house management, program, ticket and poster design
- Live Production stage management (Back Stage manager, Front of House manager, Technical Management)
- Special effects and character make up artistry
- Event Management (working within the industry and providing a service to community organisations)
- Working within industry safety guidelines

Entry/completion Requirements

Requirements to complete some units within this qualification require a student to successfully obtain a White Card (general construction induction card).

Duration and Location

This is a two-year course delivered in Years 11 and 12 on site at Kawana Waters State College.

Course Units

To attain a CUA30420 – Certificate III in Live Production and Services, 15 units of competency must be achieved:

Core	
BSBPEF301	Organise personal work priorities and development
CUAIND311	Work effectively in the creative arts industry
CUAPPR314	Participate in collaborative creative projects
CUAIND314	Plan a career in the creative arts industries

Electives	
CPCCWHS1001	Prepare to work safely in the Construction Industry
CUACOS303	Modify, repair, and maintain costumes
CUAPPM311	Assist with conceiving and preparing performance spaces
CUASMT311	Work effectively backstage during performances
CUASTA311	Assist with production operations for live performances
CUAACD314	Make scale models
CUASOU331	Undertake live audio operations
CUAVSS312	Operate vision systems
CUALGT314	Install and operate follow spots
CUAPRP201	Develop basic prop construction skills
CUAFOH212	Usher patrons

Delivery Modes

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

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

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Units of competency are clustered and assessed in this way. Assessment techniques may include:

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

Work Experience

Work experience is not a course requirement.

RTO Obligation

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

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Fees

This course is supported by Kawana Waters State College RTO: 30070 and will be delivered as a standalone subject. A cost of $300 will be incurred.

Subject Fee	Additional Items and/or Excursions
Year 11 – $150 **Year 12 - $150** **Items included in subject fee:** **Use of:** • Costume making materials • Make Up supplies and equipment • Props/Sets/Staging materials • Craft and Art supplies and equipment • Display Materials • Construction white card certification • Embroidered production crew t-shirts, collared shirts and aprons.	**To be supplied by parent/caregiver:** • Laptop for research/classroom work • Excursion to Live Event/ Workshops: Approximate cost of $50 Long plain black stretch pants to be worn to events as part of the 'Production Crew' uniform

CUA31120 – Certificate III in Visual Arts

The RTO delivering this course is Kawana Waters State College (RTO: 30700)

VET Course

Qualification Description

This qualification reflects the role of individuals who are developing a range of visual art skills and who take responsibility for own outputs in work and learning. Practice at this level is underpinned by the application of introductory art theory and history.

Students will have the opportunity to develop skills in drawing, painting, print making, photography, sculpture, mixed media, textiles, and ceramics.

Pathways

A course of study in Certificate III in Visual Art can open doors to a career in the arts Industry including visual artist, studio artist/artist in residence, gallery curator, gallery owner, commercial artist/advertising, digital artist, animator, print maker, designer, or photographer.

The Certificate III in Visual Art can lead to further studies such as the Certificate IV in Visual Arts, Certificate IV in Photography and Photo Imaging, Certificate IV in Design, Diploma of Visual Arts, Diploma of Photography and Photo Imaging, Bachelor of Fine Arts, Bachelor of Arts, Bachelor of Photography, Bachelor of Design, and many more.

This qualification may articulate into:
- ceramics studio assistant
- community arts centre assistant.

Objectives

By the conclusion of the course of study, students will have skills and experience in:
- Painting methods and techniques
- Drawing methods and techniques
- Digital Photography and Adobe Photoshop
- Print Making techniques
- History and theory of art and design
- Mixed media methods and techniques
- Ceramics, sculpture and/or art installation
- Textile art

Entry Requirements

There are no entry requirements for this qualification.

Duration and Location

This is a two-year course delivered in Years 11 and 12 on site at Kawana Waters State College.

Course units

To attain a CUA31120 – Certificate III in Visual Arts, 12 units of competency must be achieved:

Core	
BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawing to communicate ideas
CUARES301	Apply knowledge of history and theory to own arts practice
CUAPPR311	Produce creative work

Electives	
BSBDES303	Explore and apply the creative process to 3D forms
CUAPRI312	Produce prints
CUAPPR417	Select and prepare creative work for exhibition
BSBDES302	Explore and apply the creative design process to 2D forms
CUAPHI312	Capture photographic images
CUAPAI301	Produce paintings
CUATEX311	Produce textile work
CUACER311	Produce ceramic work

Delivery Modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Units of competency are clustered and assessed in this way. Assessment techniques may include:

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

Work Experience

Work experience is not a course requirement.

RTO Obligation

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

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Fees

This course is supported by Kawana Waters State College RTO: 30070 and will be delivered as a standalone subject. A cost of $180 will be incurred.

Subject Fee	Additional Items and/or Excursions
Year 11 - $180 **Year 12 - $NIL** **Items included in subject fee:** **Use of:** • Art making materials • Art supplies and equipment • Display Materials	**To be supplied by parent/caregiver:** • Laptop

CUA40720 – Certificate IV in Design (Graphic Design)

The RTO delivering this course is Kawana Waters State College (RTO: 30700)

VET Course

Qualification Description

This qualification reflects the role of individuals who have a broad range of technical and conceptual design skills.

Practice at this level is underpinned by the application of integrated technical and theoretical knowledge and the ability to develop concepts and solutions in response to a brief.

Pathways

The Design pathway can open doors to a career in graphic design, web design, advertising, marketing, animation, magazine and desktop publishing, font design, app design, digital arts, 3D design. It also supports studies in Design such as the Diploma of Design and the Bachelor of Design at University.

This qualification may articulate into:

- Design assistant
- Graphic design assistant.

Objectives

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

- Develop and extend their critical and creative thinking skills to different issues and situations and have a range of problem solving, evaluation and analysis skills.
- Produce animated characters, understand and apply the effective use of colour in Adobe Illustrator CC.
- Design and edit fonts using software to create typography design.
- Communicate concepts or ideas through application of design processes to 2D forms.
- Explore and create promotional design.
- Develop photographic skills.
- Develop and maintain a general knowledge of design history and theory.
- Generate concepts and solutions in response to a design challenge in any industry context such as product and package design and business branding.
- Integrate the creative, communication and planning processes that support effective response to a design brief.
- Create magazine design using Adobe Indesign CC. Students will increase and develop skills in desktop publishing.
- Develop sound technical, conceptual and theoretical skills in a particular area of creative practice.
- Apply a wide range of knowledge and skills for web development using Adobe XD CC.
- Explore spatial design.

Entry Requirements

Students are required to provide their own functional laptop.

Duration and Location

This is a two-year course delivered in Years 11 and 12 on site at Kawana Waters State College.

Course units

To attain a CUA40720 – Certificate IV in Design, 15 units of competency must be achieved:

Core	
BSBDES305	Source and apply information on the history and theory of design
BSBDES411	Generate and design solutions
BSBDES412	Interpret and respond to a design brief
CUAACD411	Integrate colour theory and design process

CUAPPR411	Realise creative projects
CUAWHS312	Apply work health and safety practices
CUACRT411	Apply critical thinking to work practices
Electives	
BSBDES301	Explore the use of colour
BSBDES302	Explore and apply the creative design process to 2D forms
CUADIG303	Produce and prepare photo images
ICPPRP2210	Select and apply type
ICPPRP224	Produce pages using a page layout application
CUADIG304	Create visual design components
CUAGRD312	Use typography techniques
CUAGRD411	Research and apply graphic design techniques

Delivery Modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Units of competency are clustered and assessed in this way. Assessment techniques may include:

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

Work Experience

Work experience is not a course requirement.

RTO Obligation

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

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Fees

This course is supported by Kawana Waters State College RTO: 30070 and will be delivered as a standalone subject. A cost of $240 will be incurred.

Subject Fee	Additional Items and/or Excursions
Year 11 – $240 **Year 12 - $NIL** **Items included in subject fee:** **Use of:** • Supplies and equipment	**To be supplied by parent/caregiver:** • Laptop

• Display materials	

BSB50120 – Diploma of Business

The RTO delivering this course is Prestige Service Training (RTO: 31981)

VET Course

PRESTIGE SERVICE TRAINING

NATIONALLY RECOGNISED TRAINING

Qualification Description

The Diploma of Business invites you into life after school, well equipped with the confidence to take on your career goals. Whether you want to work in the business sector or choose to change industries business skills are needed in every industry. Learn and practice transferrable real-world skills such as: How to Manage Personal Work Priorities and Professional Development, How to Manage Budgets and Financial Plans.

This course contributes to a student's ATAR and QCE (maximum of 8 credits).

Entry Requirements

It is recommended applicants would be able to demonstrate a sound achievement in English and Math at year 10 or equivalent.

Course Units

To attain a BSB50120 – Diploma of Business, 12 units of competency must be achieved:

Course structure	
BSBCRT511	Develop critical thinking in others
BSBXCM501	Lead communication in the workplace
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBOPS501	Manage business resources
BSBFIN501	Manage budgets and financial plans
BSBPEF501	Manage personal and professional development
BSBCMM411	Make presentations
BSBMKG541	Identify and evaluate marketing opportunities
BSBHRM525	Manage recruitment and onboarding
BSBPMG430	Undertake project work
BSBOPS504	Manage business risk
BSBSTR502	Facilitate continuous improvement

Duration and Location

This is an 18-month course (concluding in September of year 12) delivered in Years 11 and 12 on site at Kawana Waters State College in partnership with Prestige Service Training (RTO No. 31981).

Delivery Modes

Your Prestige Service Training teacher, with current industry experience, will train you face-to-face throughout the program.

Assessment

Prestige Service Training (RTO 31981) will be assessing the BSB50120 Diploma of Business. Assessments have been developed against the training package requirements of the competency standards for each unit selected. Assessment activities could include: Written questions, Projects and/or Observations.

Work Experience

Vocational placement is not a course requirement.

RTO Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Prestige Service Training. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Prestige Service Training is responsible for enrolling students and issuing Statement of Attainments and Awards for eligible students. Further information about Prestige Service Training and this course can be found at: www.pst.edu.au .

Fees

This course is facilitated by Prestige Service Training (RTO No. 31981) and will be delivered as a standalone subject. Students will incur a qualification cost of $2,800.00. Payment plans available with negotiation with Prestige Service Training.

Subject Fee: $2,800	Additional Items and/or Excursions
Items included in subject fee: A user pays fee of $2,800 (payment plans available with negotiation with Prestige Service Training).	**To be supplied by parent/caregiver:** • Laptop

BSB30120 – Certificate III in Business

The RTO delivering this course is Binnacle Training (RTO: 31319)

VET Course

Binnacle Training
RTO CODE 31319

Allowing Teachers to Teach

BSB30120 Certificate III in Business is being delivered through a third-party arrangement with Binnacle Training, RTO 31319. Upon completion of this course, certification will be issued by Binnacle Training.

Qualification: BSB30120 Certificate III in Business

Course Outline

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

This course may contribute to a student's ATAR and QCE (maximum of 8 credits).

Duration

This is a 2-year course delivered in Years 11 and 12 on site at Kawana Waters State College in partnership with Binnacle Training (RTO No. 31319).

Course Units

To attain a BSB30120 Certificate III in Business, 13 units of competency must be achieved as per the list below:

Unit Code	Unit Title
CORE UNITS	
BSBPEF201	Support personal wellbeing in the workplace
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBCRT311	Apply critical thinking skills in a team environment
ELECTIVE UNITS	
BSBPEF301	Organise personal work priorities
BSBXTW301	Work in a team
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers
FNSFLT311	Develop and apply knowledge of personal finances

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 involving customer service
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the course.

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.

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 and select 'RTO Files'.

Fees

Students will incur a qualification cost of $527.00.

Subject Fee	Additional Items and/or Excursions
Year 11 - $461.00 **Year 12 - $66.00**	**To be supplied by parent/caregiver:** • Laptop

CHC30121 – Certificate III in Early Childhood Education and Care

VET Course

The RTO delivering this course is Kawana Waters State College (RTO: 30700)

Course Outline

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures.

This course may contribute to a student's ATAR and QCE (maximum of 8 credits).

Duration

This is a 2-year course delivered in Years 11 and 12 on site at Kawana Waters State College.

Course Units

To attain a CHC30121 Certificate III in Early Childhood Education and Care, 17 units of competency must be achieved as per the list below:

Unit Code	Unit Title
CORE UNITS	
CHCPRT001	Identify and respond to children and young people at risk
CHCECE034	Use an approved learning framework to guide practice
CHCECE030	Support inclusion and diversity
CHCECE033	Develop positive and respectful relationships with children
CHCECE032	Nurture babies and toddlers
HLTWHS001	Participate in work health and safety
CHCECE035	Support the holistic learning and development of children
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples Cultures
CHCECE038	Observe children to inform practice
CHCECE056	Work effectively in children's education and care
CHCECE036	Provide experiences to support children's play and learning
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE037	Support children to connect with the natural environment
CHCECE031	Support children's health, safety and wellbeing
HLTAID012	Provide First Aid in an education and care setting
ELECTIVE UNITS	
CHCPRP003	Reflect on and improve own professional practice
CHCDIV001	Work with diverse people

Assessment

Program delivery will combine both class-based tasks and practical components in an approved Education and Care setting. A minimum of 160 hours of work must be completed to gain the qualification. From Term 2 students will spend one day per week at a Child Care Centre completing these hours.

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

- Practical tasks
- Hands-on activities

Evidence contributing towards competency will be collected throughout the course.

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.

Fees

Students will incur a qualification cost of $495.00

Subject Fee	Additional Items and/or Excursions
Year 11 - $495 **Year 12 - NIL** **Items included in subject fee:** • Work placement t-shirt • Access to online learning platform • First Aid Qualification	**To be supplied by parent/caregiver:** • Laptop • Childcare centre appropriate work pants • Wide brimmed hat

10971NAT – Certificate IV in Justice Studies

The RTO delivering this course is Morayfield State High School (RTO: 30403)

VET Course

10971NAT Certificate IV in Justice Studies is offered by Morayfield State High School, **RTO 30403**. Morayfield SHS will conduct training and assessment and is responsible for issuance of qualifications.

Qualification Description

Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

The Certificate IV in Justice Studies course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

This course contributes to a student's ATAR and QCE (maximum of 8 credits).

Entry Requirements

Academic: There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Attitude: students need to demonstrate independent learning skills.

Students will be required to undertake an LLN test to determine suitability and any support needs.

Course Units

To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.

Unit Code	Unit Title
NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
BSBXCM401	Apply communication strategies in the workplace
PSPREG033	Apply Regulatory Powers
BSBLEG421	Apply understanding of the Australian Legal System
PSPETH007	Uphold and support the values and ethos of public service
BSBPEF402	Develop personal work priorities
PSPINV001	Plan and initiate an investigation
PSPREG039	Gather information through interviews

Learning Experiences

Content is delivered in an online learning environment. Course content is provided by the trainer and assessor from Morayfield SHS.

Technology required: access to the internet

Assessment

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

Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions.

Pathways

The Certificate IV in Justice Studies is reccommended for students looking to gain employment or further study opportunites in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

Fees

This course is facilitated by Morayfield State High School (RTO No. 30403) and will be delivered as a standalone subject. $500.00.

Subject Fee	Additional Items and/or Excursions
Year 11 - $500.00 **Year 12 - NIL**	**To be supplied by parent/caregiver:** • Laptop

Refund Policy

Please contact Sue Davie at Morayfield SHS for the refund policy for this course.

SHB20216 – Certificate II in Salon Assistant

The RTO delivering this course is Kawana Waters State College (RTO: 30700)

VET Course

Qualification Description

Certificate II in Salon Assistant is a nationally recognised qualification that complies with the Australian Qualification Framework. It enables students to become workplace ready in a Salon through knowledge and skills surrounding braiding, washing, styling and treating hair as well as selling products to the retail customer and Salon WH&S.

Pathways

- School-based apprenticeship in Hairdressing/Barbering
- Certificate III Hairdressing
- Certificate III Barbering

Entry Requirements

Ability to work in an industry environment and handle industry standard equipment. Compliance of Code of Conduct requirements of Kawana Waters State College. Compliance with any directions on work, health and safety matters.

Units of Competencies

Core	
BSBWHS211	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS007	Conduct salon financial transactions
SHBXCCS009	Greet and prepare clients for salon services
SHBXIND003	Comply with organisational requirements within a Personal Services Environment
SHBXIND005	Communicate as part of a salon team
Electives	
SHBXCCS004	Recommend products and services
SHBHDES002	Braid hair
SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Fees

School fees apply for the necessary consumables and course materials - $495.00. This cost includes a Salon uniform.

Resource Requirements

Students will be required to bring a personal laptop to access course work.

Service Agreement

The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Salon Assistant as per the rights and obligations outlined in the enrolment process and information handbooks provided. The RTO's systems are sufficient to support the provision of quality training, assessment and client services. The RTO monitors and reviews the provision of services to clients and demonstrates improvement. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. If a client has a grievance relating to the course, they are able to access complaints and appeals process via the RTO Manager.

Contact the Technology HOD/RTO Manager, Melanie Colquhoun mcolq6@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a *Student VET Handbook* prior to enrolment.

This information is correct at time of publication but subject to change. This is a one-year course.

Kawana Waters State College

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