

BEENLEIGH STATE HIGH SCHOOL

We Care ~ We are Responsible ~ We Achieve

Year 11, 2024



Subject Description Booklet

FOREWORD

Dear Parents/Carers and Students,

The selection of subjects and courses for the final years of secondary schooling is vitally important. This booklet and the information sharing that has taken place to date is an attempt to ensure that the best possible choices are made.

Senior Schooling is an important phase in education and the choices that are made now will impact on your future. For this reason, these choices must be informed, realistic and sensible.

Our goal is to enable all students to access a course of study they have the ability to succeed in and one which opens career pathways.

It is important therefore that you approach this subject selection process carefully and maturely.

You need to consider:

- Subjects you have done well in*
- Subjects you have enjoyed*
- Subjects that are needed for courses later on – pre-requisites*
- Subjects that assist a career pathway*

We wish you well in the years ahead and assure you of our support and care for your senior years at Beenleigh State High School.

*Matthew Morgan
Principal*

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Introduction

Beenleigh State High is a school with high expectations of students regardless of their chosen pathway. The school aims to develop well-rounded, confident and hard-working graduates and therefore the purpose of this guide is to support students, parents and carers through the tricky journey of selecting a learning pathway.

The Year 11 curriculum at Beenleigh SHS provides students with a rich and challenging environment designed to prepare them for the rigors of the senior curriculum.

Selection Guidelines

A wise choice of subjects has an important bearing on happiness at school, success in studies and the range of options available for further study or for entry to a desired vocation.

- Students are encouraged to discuss subject choices with teachers, and other members of staff. Staff have an understanding of student strengths, and will be able to provide guidance on the appropriateness of their subject choice. The final decision will rest with the parent/carer, the student and the student's ability to meet any prerequisite requirements.
- All students must study:
 - at least ONE English subject from English or Essential English; and
 - at least ONE Mathematics subject from Essential Mathematics, General Mathematics or Mathematical Methods.
- Students will then select four (4) elective subjects. Some elective subjects may require prerequisite semesters of study or a minimum standard level of achievement.
- Students will also be required to identify two (2) additional electives of interest should initial preferences not be available.

When making your selections, keep in mind:

- Your interests
- Your abilities
- The level of difficulty of the Unit
- Recommended prerequisites
- Possible career needs
- Electives studied in Year 10 that lead towards recommended prerequisite achievement for senior General subjects
- Subject cost

A student SHOULD NOT choose particular subjects for the following reasons:

- ‘My friend is taking that subject.’ There are usually several classes in a subject, so even if you are doing the same subjects, you won’t necessarily be in the same class.
- ‘I do/don’t really like the teacher.’ There is no guarantee that you will have any particular teacher.
- ‘Someone told me that the subject is fun (or easy, or interesting).’ It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
- ‘Someone told me that the subject is boring.’ See point 3.
- ‘Someone told me that I do/don’t need that subject for the course I want to take in Year 12/at university.’ If you are planning this far ahead, speak with the Head of Senior Schooling, check tertiary prerequisites or see a Guidance Officer.

Important Information

- Many subjects have identified prerequisites and/or compulsory subjects. Where prerequisites are stated, if students can demonstrate they already have similar knowledge and skills that would have been gained from completion of the prerequisite subject, they may **only** complete the next level of the subject after agreement with the Head of Senior Schooling.
- Students also need to be aware that availability of a particular subject is dependent upon a number of important factors, including availability of staff and physical resources such as specialist classrooms, and class size numbers.

During the Pathways process in Year 10, students engage in a careers program that allows them to develop their own Senior Education Plan (SET plan) and assist with senior subject selection. The following sources of information on subjects, courses and careers may prove useful:

- Queensland Curriculum & Assessment Authority (QCAA) myQCE:
<https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>
- Career Education:
<https://education.qld.gov.au/careers/apprentices-and-trainees/school-to-work/career-education>
- Australia’s Career Information Service, called myfuture:
<https://myfuture.edu.au/>
- 2025 Queensland Tertiary Admissions Centre (QTAC) Guide:
<https://www.qtac.edu.au/year-10-students/>
(This guide does not include ATAR requirements, as this is not determined until later by universities).
- The Good Universities Guide:
<https://www.gooduniversitiesguide.com.au/>
- 2023 TAFE Course and Price Guide:
<https://tafeqld.edu.au/>
- QTAC website - for occupations requiring university study or study in full-time TAFE diploma or advanced diploma courses:
<https://www.qtac.edu.au>
- The Department of Employment, Small Business and Training website:
<https://desbt.qld.gov.au/training>
- Other career information such as brochures from industry groups, which show the various pathways to jobs in these industries.
- Employers and people who are already doing the work in which you are interested.

What can parents do to help their children be successful?

- Don't assume responsibility but rather support your student in taking responsibility for their own education. A good way to do this is to ask them lots of questions rather than answering their questions. If students have to think, they should learn.
- Ask students questions about school. Find out how they interpret what is going on at school.
- Ensure that your student has a suitable place to study and a good schedule.
- Support the actions of the school.
- Regularly ask to peruse your student's books, work and homework. Write comments in the books and ask for the teacher to sign below your comments.
- Much ground can be made by showing an interest in what is happening and by helping students develop habits of industry and responsibility.

Information about the Senior Phase of learning

Queensland Certificate of Education (QCE)

Senior schooling in Queensland will give students the skills for success in work and life in the future. They'll acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens. Under the Queensland Certificate of Education (QCE), syllabuses have been developed in all subject areas. Students can choose from lots of subjects and courses that suit their work and study goals.

To successfully achieve a QCE students need to:

- Achieve 20 credits overall from contributing courses of study
- Gain 12 (of the 20) credits from completed core
- Complete contributing courses of study satisfactorily (C grades or better or completion of a qualification)
- Meet literacy and numeracy requirements

Students who wish to apply for university after school will need an Australian Tertiary Admission Rank (ATAR). Please see further information over the page for students who would like to pursue a university pathway after school.

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.

Types of Subjects

General subjects (G) — 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.

Applied subjects (A) — 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.

Vocational education and training (VET) - Students can access a VET program through BSHS 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.

Assessment

Assessment will be different in the senior phase of learning (year 11 and 12). Four assessments will count towards a students' final grade in each subject.

General subject results will be based on student achievement in three internal assessments (developed by BSHS), and one external assessment that is set and marked by the QCAA. In most General subjects the internal assessment results will count for 75% of a students' overall subject result. In maths and science subjects, the internal assessment results will generally count for 50% of a students' overall result.

Applied subject results will be based on achievement in four internal assessments. Internal assessments might include in-class tests, assignments, essays or some other form. Student work will be marked by BSHS teachers, and QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment for each subject will be held on the same day in all schools across the state. A students' final subject result will be made up of their external assessment result, plus their three internal assessment results.

Australian Tertiary Admission Rank (ATAR) eligibility

An ATAR is only required for Tertiary Admission. The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations. The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

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

English requirement

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

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

Senior Study Load

All senior students will be required to do some work at home during their senior schooling. Students who wish to successfully complete an ATAR pathway should aim for approximately **11-12 hours of study per week**, outside of school time. Students on a QCE or Vocational pathway will require home study depending on the amount of effort and work that is completed in class time.



SUMMARY OF COSTS FOR BEENLEIGH SHS STUDENTS

Levies for students are made up of several components. These are:

1. Student Resource Scheme (SRS) - **\$230.00** per student annually. One-off signed Participation Agreement required at enrolment. See below for description of items provided to students participating in the SRS.
 2. ICT: BYOD (Bring Your Own Device) **OR** Device Hire **\$150** per year **OR** Daily Loan (limited devices)
 3. Subject and specialist program levies
 4. Excursion and field trips
- } (Not all subjects attract a levy – but if applicable, the levy is listed against each subject in subject selection books)

INFORMATION REGARDING THE STUDENT RESOURCE SCHEME

In accordance with the Education (General Provisions) Act 2006, the cost of providing administration and facilities for the education of students enrolled at State Schools is met by the State.

Parents/carers are directly responsible for providing textbooks and other personal resources for their children while attending school. In recognition that these costs can be high, Beenleigh State High School operates a Student Resource Scheme that enables a parent/care to enter into an agreement with the school, for a specified annual participation fee.

EDUCATIONAL RESOURCES INCLUDED IN SRS AT BEENLEIGH STATE HIGH SCHOOL	AVGE COST
Equipment usage/hire (includes desktop computers, musical instruments) (\$20 per term)	\$80.00
Textbooks relevant to year level/subjects. (Textbooks range in cost from \$45 - \$120 each)	\$250.00
Reproduced class materials which complement/substitute textbooks (\$10 per term)	\$40.00
Other student reference books (average \$10 per term)	\$40.00
Audio and video recordings (average \$5 per term)	\$20.00
Student Diary	\$10.00
Student ID card – for external use (student discounts, transport)	\$10.00
Additional computer software, specialty computer devices and printers (\$10 per term)	\$40.00
Minor equipment made available for use e.g. calculators	\$10.00
Materials for subjects where the instruction is extended through providing practical learning experiences	\$80.00
MINIMUM AVERAGE ANNUAL COST IF NOT PARTICIPATING IN SRS	\$580.00
<i>STUDENT RESOURCE SCHEME (Average annual saving of \$350.00)</i>	<i>ONLY \$230.00</i>

The Department's Textbook Resource Allowance received by the school on students' behalf, assists in off-setting the cost of the SRS to caregivers, contributing to the reduced cost per student of \$230. Families may claim the TRA from the school, but will then be personally responsible for providing ALL items listed above.

To join the SRS, a **one-off** Participation Agreement Form is signed by the parent/caregiver, and returned to the school. This form is made available to all families prior to enrolment or invoicing.

The subject selection booklet clearly states additional specific subject levies which will be invoiced upon enrolment in the subject. These costs must be considered prior to subject selection.

TECHNOLOGY REQUIREMENTS

BYOD (Bring Your Own Device) at Beenleigh SHS

Appropriate technological devices for students allow a seamless learning transition from school to home and take advantage of:

- evolving use of ICT for collaboration and creating of knowledge;
- extensive ability to share information locally and globally; and
- online educational environments.

It is expected that students have a suitable technological device to use in all classes in all year levels. There are three options available:

Option 1: Student laptop program.

Students can lease a school laptop for 1 year at a cost of **\$150**. The laptop is managed by the school including warranties. The first accidental warranty claim cost is \$50, followed by \$100, and the third is \$150. This increase in claim cost is incremental despite the year in which they may occur.

Option 2: BYOD (bring your own device).

Students bring a suitable device from home to connect to the Education Queensland network. Devices must be suitable for completing research on the internet and creating assessment such as essays, power points, presentations etc. The device is the responsibility of the student and parents. Students will gain an intimate knowledge of their device over this period, resulting in increased digital literacy skills and readiness for the digital world. Mobile Phones are not generally considered a suitable device.

Option 3: Daily hire.

Students can hire a device one day at a time from the e-Learning centre. Devices must be collected prior to 9am, and returned by 3pm.

BYOD at Beenleigh SHS

Option 1: BYOD

Students bring a device from the recommended list that is maintained by the student/parents including all maintenance and repairs. The school laptop co-ordinator will provide support to students for minor issues and connectivity to the school network. *Students that have their own personal device will have better knowledge and skills in operating it, and be better value for money as the device will be utilised for all 6 years of senior secondary education.*

The recommended devices and accessories are:

- **Laptop/ Tablet PC with latest Windows version**
- iPad (any model that runs the latest iOS)
- Android device
- Bluetooth keyboard, if bringing a small screen device
- A protective case.



Equity Pool:

Limited supply of laptops and tablets available.

Option 3: Equity Pool (Daily Hire)

The school has an equity pool of laptops that may be borrowed out on a daily basis before 9am by students who do not have their own device. The student must use their school barcode to borrow these devices. These devices must be returned by 3pm each afternoon. 1st offence = verbal/written warning. 2nd offence = lunch time detention. 3rd offence = after school detention.

Option 2: Laptop Program

There are limited places for this program so it will be a case of first in, first served; students must pay the \$150 in full before receiving the laptop. The \$150 will provide the student with a laptop as well as all maintenance under the manufacturer's warranty conditions.

More information will be available via our website www.beenleighshs.eq.edu.au, the QSchools Beenleigh SHS app, Twitter, FaceBook and the School newsletter.

Cyber safety

As a parent, it is imperative that you manage your child's use of Technology.

For more tips visit

<https://www.qld.gov.au/education/schools/health/cybersafety/dfootprint>

Frequently Asked Questions

- **What is BYOD?**

BYOD stands for Bring Your Own Device. It is a scheme designed to allow all students at Beenleigh State High School to have access to digital learning.

- **Why BYOD?**

Previously the federal government funded NSSCF program which provided laptops to students. This program no longer exists but the school needs students to access the Australian Curriculum as it is delivered in Queensland State Schools. This requires Beenleigh High to be able to deliver the curriculum digitally across all subjects. Beenleigh High is delivering lessons using technology and needs to continue this practice to develop students as contemporary learners.

- **How will my student keep their device safe?**

Parents are encouraged to purchase a protective case and students are encouraged to use this case for all transportation of the device during the school day. Other items the school recommends parents/carers purchase are: Protective case, Pointing device (mouse or stylus), Onsite warranty (Next Business Day (NDB) Onsite Warranty is STRONGLY recommended), Accidental Damage Protection insurance (ADP) preferably from the Manufacturer

- **Minimum specifications**

Screen size: Minimum size of 5 inches (measured across the diagonal of screen)

- Minimum resolution 1024x768 or 1920x1080
- Must have wireless capabilities eg. Wi-Fi, WLAN, 802.11

Recommended specifications:

- 10 inches or more recommended
- Virus protection for your device
- If the device is Android, version 4.0 or later is advised.
- Tablet/ phone devices: Bluetooth keyboard. Small devices must be able to run the Microsoft Office Suite.
- Latest 2 editions of the Microsoft Office Suite.

- **Can I buy any laptop for my child?**

Yes, provided it meets the minimum requirements as detailed above.

- **What do I buy?**

A device that has the minimum requirements as detailed above.

- **What costs are involved to access the BYOD program?**

Purchase of own device, no levy is payable to the school.

- **Will students be able to borrow laptops from the school?**

Yes, but there will be limited numbers

- **What if I cannot afford Option 1 or Option 2?**

Your child will need to implement Option 3: Equity Pool.

- **Will my child be penalised?**

No, other tools like pens, exercise books and textbooks will still have a place in the classroom. However, the school aims to prepare students for the world of work which is now more heavily dependent on technology. The curriculum has changed and technology devices are a tool used in teaching and learning. The school strongly recommends to parents/carers that they provide a device for students to use at school.



Contact:

Mr Jarred Mitchell
HOD Technology
3442 3777

Mr David Carlisle
Laptop Co-ordinator
3442 3777



TOP 10 BENEFITS OF BYOD IN SCHOOLS

1. **Workforce-ready students**

Businesses around the world are moving towards a digital domain where technology is playing an important role in all facets of work. Students who experience this early in their education will have an advantage when they enter the workforce or Tertiary pathway.

2. **Collaboration is easier**

There are many useful pedagogical tools to allow students to share learning ideas including blogs, wikis and discussion boards.

3. **Learning beyond the classroom walls**

With BYOD students are more likely to continue learning outside of schools hours.

4. **Personalised instruction**

Teachers are able to differentiate learning tasks to each student via tools such as The Learning Place.

5. **Increased engagement**

Students love technology so BYOD engages students and creates enthusiasm and excitement about learning.

6. **Increased knowledge of device**

Students are already familiar and comfortable using their own technology so they can focus on actually learning with them than learning how to use the device. Students are more likely to have remembered their beloved mobile devices than textbooks or notes.

7. **Cutting edge technology**

Students' personal mobile devices tend to be more cutting-edge, so schools can more easily stay up-to-date with technology.

8. **Education more interactive**

Modern apps and programs such as skype allow students to interact with people all around the world.

9. **Student and teacher swap roles**

BYOD allows student & teacher to swap roles.

10. **Organisation skills**

Students will be more organized with all their notes and assignments all in one place. They will utilise the storage of files in appropriate digital folders

SUMMARY OF SUBJECTS OFFERED AND ASSOCIATED COSTS 2024

	SUBJECT	STATUS	LEVY	OTHER \$		SUBJECT	STATUS	LEVY	OTHER \$
	Agricultural Practices	APP	Nil	Y		Ancient History	GEN	Nil	Y
	Aquatic Practices	APP	Nil	Y		Geography	GEN		
	Business	GEN	Nil	N		Legal Studies	GEN	Nil	Y
	Certificate II in Workplace Skills	VET	Nil	N		Modern History	GEN	Nil	Y
	Certificate III in Business	VET	\$300	N		Religion & Ethics	APP	Nil	Y
	Dance in Practice	APP	Nil	N		Social & Community Studies	APP	Nil	N
	Drama in Practice	APP	Nil	N		Tourism	APP	Nil	Y
	Media Arts in Practice	APP	Nil	N		Engineering Skills	APP	\$60pa	Y
	Music	GEN	Nil	N		Furnishing Skills	APP	\$60pa	N
	Music in Practice	APP	Nil	N		Industrial Graphics Skills	APP	\$20pa	N
	Visual Art	GEN	Nil	N		Building & Construction Skills	APP	\$60pa	N
	Visual Arts in Practice	APP	\$50pa	N		Information & Communication Technology	APP	Nil	N
	General English	GEN	Nil	N					
	Essential English	APP	Nil	N		Certificate II & Certificate III Traineeships	VET		
	Sport & Recreation	APP	Nil	N		Certificate II in Health Support Services	VET		
	Sport & Recreation (Rugby League Academy)	APP	\$120pm	P		Certificate III in Community Services	VET		
	Sport & Recreation (Volleyball Academy)	APP	\$100pa	P		Certificate III in Health Services Assistance	VET		
	Certificate III in Fitness + Certificate II in Sport & Recreation	VET	\$365 if no VETis	Y		Certificate II in Food Processing / Certificate II in Supply Chain Operations (dual qualification)	VET		
	Certificate II in Hospitality	VET	\$300 if no VETis	Y		Certificate II in Engineering	VET		
	General Mathematics	GEN	Nil	N		Certificate II in Electrotechnology	VET		
	Mathematical Methods	GEN	Nil	N		Certificate I in Construction	VET		
	Essential Mathematics	APP	Nil	N		TAFE at school courses	VET		
	Biology	GEN	Nil	Y		School-based Apprenticeships	VET		
	Chemistry	GEN	Nil	Y					
	Physics	GEN	Nil	Y					
	Science in Practice	APP	Nil	P					

See the Senior Schooling Office for information regarding VETIS funding & eligibility. These courses generally run offline & require a separate application to enrol.

Other \$ = additional costs associated with this subject. Please see the full subject description (following) for further details or contact the HOD.

Y = required N = None P = Possible O = Optional

Key Contacts at Beenleigh SHS

Beenleigh State High School Administration
Head of Senior Schooling & VET – Elissa Birbilis
Year 11 Deputy Principal – George Bartlett
Year 12 Deputy Principal – Dr Donna Harvey

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exbir2@eq.edu.au

	FACULTY	HEAD OF DEPARTMENT	EMAIL
	Agriculture & Business	Ms Peta Lenane	plena4@eq.edu.au
	Arts (Performing & Visual)	Mr Amon Rodgers	atrod0@eq.edu.au
	English	Ms Anna Graham	agrah122@eq.edu.au
	HPE	Mr David Roberts	drobe293@eq.edu.au
	Hospitality	Ms Chanelle Cuell	ccuel0@eq.edu.au
	Mathematics	Mrs Grace Ham	gham1@eq.edu.au
	Science	Ms Helen Turner	hturn13@eq.edu.au
	Humanities	Ms Rebecca Mariner	rmari18@eq.edu.au
	Technology	Mr Jarred Mitchell	jmitc198@eq.edu.au
	Senior Schooling & VET	Ms Elissa Birbilis	exbir2@eq.edu.au
	Inclusion	Ms Sarah Wallace	swall257@eq.edu.au

	AGRICULTURE & BUSINESS	QCE		SCIENCE	QCE
APP	Agricultural Practices	4	APP	Science in Practice	4
APP	Aquatic Practices	4	GEN	Biology	4
GEN	Business (ATAR)	4	GEN	Chemistry	4
VET	Certificate II in Workplace Skills	4	GEN	Physics	4
VET	Certificate III in Business	8		HUMANITIES	
	ARTS (PERFORMING & VISUAL)		APP	Religion & Ethics	4
APP	Dance in Practice	4	APP	Social & Community Studies	4
APP	Drama in Practice	4	APP	Tourism	4
APP	Media Arts in Practice	4	GEN	Ancient History	4
APP	Music in Practice	4	GEN	Modern History	4
APP	Visual Arts in Practice	4	GEN	Geography	4
GEN	Visual Art (ATAR)	4	GEN	Legal Studies	4
GEN	Music (ATAR)	4		TECHNOLOGY	
	ENGLISH		APP	Engineering Skills	4
APP	Essential English	4	APP	Furnishing Skills	4
GEN	General English	4	APP	Industrial Graphics Skills	4
	HEALTH & PHYSICAL EDUCATION		APP	Building & Construction Skills	4
APP	Sport & Recreation	4	APP	Information & Communication Technology	4
APP	Sport & Recreation (Rugby League)	4		OTHER VET COURSES OFFLINE	
APP	Sport & Recreation (Volleyball)	4	VET	Certificate II Traineeships (by arrangement with Snr Schooling Office)	4
VET	Certificate III in Fitness	8	VET	Certificate III Traineeships (by arrangement with Snr Schooling Office)	8
	HOSPITALITY		VET	Certificate II in Health Support Services	4
VET	Certificate II in Hospitality	4	VET	Certificate III in Community Services (prerequisite Certificate II in Health Support Services)	10
	MATHEMATICS		VET	Certificate III in Health Services Assistance (prerequisite Certificate II in Health Support Services)	8
APP	Essential Mathematics	4	VET	Certificate II in Food Processing & Certificate II in Supply Chain Operations (dual qualification)	6
GEN	General Mathematics	4	VET	Certificate II in Engineering	4
GEN	Mathematical Methods	4	VET	Certificate II in Electrotechnology	4
SC	Short Course in Numeracy	1	VET	Certificate I in Construction	3

Agricultural Practices

APPLIED senior subject

Applied

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

Learning in Agricultural Practices involves creative and critical reasoning; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities. Projects and investigations are key features of Agricultural Practices. 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 realworld and/or lifelike agricultural contexts.

By studying Agricultural Practices, 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.

Pathways

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

Objectives

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

- 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 agricultural situations.

Specialist Equipment

- Safety boots, hats and sun protection are desirable.
- A technological device suitable for internet research and assessment formatting.
- Applications and programs such as – Aurasma, Blackboard Mobile Learning, Clickview, Word, PowerPoint, OneNote, Outlook.

Subject Levy - Nil

Additional Costs

- Two field excursions (2 x \$25)

Structure

Agricultural Practices is a four-unit course of study. Made up of 4 units related to animal industries, plant industries and agribusiness.

Assessment

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit.

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.

Aquatic Practices

APPLIED senior subject

Applied

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

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

Projects and investigations are key features of Aquatic Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce realworld 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 realworld and/or lifelike aquatic contexts.

By studying Aquatic Practices, 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.

Pathways

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

Objectives

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 aquatic situations.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - \$100

Additional Costs

Excursion costs - \$100-\$200

Structure

Aquatic Practices is a four-unit course of study consisting of 4 of the following topics:

- Aquatic eco systems
- Coastlines and Navigation
- Recreational and commercial fishing
- Aquariums and Aquaculture
- Using the aquatic environments
- Marine Vessels

Assessment

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. 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

Business - ATAR

GENERAL senior subject

General

PREREQUISITES – General English

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs – Nil

Structure

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

Assessment

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

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

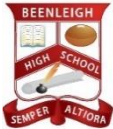

Summative assessments

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

Certificate II in Workplace Skills

VET senior subject



VET

STATUS	VET - Certificate II in Workplace Skills BSB20120
 	<p>Beenleigh State High School – RTO 91859 Beenleigh State High School is the Registered Training Organisation and Beenleigh SHS staff are the qualified trainers for this course.</p>
<p>COURSE DESCRIPTION</p>	<p>The BSB20120 Certificate II in Workplace Skills qualification comprises a total of 10 units covering 5 core units plus 5 elective units.</p> <p>This qualification reflects the role of individuals in a variety of entry-level Business Services job roles and also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.</p> <p>These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They 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.</p> <p>BSBCMM211 Apply communication skills (Core) BSBOPS201 Work effectively in business environments (Core) BSBPEF202 Plan and apply time management (Core) BSBSUS211 Participate in sustainable work practices (Core) BSBWHS211 Contribute to the health and safety of self and others (Core)</p> <p>BSBPEF201 Support personal wellbeing in the workplace (Elective) BSBCRT201 Develop and apply thinking and problem-solving skills (Elective) BSBTEC201 Use business software applications (Elective) FSKWTG001 Complete personal details on extremely simple and short workplace forms (Elective) BSBTEC303 Create Electronic Presentations (Elective)</p>
<p>TYPES OF ASSESSMENT</p>	<p>Assessment in this subject includes module-based assessment pieces including, observations, questions, activity sheets and written assignments.</p>
<p>SPECIALIST EQUIPMENT</p>	<p>A technological device is required for home use, internet research and to complete assessment. Programs required include: MS Word, PowerPoint, and OneNote. A USB is also required.</p>
<p>SUBJECT LEVY</p>	<p>Nil.</p>

Certificate III in Business

VET senior subject

VET

STATUS	VET - Certificate III in Business BSB30120
 	<p>Blueprint RTO 30978 Blueprint is the Registered Training Organisation and Beenleigh SHS staff are the qualified trainers for this course.</p>
<p>COURSE DESCRIPTION</p>	<p>The BSB30120 Certificate III in Business qualification comprises a total of 13 units of which 6 are core and 7 are electives.</p> <p>It is suitable for anyone interested in acquiring foundational business skills, ranging from technical to teamwork and process to innovation. It is also an ideal qualification for students who wish to work in a broad spectrum of industries and occupations, including retail and business/administration environments.</p> <p>BSBPEF201 Support personal wellbeing in the workplace (Core) BSBTWK301 Use inclusive work practices (Core) BSBCRT311 Apply critical thinking skills in a team environment (Core) BSBSUS211 Participate in sustainable work practices (Core) BSBWHS311 Assist with maintaining workplace safety (Core) BSBXCM301 Engage in workplace communication (Core) BSBTEC201 Use business software applications (Elective) BSBTEC301 Design and produce business documents (Elective) BSBTEC302 Design and produce spreadsheets (Elective) BSBTEC303 Create electronic presentations (Elective) BSBPEF301 Organise personal work priorities (Elective) BSBCMM211 Apply communication skills (Elective) BSBPEF101 Plan and prepare for work readiness (Elective)</p>
<p>TYPES OF ASSESSMENT</p>	<p>Assessment in this subject includes: Module based assessment pieces including, written assessment, projects and observations.</p>
<p>SPECIALIST EQUIPMENT</p>	<p>A technological device is required for home use, internet research and to complete assessment. Programs required include: MS Word, PowerPoint, and OneNote. A USB is also required.</p>
<p>COST</p>	<p>Students are required to pay \$300 for this course. This course is not eligible for VETiS funding.</p>

Dance in Practice

APPLIED senior subject

Applied

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

Throughout this course students will develop their ability to:

1. **Use dance practices.** When making, students use dance concepts and dance skills to choreograph and perform dance works.
2. **Plan dance works.** When responding, students analyse key features of purpose and context to plan dance works. They make decisions, explore solutions and select strategies to achieve goals.
3. **Communicate ideas.** When making, students choreograph and perform dance works that suit purpose and context. Ideas that dance works may communicate include representations, thoughts, feelings, experiences or observations. When choreographing, students manipulate dance concepts to synthesise movement ideas into sequences to make a dance work that conveys ideas. When performing, they use dance skills to interpret and express ideas and intention.
4. **Evaluate dance works.** When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use dance terminology and language conventions when producing written, spoken or signed evaluations.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs - Nil

Structure

The Dance in Practice course is designed around four key units:

- Celebration
- Industry
- Health
- Technology

Assessment

Each unit will have a project and either a performance of choreographic task.

Project	Performance	Choreography
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.
<p>The Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> • a dance performance: <ul style="list-style-type: none"> ○ 1½ – 2 minutes • at least one other component from the following: <ul style="list-style-type: none"> ○ written: 500–900 words ○ spoken: 2½–3½ minutes ○ multimodal ○ non-presentation: 8 A4 pages max (or equivalent) ○ presentation: 3–6 minutes • product: variable conditions. 	<p>Dance performance:</p> <ul style="list-style-type: none"> ○ 2–3 minutes <p>Production performance:</p> <ul style="list-style-type: none"> ○ variable conditions <p>Teaching performance:</p> <ul style="list-style-type: none"> ○ variable conditions 	<p>Design solution and folio:</p> <ul style="list-style-type: none"> ○ variable conditions <p>Choreographic work:</p> <ul style="list-style-type: none"> ○ 2–3 minutes

Drama in Practice

APPLIED senior subject

Applied

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

Throughout this course, students will develop their ability to:

- 1. Use drama practices.** When making, students use dramatic languages to devise, direct and perform drama works.
- 2. Plan drama works.** When responding, students analyse key features of purpose and context to plan drama works. They make decisions, explore solutions and select strategies to achieve goals.
- 3. Communicate ideas.** When making, students use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience. When devising and directing drama, students organise and synthesise dramatic languages and production elements and technologies to make drama works that convey ideas. When performing, they use skills of acting (performance skills, expressive skills) to interpret, manipulate and express ideas.
- 4. Evaluate drama works.** When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for purpose and contexts. Students select and use drama terminology and language conventions when producing written, spoken or signed evaluations.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs – Nil

Structure

The Drama in Practice course is designed around four key units:

- Collaboration
- Community
- Contemporary
- Commentary

Assessment

Each unit will have a project and either a performance or directorial task.

Project	Performance	Directorial
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal <ul style="list-style-type: none"> ○ non-presentation: 8 A4 pages max (or equivalent) ○ presentation: 3–6 minutes • Performance onstage (stage acting) <ul style="list-style-type: none"> ○ 2–4 minutes: individual ○ 1½–3 minutes: group • Performance onstage (screen acting) <ul style="list-style-type: none"> ○ 2–3 minutes: individual ○ 1½–2 ½ minutes: group • Performance offstage (directing, designing) <ul style="list-style-type: none"> ○ 4–6 minutes: individual (excluding actors delivering text) • Workshop performance (other): <ul style="list-style-type: none"> ○ variable conditions • Product: <ul style="list-style-type: none"> ○ variable conditions. 	<p>Acting performance (stage):</p> <ul style="list-style-type: none"> • 3–5 minutes: individual • 2–4 minutes: group <p>Acting performance (screen):</p> <ul style="list-style-type: none"> • 2½–3½ minutes: individual • 2–3 minutes: group <p>Directing performance:</p> <ul style="list-style-type: none"> • 5–7 minutes: individual (excluding actors delivering text) 	Variable conditions.

Media Arts in Practice

APPLIED senior subject

Applied

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

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

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

Pathways

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

Objectives

Throughout this course, students will develop their ability to:

1. **Use media arts practices.** When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.
2. **Plan media artworks.** When responding, students analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions and choose strategies to achieve goals.
3. **Communicate ideas.** When making, students create media artworks that suit purpose and context. Students show making in both pre-production (e.g. design products) and production (e.g. media artworks) formats, and may use media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, observations).
4. **Evaluate media artworks.** When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.

Specialist Equipment

- Personal headphones
- A USB with at least 5 gigabytes of data

Subject Levy - Nil

Additional Costs - Nil

Structure

The Media Arts in Practice course is designed around four key units:

- Personal Viewpoints
- Representations
- Community
- Persuasion

Assessment

Each unit will have been assessed through a project and a media artwork.

Project	Product
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of skills in the production of media artwork/s.
At least two different components from the following: <ul style="list-style-type: none">• Written: 500–900 words• Spoken: 2½–3½ minutes• Multimodal<ul style="list-style-type: none">○ non-presentation: 8 A4 pages max (or equivalent)○ presentation: 3–6 minutes• Product: variable conditions.	Variable conditions.

Music - ATAR

GENERAL senior subject

General

PREREQUISITES – General English

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- Personal headphones
- A technological device suitable for internet research and assessment formatting.
- Access to instruments outside of school

Subject Levy - Nil

Additional Costs - Nil

Structure

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

Assessment

In Units 1 and 2 students complete a Performance, Composition, Integrated Project and exam.

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

Summative assessments

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

Music in Practice

APPLIED senior subject

Applied

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

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

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

Pathways

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

Objectives

Throughout this course, students will develop their ability to:

1. **Use music practices.** When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works.
2. **Plan music works.** When responding, students analyse key features of purpose and context to plan music works. They make decisions, explore solutions and choose strategies to achieve goals.
3. **Communicate ideas.** When making, students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context. When composing, they organise and synthesise music elements and concepts and compositional devices to make music works that communicate ideas. When performing, students use technical skills to interpret music elements and concepts and communicate ideas.
4. **Evaluate music works.** When responding, students evaluate strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use music terminology and language conventions when producing written, spoken or signed evaluations.

Specialist Equipment

- Personal headphones
- A technological device suitable for internet research and assessment formatting.
- Own guitar (if guitar is the student's main instrument)

Subject Levy - Nil

Additional Costs - Nil

Structure

The Music in Practice course is designed around four key units:

- Music of Today
- The Cutting Edge
- Building your Brand
- 'Live" on Stage!

Assessment

Each unit will have be assessed through a project and a either a performace or compositon.

Project	Performance	Composition
<p>A response to a single task, situation and/or scenario that contains two or more components.</p>	<p>A technique that assesses the physical demonstration of identified skills.</p>	<p>A technique that assesses the application of skills to create music.</p>
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal <ul style="list-style-type: none"> ○ non-presentation: 8 A4 pages max (or equivalent) ○ presentation: 3–6 minutes • Performance: variable conditions • Product: variable conditions. 	<p>music performance:</p> <ul style="list-style-type: none"> • minimum of two minutes total performance time <p>production performance:</p> <ul style="list-style-type: none"> • variable conditions 	<p>manipulating existing sounds:</p> <ul style="list-style-type: none"> • minimum of two minutes <p>arranging and creating:</p> <ul style="list-style-type: none"> • minimum of 32 bars or 60 seconds

Visual Art - ATAR

GENERAL senior subject

General

PREREQUISITE – General English

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

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs – Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens</p> <p>Through inquiry learning, the following are explored:</p> <p>Concept: lenses to explore the material world</p> <p>Contexts: personal and contemporary</p> <p>Focus: People, place, objects</p> <p>Media: 2D, 3D, and time-based</p>	<p>Art as code</p> <p>Through inquiry learning, the following are explored:</p> <p>Concept: art as a coded visual language</p> <p>Contexts: formal and cultural</p> <p>Focus: Codes, symbols, signs and art conventions</p> <p>Media: 2D, 3D, and time-based</p>	<p>Art as knowledge</p> <p>Through inquiry learning, the following are explored:</p> <p>Concept: constructing knowledge as artist and audience</p> <p>Contexts: contemporary, personal, cultural and/or formal</p> <p>Focus: student-directed</p> <p>Media: student-directed</p>	<p>Art as alternate</p> <p>Through inquiry learning, the following are explored:</p> <p>Concept: evolving alternate representations and meaning</p> <p>Contexts: contemporary and personal, cultural and/or formal</p> <p>Focus: continued exploration of Unit 3 student-directed focus</p> <p>Media: student-directed</p>

Assessment

In Units 1 and 2, students will complete an investigation, two projects, and an exam.

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

Summative assessments

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

Visual Arts in Practice

APPLIED senior subject

Applied

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

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

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

Pathways

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

Objectives

Throughout this unit, students will develop their ability to:

- 1. Use visual arts practices.** When making, students use art-making modes, media, technologies and skills to create artworks. They develop independence across the course of study, selecting and refining use of visual arts practices according to their strengths and interests.
- 2. Plan artworks.** When responding, students analyse key features of purpose and context to plan artworks. They make decisions, explore solutions and choose strategies to achieve goals.
- 3. Communicate ideas.** When making, students use visual language to create artworks for specific purposes and in specific contexts. They interpret existing stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans) and generate and express individualised ideas or ways of working. Artworks may communicate representations, thoughts, feelings, experiences or observations.
- 4. Evaluate artworks.** When responding, students make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations and applying their learning to planning for future artworks. Students select and use visual arts terminology and language conventions when producing written, spoken or signed evaluations.

Specialist Equipment

- A4 Visual Diary
- Pencils (2B, 6B) & eraser
- A technological device suitable for internet research and assessment formatting.

Subject Levy - \$50 per year (11 & 12)

Additional Costs - Nil

Structure

The Visual Arts in Practice course is designed around four key units:

- Looking Inwards (self)
- Looking Outwards (others)
- Clients
- Transform and Extend.

Assessment

Each unit will have be assessed through a project and a resolved artwork.

Project	Resolved artwork.
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of identified skills to the production of artworks.
A project consists of: <ul style="list-style-type: none">• a product component:<ul style="list-style-type: none">○ variable conditions• at least one different component from the following:<ul style="list-style-type: none">○ written: 500–900 words○ spoken: 2½–3½ minutes○ multimodal<ul style="list-style-type: none">▪ non-presentation: 8 A4 pages max (or equivalent)▪ presentation: 3–6 minutes.	Variable conditions.

English - ATAR

GENERAL senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs - Nil

Structure

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

Assessment

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

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

Summative assessments

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

Essential English

APPLIED senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs - Nil

Structure

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

Assessment

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

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

Summative assessments

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

Sport & Recreation

APPLIED Senior Subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting is required.

Subject Levy - Nil

Additional Costs - Nil

Structure

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

Core topics
Unit 1 – Emerging Trends in Sport, Fitness and Recreation Unit 2 – Community Recreation Unit 3 – Event Management Unit 4 – Fitness for Sport & Recreation

Assessment

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

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

Performance	Project	Performance	Project
Investigating, Planning, Performing & Evaluating. One of the following: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Performance: up to 4 minutes 	Investigation and session plan. One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes	Investigation and session plan. One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes	Investigation and session plan. One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes

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

Sport & Recreation (Rugby League Academy)

APPLIED Senior Subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting is required.

Subject Levy - \$120 Annual Rugby League Academy Levy

Additional Costs – Possibly – these will be confirmed at the time of scheduled excursions/activities.

Structure

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

Core topics
Unit 1 – Fitness for Sport & Recreation Unit 2 – Athlete Development and Wellbeing Unit 3 – Event Management Unit 4 – Optimising Performance

Assessment

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

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

Performance	Project	Performance	Project
Investigating, Planning, Performing & Evaluating One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes	Investigation and session plan One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes	Investigation and session plan One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes	Investigation and session plan One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes

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

Sport & Recreation (Volleyball Academy)

APPLIED senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting is required.

Subject Levy - \$100 Volleyball Academy Annual Levy

Additional Costs – Possibly – these will be confirmed at the time of scheduled excursions/activities.

Structure

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

Core topics
Unit 1 – Fitness for Sport & Recreation Unit 2 – Athlete Development and Wellbeing Unit 3 – Event Management Unit 4 – Optimising Performance

Assessment

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

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

Performance	Project	Performance	Project
Investigating, Planning, Performing & Evaluating One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes	Investigation and session plan One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes	Investigation and session plan One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes	Investigation and session plan One of the following: <ul style="list-style-type: none"> • 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 Performance: up to 4 minutes



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

Certificate III in Fitness + Certificate II in Sport & Recreation

(or as standalone qualification Certificate III in Fitness)

VET subject

VET

STATUS	VET – SIS30321 Certificate III in Fitness + SIS20115 Certificate II in Sport & Recreation
 	<p>Binnacle Training RTO 31319</p> <p>Students may choose to enrol in SIS30321 Certificate III in Fitness as a standalone course or with the optional entry qualification: SIS20115 Certificate II in Sport and Recreation, providing a dual qualification upon completion. Binnacle Training is the RTO for this course. Beenleigh SHS staff are the qualified trainers and assessors.</p>
<p>PREREQUISITES</p>	<p>Year 10 Sports Academy and/or Year 10 HPE are highly recommended, but not essential. A positive attitude towards participation in physical activities and skill improvement is very beneficial.</p>
<p>IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)</p>	<p>This document 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto</p>
<p>LANGUAGE, LITERACY AND NUMERACY (LLN) SKILLS</p>	<p>A Language, Literacy and 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 and to identify support measures as required.</p>
<p>UNITS OF COMPETENCY: Standalone Qualification - 15 Units Dual Qualification - additional 8 Units</p>	<p>HLTAID011 Provide First Aid HLTWHS001 Participate in workplace health and safety SISXEMR001 Respond to emergency situations SISXIND001 Work effectively in sport, fitness and recreation environments SISXCAI002 Assist with activity session SISXIND002 Maintain sport, fitness and recreation industry knowledge SISXCCS001 Provide quality service BSBSUS211 Participate in sustainable work practices BSBWOR202 Organise and complete daily work activities BSBTEC201 Use business software applications BSBTEC202 Use digital technologies to communicate in a work environment BSBTEC203 Research using the internet ICTICT203 Operate application software packages BSBSUS201 Participate in environmentally sustainable work practices BSBOPS304 Deliver and monitor a service to customers BSBPEF301 Organise personal work priorities SISFFIT035 Plan group exercise sessions SISFFIT036 Instruct group exercise sessions 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 SISFIT047 Use anatomy and physiology knowledge to support safe and effective exercise</p>

COURSE LENGTH	2 years (Years 11 and 12)			
REASONS TO STUDY THE SUBJECT:	<p>This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including:</p> <ul style="list-style-type: none"> • Community fitness programs • Strength and conditioning for athletes and teams • 1 on-1 and group fitness sessions with male adults, female adults and older adult clients <p>Students achieve:</p> <ul style="list-style-type: none"> • SIS30321 Certificate III in Fitness (max. 8 QCE Credits) • Entry qualification: SIS20115 Certificate II in Sport and Recreation • The nationally recognised First Aid competency - HLTAID011 Provide First Aid • Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission • Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR) • A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO. 			
TOPICS OF STUDY	YEAR 11			
	Term 1 Topics <ul style="list-style-type: none"> • Binnacle Lounge Induction • The Sport, Fitness & Recreation (SFR) Industry • Apply Knowledge of Coaching Practices 	Term 2 Topics <ul style="list-style-type: none"> • Perform Research and Create a Group Presentation • Organise and Complete Work Tasks 	Term 3 Topics <ul style="list-style-type: none"> • Cardio and Conditioning Programs • Anatomy and Physiology • The SFR Industry 	Term 4 Topics <ul style="list-style-type: none"> • Anatomy and Physiology • First Aid Course: HLTAID011 Provide First Aid
	Term 1 Programs <ul style="list-style-type: none"> • Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions • SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions 	Term 2 Programs <ul style="list-style-type: none"> • Group Nutrition Presentation: Create and Deliver a Presentation to your Peers • Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants 	Term 3 Programs <ul style="list-style-type: none"> • One-on-One Cardio Program • Group Conditioning Sessions for Adolescent Participants 	Term 4 Programs <ul style="list-style-type: none"> • Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions
	YEAR 12			
	Term 1 <ul style="list-style-type: none"> • Anatomy and Physiology • Health and Nutrition Consultations 	Term 2 <ul style="list-style-type: none"> • Screening and Health Assessments • Specific Population Clients • Older Clients 	Term 3 <ul style="list-style-type: none"> • Older Clients • Specific Populations 	
	Term 1 Programs	Term 2 Programs	Term 3 Programs	

	<ul style="list-style-type: none"> One-on-One Gym Program: Adolescent Client Conduct Consultations with a Client (Peer) Plan and Conduct Sessions (Scenario Clients) 	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Gentle Exercise Program: Participate in Gentle Exercise Sessions Mobility Program: Plan and Instruct Mobility Sessions 	Group Exercise and Gym-based One-on-One Sessions: <ul style="list-style-type: none"> Female and Male Adults aged 18+; and Older adults aged 55+ 	
LEARNING EXPERIENCES	<ul style="list-style-type: none"> Client screening and health assessment Planning and instructing fitness programs Deliver 1-on-1 and group fitness programs Exercise science and nutrition Anatomy and physiology 			
LEARNING AND ASSESSMENT	Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience.			
COST	<p>SIS30321 Certificate III in Fitness + SIS20115 Certificate II in Sport and Recreation (dual qualification)</p> <ul style="list-style-type: none"> \$365.00 Participant Fee = Certificate II in Sport & Recreation qualification - \$265.00 + Certificate III in Fitness Gap Fee - \$100.00 (to be paid to BSHS) \$55.00 First Aid Certificate costs <p>OR</p> <p>SIS30321 Certificate III in Fitness (Standalone)</p> <ul style="list-style-type: none"> \$365.00 Participant Fee (to be paid to BSHS) \$55.00 First Aid Certificate costs <p><i>Students that withdraw from the program after the enrolment cut-off (30 June) will incur the participant fee and issued (on request) a Statement of Attainment for any competencies successfully completed.</i></p>			
ADDITIONAL CONSIDERATIONS	<p>Year 11 Excursions to other outside venues to participate in and to conduct fitness activities.</p> <p>Year 12 Excursions to other outside venues to participate in and to conduct fitness activities.</p> <p>Final cost and notification of these excursions will be included in the permission letter, distributed closer to the excursion date.</p> <p>All texts and reprographics are provided by the school.</p>			

Certificate II in Hospitality

VET subject

VET

STATUS	VET - SIT20213 Certificate II in Hospitality
 	<p>Blueprint RTO 30978 Blueprint is the Registered Training Organisation (RTO) and Beenleigh SHS staff are the qualified trainers for this course.</p>
<p>COURSE DESCRIPTION</p>	<p>This subject is a highly practical course which gives students an opportunity to complete the full Certificate II in Hospitality. This is an entry level qualification for employment and further training in many areas of the hospitality industry. Students must be committed to participation in theoretical and practical lessons, industry placement, and the completion and submission of all assessment. This course will run providing Beenleigh State High can meet the human resource requirements.</p>
<p>TYPES OF ASSESSMENT</p>	<p>Written and practical assessment is used to complete the required units of competency. Before-school shifts, functions and lunchtime assessment are mandatory.</p>
<p>UNITS OF COMPETENCY</p>	<p>BSBWOR201 Work effectively with others (Core) SITHIND006 Source and use information in the hospitality industry (Core) SITHIND007 Use hospitality skills effectively (Core) SITXCCC202 Interact with customers (Core) SITXCOM007 Show social and cultural sensitivity (Core) SITXWHS005 Participate in safe work practices (Core) SITXFSA005 Use hygienic practices for food safety (Elective) SITHFAB021 Provide responsible service of alcohol (Elective) SITHFAB025 Prepare and serve espresso coffee (Elective) SITHGAM022 Provide responsible gambling services (Elective) HILTAID011 Provide first aid (Elective) SITHCCC024 Prepare and present simple dishes (Elective)</p>
<p>SPECIALIST EQUIPMENT</p>	<p>Dress uniform required by end of Semester 1 for visits to tourism and hospitality venues. This includes black school shoes for boys and girls, and a white ¾-sleeved shirt for girls, and a long-sleeved white shirt and tie for boys. In Semester 2, Year 11 students will require black shoes, trousers and t-shirt. These items will be used again in Year 12 and for all outside catering events. Enclosed shoes are required for all practical lessons. A technological device suitable for Internet research and assessment formatting is also required. Programs required include: Word, PowerPoint, OneNote.</p>
<p>SUBJECT LEVY</p>	<p>\$100 per year (11 and 12). Paid to Beenleigh SHS for incidental ingredients and materials. If a student withdraws from this subject, a subject levy refund will be paid on a pro-rata basis from Beenleigh SHS.</p>
<p>PROGRAM COST</p>	<p>This qualification will be funded through the Department of Employment, Small Business and Training's VET investment budget (VETis). If the student is not eligible for VETis funding, a fee for service cost may be discussed between Blueprint and BSHS - approximately \$300.</p>
<p>ADDITIONAL CONSIDERATIONS</p>	<p>There are the following additional considerations:</p> <ul style="list-style-type: none"> • mandatory excursions to hotels for tours and meals, theme parks, and other high-profile venues that will cost approximately \$50 per year; • optional opportunity to attend the Sea World Resort for a 2-day, 1-night live-in, industry placement experience. Students will stay, eat and work at the venue. Costs are approximately \$200; • some ingredient costs for practical assessment outside of what is provided by the Hospitality Department. Students are notified of these requirements at the start of each term; • additional electives include a First Aid course (approximately \$35), an RSA/RSG (Responsible Service of Alcohol and Responsible Service of Gambling) course for approximately \$50 each.

General Mathematics - ATAR

GENERAL senior subject

General

PREREQUISITES:

- General English or Enrolment in Certificate II in Electrotechnology
- Achievement standard of C or better in Year 10 General Maths Prep

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P-10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- Scientific Calculator
- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs – Nil

Structure

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

Assessment

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

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

Summative assessments

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

Mathematical Methods - ATAR

GENERAL senior subject

General

PREREQUISITES:

- General English
- Achievement standard of C or better in Year 10 Math Methods Prep.

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

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- Graphics Calculator (preferred TI-84PLUSCE)
- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs - Nil

Structure

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

Assessment

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

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

Summative assessments

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

Essential Mathematics

APPLIED senior subject

Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- Scientific Calculator.
- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs – Nil

Structure

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

Assessment

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

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

Summative assessments

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

Biology - ATAR

GENERAL senior subject

General

PREREQUISITES – General English and General Maths.

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs

- Field studies and excursions:
 - Year 11 - \$50-\$100
 - Year 12 - \$50-\$100

Structure

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

Assessment

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

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

Summative assessments

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

Chemistry - ATAR

GENERAL senior subject

General

PREREQUISITES – General English and General Maths.

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

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- Scientific Calculator
- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs

- Field studies and experimental investigations:
 - Year 11 - \$20-\$50
 - Year 12 - \$20-\$50

Structure

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

Assessment

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

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

Summative assessments

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

PREREQUISITES – General English and General Maths.

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

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- Scientific or Graphics calculator.
- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs

- Excursions costs \$50-\$100

Structure

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

Assessment

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

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

Summative assessments

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

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.

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.

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 should:

- Describe scientific ideas and phenomena.
- Demonstrate skills and processes to complete a scientific task.
- Analyse information. They identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations.
- Draw conclusions from the analysis of information from experiments and research.
- Identify expectations and requirements in scenarios.
- Evaluate conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts.
- Make recommendations about future investigations and projects.
- Plan investigations and projects.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs

- Possible excursion costs - approximately \$50.

Structure

The Science in Practice course is a four-unit course of study. There are 6 units, 4 of which are studied throughout Years 11 and 12.

Possible Units
<ul style="list-style-type: none"> • Consumer Science • Ecology • Forensic Science • Disease • Sustainability • Transport

Assessment

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

For each unit, there will be 2 assessments, one each of:

- An Applied Investigation; and
- A Practical Project.

Practical Project	Applied Investigation
<p>Students use practical skills to complete a project in response to a scenario</p>	<p>Students investigate a research question by collecting, analysing and interpreting primary or secondary information</p>
<p>Completed project One of the following:</p> <ul style="list-style-type: none"> • Product: 1 • Performance: up to 4 minutes <p>Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>	<p>Response requirements One of the following:</p> <ul style="list-style-type: none"> • 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.

Ancient History - ATAR

GENERAL senior subject

General

PREREQUISITES

- Achievement standard of C or better for Year 10 Semester 2 Ancient History/Modern History; OR
- Achievement standard of B or better for Year 10 Semester 1 Humanities.

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past.

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.

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

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing 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. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs

- Two excursions – approximately \$20.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the Ancient World</p> <ul style="list-style-type: none"> • Digging up the past • Ancient societies: slavery • Ancient societies: art and architecture • Ancient societies: weapons and warfare • Ancient societies: technology and engineering • Ancient societies: the family • Ancient societies: beliefs, rituals and funerary practices 	<p>Personalities in their times</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<p>Reconstructing the Ancient World</p> <ul style="list-style-type: none"> • Thebes – East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Phillip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<p>People, power and authority</p> <ul style="list-style-type: none"> • Egypt: New Kingdom Imperialism • Greece: the Persian Wars • Greece: the Peloponnesian War • Rome: the Punic Wars • Rome: Civil War and the breakdown of the Republic • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Julius Caesar • Augustus

Assessment

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

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

Summative assessments

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

Geography - ATAR

GENERAL senior subject

General

PREREQUISITES:

- Achievement standard of C or better for Year 10 Semester 2 Geography; OR
- Achievement standard of B or better for Year 10 Semester 1 Humanities

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

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

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

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs

- Field trips approximately \$200.

Structure

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

Assessment

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

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

Summative assessments

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

Legal Studies - ATAR

GENERAL senior subject

General

PREREQUISITES

- Achievement standard of C or better for Year 10 Semester 2 Legal Studies; OR
- Achievement standard of B or better for Year 10 Semester 1 Humanities.

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.
- A4 display folder
- A4 lined notebook

Subject Levy - Nil

Additional Costs

- Two excursions – approximately \$30.

Structure

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

Assessment

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

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

Summative assessments

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

Modern History - ATAR

GENERAL senior subject

General

PREREQUISITES

- Achievement standard of C or better for Year 10 Semester 2 Modern History/Ancient History; OR
- Achievement standard of B or better for Year 10 Semester 1 Humanities.

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

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

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

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

Pathways

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs

- Two excursions – approximately \$40.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Australian Frontier Wars, 1788–1930s Age of Enlightenment, 1750s–1789 Industrial Revolution, 1760s–1890s American Revolution, 1763–1783 French Revolution, 1789–1799	Movements in the modern world Australian Indigenous rights movement since 1967 Independence movement in India, 1857–1947 Workers' movement since the 1860s Women's movement since 1893 May Fourth Movement in China, 1919 Independence movement in Algeria, 1945–1962	National experiences in the modern world Australia, 1914–1949 France, 1799–1815 New Zealand, 1841–1934 Germany, 1914–1945 United States of America, 1917–1945 Soviet Union, 1920s–1945 Japan, 1931–1967 China, 1931–1976 Indonesia, 1942–1975	International experiences in the modern world Australian engagement with Asia since 1945 Search for collective peace and security since 1815 Trade and commerce between nations since 1833 Genocides and ethnic cleansings since the 1930s Nuclear Age since 1945 Cold War, 1945–1991
Boxer Rebellion, 1900–1901 Russian Revolution, 1905–1920s Xinhai Revolution, 1911–1912 Iranian Revolution, 1977–1979 Arab Spring since 2010 Alternative topic for Unit 1	Independence movement in Vietnam, 1945–1975 Anti-apartheid movement in South Africa, 1948–1991 African-American civil rights movement, 1954–1968 Environmental movement since the 1960s LGBTIQ civil rights movement since 1969	South Korea, 1948–1972	Struggle for peace in the Middle East since 1948 Cultural globalisation since 1956 Space exploration since 1957 Rights and recognition of First Peoples since 1982 Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways

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

Syllabus Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Explain religious, spiritual and ethical principles and practices.** Students explain principles and practices that inform religious, spiritual and ethical views and use relevant terminology.
2. **Examine religious, spiritual and ethical information.** Students select and use information to identify principles and practices in religious, spiritual and ethical scenarios. Students draw meaning from the principles and practices identified.
3. **Apply religious, spiritual and ethical knowledge.** Students apply their knowledge to determine options. They consider each option to form positions related to religious, spiritual and ethical scenarios.
4. **Communicate responses.** Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
5. **Evaluate projects.** Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs - Nil

Structure

Religion & Ethics is a four-unit course of study.

Syllabus selection	Unit 1	Unit 2	Unit 3	Unit 4
Selected unit	Unit Option B: Social Justice	Unit Option A: Australian identity	Unit Option E: Peace	Unit Option F: Sacred Stories
Assessment	B1: Extended Response – Social Justice B2: Project – Human Dignity	A1: Investigation – Australian identity A2: Project – Religious, Spiritual and ethical citizenship	E1: Extended Response – Keeping the Peace E2: Project – Peace Promotion	F1: Investigation – What makes a story sacred? F2: Project – Sacred Story

Assessment

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.

Investigation	Project	Extended response
Students investigate a question, opportunity or issue by collecting and examining information to form a response.	Students examine a scenario and provide a view on religious, spiritual and/or ethical citizenship in response. The task requires students to develop a product and evaluate the process.	Students respond to stimulus related to a scenario. Students can develop their responses in class time and their own time. Individual task
One of the following: <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words 	Product <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media Spoken: up to 4 minutes, or signed equivalent Written: up to 800 words Evaluation <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media Spoken: up to 4 minutes, or signed equivalent Written: up to 600 words 	One of the following: <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words

Social & Community Studies

APPLIED senior subject

Applied

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

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

Syllabus Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Explain personal and social concepts and skills.** Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.
2. **Examine personal and social information.** Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.
3. **Apply personal and social knowledge.** Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.
4. **Communicate responses.** Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
5. **Evaluate projects.** Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs - Nil

Structure

Social and Community Studies is a four-unit course of study.

Syllabus selection	Unit 1	Unit 2	Unit 3	Unit 4
Selected unit	Unit Option B: Healthy choices for mind and body	Unit Option D: Legal and digital citizenship	Unit Option A: Lifestyle and financial choices	Unit Option E: Australia and its place in the world
Assessment	B1: Project – Recreation and Leisure B2: Investigation – Food and nutrition	D1: Extended Response – Law matters D2: Project – Digital technology and wellbeing	A1: Project: Contemporary lifestyles A2: Extended Response – Money management	E1: Extended Response – Contemporary society E2: Project – Australia as global citizen

Assessment

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.

Investigation	Project	Extended response
Students investigate a question, opportunity or issue by collecting and examining information to consider solutions and form a response.	Students develop recommendations to address a selected issue related to contemporary lifestyles.	Students respond to stimulus related to a scenario. Students can develop their responses in class time and their own time. Individual task
One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words 	Item of communication One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words Evaluation One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, or 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words 	One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

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.

Pathways

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

Syllabus Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Explain tourism principles, concepts and practices.** Students explain principles, concepts and practices related to tourism and use relevant terminology.
2. **Examine tourism data and information.** Students select and use data and information to identify features of tourism situations. They draw meaning from the patterns, trends and relationships identified.
3. **Apply tourism knowledge.** Students apply their knowledge to determine options. They consider positive implications and negative implications of opportunities and challenges to decide how to contribute to successful tourism.
4. **Communicate responses.** Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
5. **Evaluate projects.** Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy - Nil

Additional Costs –

- There are excursions to popular tourist destinations and other high-profile venues that will cost approximately \$100 per year.

Structure

Tourism is a four-unit course of study.

Syllabus selection	Unit 1	Unit 2	Unit 3	Unit 4
Selected unit	Unit Option A: Tourism and travel	Unit Option E: Tourism industry and careers	Unit Option C: Tourism trends and patterns	Unit Option B: Tourism marketing
Assessment	A1: Investigation – The impacts of tourism A2: Project – Traveller information package	E1: Investigation – Value of the tourism industry E2: Project – Careers in Tourism	C1: Investigation – Tourism trends C2: Project – Sustainable tourism guide	B1: Investigation – Marketing campaign B2: Project – Tourism promotion

Assessment

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.

Investigation	Project
Students investigate a tourist area by collecting and examining data and information and proposing a management strategy for an identified opportunity or challenge.	Students develop a traveller information package for an international tourism destination.
One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words 	Traveller information package One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words Evaluation One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, or 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Engineering Skills

APPLIED senior subject

Applied

DUPLICATION – this course is not able to be taken by students who have already completed or are enrolled in Certificate II in Engineering.

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing 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.

Pathways

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

Objectives

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

1. Demonstrate practices, skills and procedures.

Students identify and reproduce fundamental industry skills in manufacturing tasks. These relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.

2. Interpret drawings and technical information.

Students use knowledge of industry practices and production processes to draw meaning from elements and critical features of drawings and technical information. They draw meaning through mathematical calculations, industry conventions, standards and task-specific information, such as schedules, data tables and operating procedures.

3. Select practices, skills and procedures.

Students choose knowledge and skills to complete engineering industry-specific manufacturing tasks. Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.

4. Sequence processes.

Students use knowledge and understanding of industry practices, including safety concepts and principles, waste minimisation, product quality expectations, teamwork and regulations. They decide on the combination and order of production processes, including preparing, marking-out, cutting, joining, machining, forming, assembling and finishing to produce products in manufacturing tasks.

5. Evaluate skills and procedures, and products.

Students determine the efficiency and effectiveness of production skills and procedures in relation to industry-specific manufacturing task requirements. They assess the strengths, implications and limitations of products, using drawings, technical information and expectations of quality.

6. Adapt plans, skills and procedures.

Students modify and improve production plans based on identified strengths, implications and limitations. They apply quality control measures to improve the alignment of products with drawings and technical information.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy

- \$60 per year (11 & 12)

Additional Costs - Nil**Structure**

The Engineering skills course is designed around 4 Units of study:

Unit 1B – Welding and Fabrication

Unit 2C – Sheet Metal Working

Unit 3A - Fitting and Machining

Unit 4F – Production in the Manufacturing Engineering industry

Assessment

Each Unit of study will include two assessment tasks, a practical demonstration and a project.

Assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments.

Project	Practical demonstration
Structure: Complete a structure constructed using the skills and procedures in 5–7 production processes	Practical demonstration: the skills and procedures used in 3–5 production processes
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Furnishing Skills

APPLIED senior subject

Applied

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

Pathways

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

Objectives

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

1. Demonstrate practices, skills and procedures.

Students identify and reproduce fundamental industry skills in manufacturing tasks. These relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.

2. Interpret drawings and technical information.

Students use knowledge of industry practices and production processes to draw meaning from elements and critical features of drawings and technical information. They draw meaning through mathematical calculations, industry conventions, standards and task specific information such as schedules, data tables and operating procedures.

3. Select practices, skills and procedures.

Students choose knowledge and skills to others to complete furnishing industry-specific manufacturing tasks. Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.

4. Sequence processes.

Students use knowledge and understanding of industry practices, including safety concepts and principles, waste, product quality expectations, teamwork, regulations. They decide on the combination and order of production processes, including preparing, marking-out, cutting, joining, machining, forming and finishing to produce products in manufacturing tasks.

5. Evaluate skills and procedures, and products.

Students determine the efficiency and effectiveness of production skills and procedures in relation to industry-specific task requirements. They assess the strengths, implications and limitations of products, using drawings, technical information and expectations of quality.

6. Adapt plans, skills and procedures.

Students modify and improve production plans based on identified strengths, implications and limitations. They apply quality control measures to improve the alignment of products with drawings and technical information.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy

- \$60 per year (11 & 12)

Additional Costs - Nil**Structure**

The Furnishing skills course is designed around 4 Units of study:

Unit 1A – Furniture Making

Unit 2B – Cabinet Making

Unit 3F - Production in the bespoke furniture Industry

Unit 4C – Interior Furnishing

Assessment

Each Unit of study will include two assessment tasks, a practical demonstration and a project.

Assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments.

Project	Practical demonstration
Structure: Complete a structure constructed using the skills and procedures in 5–7 production processes	Practical demonstration: the skills and procedures used in 3–5 production processes
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Industrial Graphics Skills

APPLIED senior subject

Applied

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.

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

1. Demonstrate practices, skills and procedures.

Students identify and reproduce fundamental industry skills in drafting tasks. These relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, tools and materials, sketches and drawings.

2. Interpret client briefs and technical information.

Students use knowledge of industry practices and drawing production processes to draw meaning from elements and critical features of client briefs. They collect and organise technical information by calculating quantities, measuring parts, identifying materials, finishes, fits, fasteners and joints and ascertaining requirements from charts, tables and technical manuals.

3. Select practices, skills and procedures.

Students choose knowledge and skills to complete industry-specific drafting tasks. Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, tools and materials, sketches and drawings.

4. Sequence processes.

Students use knowledge and understanding of industry practices to decide on the combination and order of drawing production processes, including two- and three-dimensional freehand sketching, orthographic drawing, pictorial drawings, application of drawing conventions and standards, setup of computerised drawing environments, computerised assisted drawing, computer assisted modelling, computer assisted manufacturing, maintaining and operating equipment and managing information.

5. Evaluate skills and procedures, and products.

Students determine the efficiency and effectiveness of production skills and procedures in relation to industry-specific drafting task requirements. They appraise products (digital representations, two-dimension (2D) and three-dimension (3D) prints, physical models) and assess strengths, implications and limitations against expectations of quality derived from client briefs, conventions and standards required in industry-specific drafting tasks.

6. Adapt plans, skills and products.

Students modify and improve drawing production plans based on identified strengths, implications and limitations. Modifications and improvements include amendment versions, reprints, alternative views, additional details, alternative formats and the application of quality

control measures to improve alignment with expectations of quality in industry-specific drafting tasks.

Subject Levy

- \$20 (Copic marker and manual rendering resources)

Additional Costs - Nil

Structure

The Industrial Graphics skills course is designed around 4 Units of study :

Unit 1C – Computer Aided Drafting – Modelling

Unit 2A – Drafting for Residential Building

Unit 3B – Computer Aided Manufacturing

Unit 4D – Graphics for the Construction Industry

Assessment

Each Unit of study will include two assessment tasks, a practical demonstration and a project.

Assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments.

Project	Practical demonstration
Structure: Complete a structure constructed using the skills and procedures in 5–7 production processes	Practical demonstration: the skills and procedures used in 3–5 production processes
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Building and Construction Skills

APPLIED senior subject

Applied

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. 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 high-quality structures at a specific price and time

Pathways

A course of study in Building and Construction Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities that may be found in the industry areas of Building and Construction are:

Semi-skilled and trade occupations, e.g. trade assistant, carpenter, bricklayer and block layer, carpenter, tiler, plasterer, painter, roofer, plumber, waterproofer, decorator, concreter, plumber, electrician.

Professional occupations, e.g. civil engineer, design drafter, quantity surveyor, architect, surveyor, building certifier

Objectives

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

1. Demonstrate practices, skills and procedures.

Students identify and reproduce fundamental industry skills in construction tasks. These relate to enterprises, workplace health and safety, personal and interpersonal skills, structure quality, drawings and technical information, tools and materials.

2. Interpret drawings and technical information.

Students use knowledge of industry practices and production processes to draw meaning from elements and critical features of drawings and technical information. They draw meaning through mathematical calculations, industry conventions, standards and task specific information, such as schedules, data tables and operating procedures.

3. Select practices, skills and procedures.

Students choose knowledge and skills to complete building and construction industry-specific construction tasks. Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, structure quality, drawings and technical information, tools and materials.

4. Sequence processes.

Students use knowledge and understanding of industry practices, including safety concepts and principles, waste minimisation, structure quality expectations, teamwork and regulations. They decide on the combination and order of production processes, including preparing, marking-out, cutting, joining, machining, forming, assembling and finishing to produce structures in construction tasks.

5. Evaluate skills and procedures, and structures.

Students determine the efficiency and effectiveness of production skills and procedures in relation to industry-specific construction task requirements. They assess the strengths, implications and limitations of structures, using drawings and technical information and expectations of quality.

6. Adapt plans, skills and procedures.

Students modify and improve production plans based on identified strengths, implications and limitations. They apply quality control measures to improve the alignment of structures with drawings and technical information.

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.

Subject Levy

- \$60 per year (11 & 12)

Additional Costs - Nil

Structure

The Building and Construction skills course is designed around 4 Units of study :

Unit 1B – Framing and Cladding

Unit 2C – Fixing and Finishing

Unit 3D Construction in the Domestic Building Industry

Unit 4A – Site Preparation and Foundations

Assessment

Each Unit of study will include two assessment tasks, a practical demonstration and a project.

Assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments.

Project	Practical demonstration
Structure: Complete a structure constructed using the skills and procedures in 5–7 production processes	Practical demonstration: the skills and procedures used in 3–5 production processes
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Information & Communication Technology

APPLIED senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Specialist Equipment

- A technological device suitable for internet research and assessment formatting.
- Students will require a folder or part of another folder to store technical and other information.
- A pen drive / flash stick (min 2GB) will be required as well as a set of stereo headphones (cheap ones are fine). One rewriteable DVD will also be required for some project work. Students without these items will not be able to participate in the units of work involving this equipment.

Subject Levy - Nil

Additional Costs - Nil

Structure

The Information & Communication Technology course is designed around:

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

Core topics	Elective contexts	
Hardware Software ICT in society	Animation Application development Audio and video production Data management Digital imaging and modelling Document production	Network fundamentals Online communication Website production

Assessment

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

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

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

Other VET courses offered offline

VET senior subject

VET

For information on how to enrol and complete the following courses, please view information via the links below and contact the Senior Schooling office on 3442 3777.

- Certificate II & III Traineeships in Hospitality, Retail, Business – see the Senior Schooling office in 602 for positions currently available.
- Certificate II in Health Support Services
<https://strategix.edu.au/courses/course/certificate-ii-in-health-support-services/?id=74>
- Certificate III in Community Services
 - Prerequisite requirements:
(**must** complete Certificate II in Health Support Services with Strategix)
<https://strategix.edu.au/courses/certificate-iii-in-community-services-chc32015/?id=65>
- Certificate III in Health Services Assistance
 - Prerequisite requirements:
(**must** complete Certificate II in Health Support Services with Strategix)
<https://strategix.edu.au/courses/certificate-iii-in-health-services-assistance-hlt33115/>
- Certificate II in Food Processing / Certificate II in Supply Chain Operations (dual qualification)
<https://strategix.edu.au/courses/course/certificate-ii-in-food-processing/?id=89/>
<https://strategix.edu.au/courses/course/certificate-ii-in-supply-chain-operations/?id=97>
- Certificate II in Engineering Pathways
<https://major.com.au/mem20413-certificate-ii-in-engineering-pathways/>
- Certificate II in Electrotechnology – leading to Electrical Apprenticeship
<https://major.com.au/uee22020-certificate-ii-in-electrotechnology/>
- Certificate I in Construction
<https://wynmetinc.org.au/>
- School-based apprenticeships
See the Senior Schooling office in 602 for positions currently available.
- TAFE at school courses
See the Senior Schooling office in 602 to discuss and apply.

Introduction to School-Based Vocational Education and Training (VET)

If you choose vocational courses, **CONGRATULATIONS** on your decision to enrol in a nationally-recognised Vocational Education and Training qualification at Beenleigh State High School.

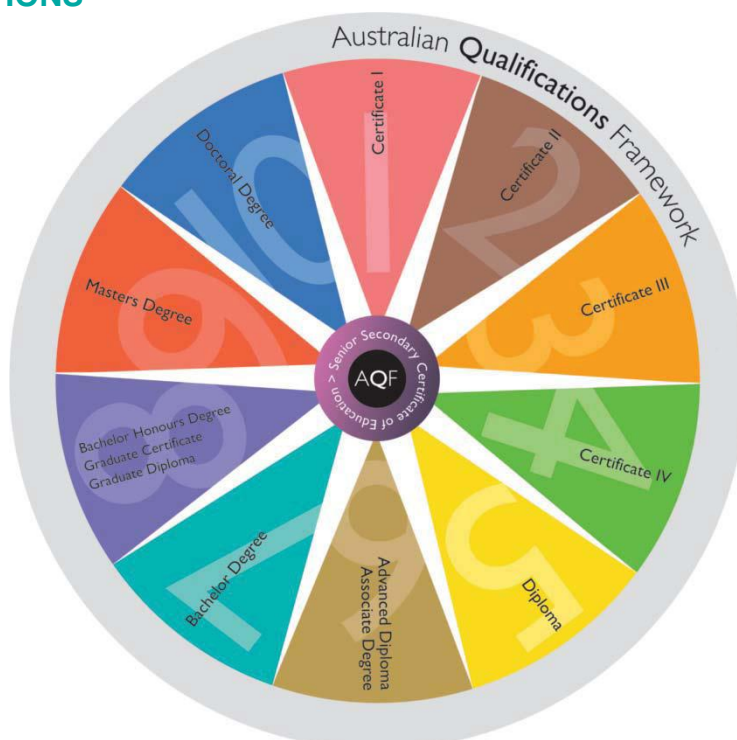
This handbook has been written to provide students with important information about the vocational education and training (VET) qualifications offered at Beenleigh State High School as well as your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask their VET teacher if they are unsure of any details. Students should keep this handbook (or note the intranet location of this document) for reference throughout their enrolment. The contents of this handbook in many instances, represents the key points of various VET policies and procedures developed by this School. A copy of the VET Quality Manual outlining the School's VET policies and procedures can be obtained via the HOD Senior Schooling/VET.

The Australian Qualifications Framework (AQF)

All of the VET courses offered by this School lead to nationally-recognised qualifications – a **Certificate** (if all of the requirements of the qualification are completed) or a **Statement of Attainment** (for those parts that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised in all eight states/territories in Australia. This is because Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). There are 13 different types of qualifications that can be obtained. These are shown in the following diagram.

AQF QUALIFICATIONS



Source: Australian Qualifications Framework Second Edition January 2013

Your VET teacher will provide you with information about your VET qualification/s including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc. The following course is available to study at Beenleigh SHS (on-scope):

Certificate II in Workplace Skills – BSB20120

1. Student selection, enrolment and induction/orientation procedures

Students enrolled in VET courses at this School participate in the same enrolment and selection processes as other students at the School. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments were received.

Beenleigh State High School (through the Registered Training Organisation associated with delivery) will provide each student with information about the training, assessment and support services they will receive, and about their rights and obligations (through the VET student induction session) before enrolment on the Student Management System (SMS).

2. Qualification or accredited course information

Information pertaining to your qualification or accredited course can be sourced from course documentation provided by your VET teacher, subject-specific information included in the Senior Subject Selection Handbook (or similar document), through the VET Student Handbook and on the School website or intranet (if applicable).

Information available to students regarding course information will include:

- Qualification or VET accredited course code and title
- Packaging rule information as per the specified Training Package or VET Accredited course
- Units of competency (code and title) to be delivered
- Entry requirements
- Fees and charges
- RTO guarantee information
- Course outcomes and pathways
- Work experience or licensing requirements (where applicable)
- Partnership or off-campus arrangements (where applicable)

3. Marketing and advertising of course information

The School will ensure that its marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

The Nationally Recognised Training (NRT) logo will only be employed in accordance with its conditions of use.

The School will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on the scope of registration.

Beenleigh State High School will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the School's scope of registration. If the School loses access to these resources, the School will provide students with alternative opportunities to complete the course and the related qualification.

4. Legislative requirements

As an RTO the School will observe all Australian, state and territory laws governing Vocational Education and Training. The School will also meet all legislative requirements of the National VET Regulator Act 2011, Education (General Provisions) Act 2006, Education (General Provision) Regulation 2006, Vocational Education, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training Act 2000, Education (Overseas Students) Act 1996, Child Protection Act 1999, Commission for Children and Young People Act 2000, Workplace Health and Safety Act 2011, Anti-Discrimination Act 1991, Disability Services Act 1992, Freedom of Information Act 1992 and Privacy Amended Act 2004 as they relate.

If students require any further information, please see the HOD of Senior Schooling/VET.

5. Fees and Charges including the Refund policy

The School does not charge students fees for VET services. Fees are only collected for consumable costs or other additional services such as the issuing of a replacement qualification testamur. Any fees and charges that do occur for additional services will be made known to students prior to enrolment. Students that enrol in VET courses that are provided through an external RTO, may be required to pay a fee if not eligible for VETiS funding due to previous training.

Students who enrol past the commencement of the school year will be charged student fees on a pro-rata basis for the duration of the school year. The School will refund on a pro-rata basis any fees collected for consumable costs to students who leave before completion of the VET service.

The School will charge for VET Courses provided by external Registered Training Organisations via a memorandum of understanding with that provider.

Matters regarding payment of fees or refund of fees will be managed by the Business Service Officer in accordance with the principles contained in the School's Fee Policy.

6. Student services

Beenleigh State High School will establish the needs of its students, and deliver services to meet their individual requirements where applicable. All students at this School will have involvement with some or all of the following processes, designed to establish their educational needs:

- SET Plans
- subject selection processes
- career guidance services

The provision of educational services will be monitored to ensure the School continues to cater for student needs through review of student Senior Education and Training (SET) plans, as needed. The School will also ensure that all students receive the services detailed in their agreement with the RTO.

The School will continually improve student services by collecting, analysing and acting on any relevant data collection through students providing valuable feedback to the RTO through informal and formal processes i.e. through individual student assessment feedback, course evaluation feedback, quality indicators — student engagement surveys and school-generated surveys (where applicable).

7. Student support, welfare and guidance services

Students have access to a wide range of support, welfare and guidance services at this School, including:

- Principal
- Deputy Principals
- Head of Department - Senior Schooling/VET
- Heads of Department - Subjects
- VET teachers
- Career Counsellor/Guidance Officer
- Learning Support teachers

8. Provision for Language, Literacy and Numeracy assistance

If you are undertaking a VET subject, which has embedded units of competency from a training package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered and assessed in the context of an industry vocational area of your choice. If you still feel you need additional language, literacy or numeracy support, please seek further advice from the HOD Senior Schooling/VET.

9. Access and Equity policy and procedure

The access and equity guidelines at Beenleigh State High School are designed to remove any barriers so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects.

This School is inclusive of all students regardless of sex, race, impairment or any other factor. Any matter relating to access and equity will be referred to the HOD Senior Schooling/VET, as the designated Access and Equity officer.

Beenleigh State High School has written access and equity policies documents in the School VET Quality Manual and all staff receive copies which they must follow. Staff and students, in their induction to the School, are made aware of the School's Access and Equity policy, and that they may contact the Access and Equity Officer for information and/or support about the policy.

Access and equity guidelines will be implemented through the following strategies:

- The School curriculum, while limited by the available human and physical resources, will provide for a choice of VET subject/s for all students.
- Links with other providers, such as TAFE institutes will be considered where additional resources are required.
- Access to school-based apprenticeships and traineeships may be available to students.
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I, or II or III (where applicable).
- Access to industry-specific VET programs will be available to all students regardless of sex, gender or race.
- If the School loses access to either physical and or human resources, the School will provide students with alternative opportunities to complete the course and the related qualification.

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

This School strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination.

For example, the following principles apply:

1. VET curriculum areas will be adequately resourced, with teachers with the appropriate qualifications, in order to ensure students have quality outcomes.
2. VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the ways in which students learn. Students with learning difficulties or impairment will participate with an initial and annual panel meeting with their parent/guardian and relevant School staff to ensure that the training and assessment provided meets their needs.
3. All students will be actively encouraged to participate in VET qualifications, irrespective of background/cultural differences.
4. Prior to participating in structured work placement, students will be provided with an induction programme that will equip them with the knowledge to recognise harassment/discrimination should it occur and to ensure they have the strategies to deal with anything like this. Appropriate support will be provided to ensure students are successful in their work placement.
5. Literacy/numeracy is integrated throughout all VET qualifications, as well as being delivered separately through your English/literacy and Maths/numeracy programme.

6. This School will openly value all students, irrespective of background/culture/other differences and all students will be made to feel valued through the delivery of appropriate training/assessment methods and support structures.
7. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the School's Complaints and appeals policy.

10. Flexible learning and assessment procedures

The following points represent the basic VET assessment principles of this School. They are designed to promote fairness and equity in assessment.

- All VET students at this School will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
- Students will be given clear and timely information on assessment.
- Information given to students, on the assessment cover sheet, will include:
 - advice about the assessment methods
 - assessment procedures
 - the criteria against which they will be assessed
 - when and how they will receive feedback.
- Students will sight their profile sheet of results in each VET subject on at least two occasions throughout a two year course.
- The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- Any special geographical, financial or social needs of students will be considered in the development and conduction of the assessment.
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- Opportunities for feedback and review of all aspects of assessment will be provided to students.
- A clearly documented mechanism for appeal against assessment processes and decisions is available to students in the School's VET Quality Manual. This is available from the HOD Senior Schooling/VET.

Your VET teacher will provide you with a thorough overview of the assessment requirements for your individual VET course. The following information represents some general information about the VET assessment process adopted at Beenleigh State High School.

11. Competency-based assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

In most subjects assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as Satisfactory or Unsatisfactory, or working towards competence. This assists students to become competent as their skills improve.

Final records of assessment of competencies will be awarded as either:

- **C** for Competent
- **NYC** for Not Yet Competent

Assessment methods

Each VET teacher will maintain a student profile (or similar document) for each student and on completion of the program of study an exit level will be awarded, based on the principles of assessment and rules of evidence.

Elements of competency will be assessed and recorded once the VET teacher is satisfied that a student has demonstrated consistent competency in an element or unit of competency. Students may also receive assessment if they apply for and meet the requirements for, RPL.

A master record detailing students' achievements of the units of competency is maintained at the School on the QCAA Student Management System (SMS). This will record all elements and units of competency achieved. This will be held by the School and will be issued to the student once they complete the program of study or upon exit (in line with the QCAA SMS data entry timelines).

12. Student access to accurate records, policy and procedures

Beenleigh State High School is committed to regularly providing students with information regarding their participation and progress.

VET teachers maintain accurate and current records of each student's progress towards and achievement of competencies. These records will be forwarded for entry on the School's SMS prior to each of QCAA's advertised collection dates for data. The data recorded on SMS will be printed out and returned to the VET teacher for checking. Once approved as accurate, the RTO Manager is notified to this effect.

When the student nears completion for the full qualification, the VET teacher then checks student achievements against the qualification packaging rules. When the student has achieved the requirements for completion of the qualification, the RTO Manager is notified to check the "qualification complete" button for that student in that qualification. The data recorded on SMS will be printed out and returned to the VET teacher for checking. Once approved as accurate, the RTO Manager is notified to this effect.

VET teachers will provide access to a student's own records at least once each semester, or on request by the student. Students may also be given access to 'for checking' SMS printouts from the RTO Manager. Students will also have access to information regarding any unit achieved through their own online learning account.

13. Confidentiality procedure

Information about a student, except as required by law or as required under the [VET Quality Framework](#), is not disclosed without the student's written permission and that of their parent or guardian if the student is less than 18 years of age. The School will ensure that have consent from each VET student.

14. Employer contributing to learner's training and assessment

Wherever possible the School will place students in workplaces that provide experience in the competencies included in their VET qualifications. This School does not use assessment by work placement supervisors. Students on work placements may record their activities in a workplace experience logbook (or similar document). The work placement organiser/teacher will seek the cooperation of the workplace supervisor in the sign-off on the accuracy of the student's entries in the log. This logbook (or similar document) may be used by the assessor to support judgments of competency. Students at this School will be placed in workplaces where it forms a mandatory requirement of the Training Package or Accredited course.

15. Complaints and appeals procedures

Complaints and appeals are managed by the School in a fair, efficient and effective manner. The School will create an environment where student's views are valued. Complaints arise when a student is dissatisfied with an aspect of the School RTO's services, and requires action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the School RTO has made. Appeals can relate to assessment decisions, but they can also relate to other decisions. Students with either a complaint or an appeal will have access to informal complaint process or a formal complaint or appeal process. All formal complaints or appeals will be heard and decided within 15 working days of the receipt of the written complaint by the School.

Policy statement

The school, as an RTO, has a complaints and appeals policy specific to its RTO operations.

The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VET Quality Framework (VQF). This includes the complaints and appeals policy and procedures.

A **complaint** can be made to the school RTO regarding the conduct of:

- the school RTO, its trainers, assessors or other school RTO staff,
- students of the RTO,
- any third parties providing services on behalf of the school RTO (if relevant).

Complaints may be made to any member of staff.

An **appeal** can be made to the school RTO to request a review of a decision, including assessment decisions. Appeals should be made to the trainer/assessor in the first instance, but can also be made to Heads of Department or the RTO Manager. The school RTO Beenleigh State High School will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process.

Complaints can be submitted:

- Verbally to Trainer and must be recorded by trainer and submitted to HOD Senior Schooling / RTO Manager within 24 hours of verbal complaint being submitted or
- Written and actioned within 48 hours by HOD Senior Schooling / RTO Manager or
- Electronic and actioned within 24 hours by HOD Senior Schooling / RTO Manager.

The HOD Senior Schooling/VETiS Manager will keep a Register of Complaints which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

- Any staff member can receive a complaint or appeal. Where possible, complaints are resolved immediately.
- All complaints and appeals are heard and resolved within 60 calendar days of receipt.
- If the school RTO considers that more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons for the extended timeframe in writing and will be regularly updated on the progress of the matter.
- The school RTO will maintain a secure Complaints and Appeals Register, documenting all complaints and appeals received, as well as actions taken and decisions made.
- The school RTO will undertake a continuous improvement process that includes reviewing both the details in the Complaints and Appeals Register, and the complaints and appeals policy and procedures, and taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

Complaints Procedures

NB If a complaint relates to a report about harm or safety, refer to your school's appropriate Student Protection procedures.

1. On receipt of a verbal complaint:

- Resolve the complaint if possible, documenting the complaint, its cause, actions taken and decisions made in the secure Complaints and Appeals Register.
- If the complaint cannot be promptly and simply resolved, advise that an appropriate staff member will deal with the complaint, but a written record of the complaint is required.

2. To put a complaint/appeal in writing, advise the complainant/appellant that:

- they may use the support of a third party in progressing the complaint/appeal
- they can either put the complaint/appeal in writing themselves using the form available at G:\Coredata\Common\VET\2023\Complaints and Appeals or
- you can make a written record for them to sign. In this case:
 - note whether the complainant/appellant wants the support of a third party
 - ensure the complainant signs and dates the form
 - identify yourself, and your role within the school RTO
 - sign and date the form yourself.

3. On receipt of a written complaint/appeal:

- if the complaint/appeal is not in relation to the RTO Manager
 - forward it to the RTO Manager
 - enter it into the secure Complaints and Appeals Register.
- if the complaint is in relation to the RTO Manager
 - forward it to the Deputy Principal responsible for the Senior School
 - enter it into a separate secure Complaints and Appeals Register, which is kept separate from the main Register.
- send a prompt written acknowledgement to the complainant from either the RTO Manager or the Deputy Principal responsible for the Senior School, as appropriate.

4. *To resolve the complaint/appeal, the RTO Manager and/or Deputy Principal:*

- discuss the issue/s with the staff member to whom the complaint/appeal was made
- give the complainant/appellant an opportunity to present their case (they may be accompanied by other people as support or as representation)
- give the relevant staff member, third party or student (as applicable) an opportunity to present their case. They also may be accompanied by other people as support or as representation.
- if necessary, convene an independent panel, the Complaints and Appeals Committee, to hear the complaint/appeal.

The committee must not have had previous involvement with the complaint/appeal, and must include:

- a representative of the Principal
 - one or more representative/s of the teaching staff
 - an independent person.
- deal with the issue/s
 - communicate the outcome/decision to all parties in writing within 60 days of receipt of the complaint/appeal
 - document the complaint/appeal — including the cause, actions taken and decisions made — in the appropriate secure Complaints and Appeals Register.
 - If the complaint/appeal is not finalised within 60 calendar days of its receipt, inform the complainant/appellant of the reasons in writing and regularly update them on the progress of the matter.
 - If the procedures fail to resolve the issue/s, the complainant/appellant may have the outcome reviewed (on request) by an appropriate party independent of the RTO.
 - If the complainant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints (<https://www.qcaa.qld.edu.au/senior/vet/rto-registration-audits/appeals-complaints-enforcement>).

5. *The school RTO will undertake a continuous improvement process that includes:*

- reviewing the details in the Complaints and Appeals Register
- reviewing the complaints and appeals policy and procedures
- taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

16. Recognition arrangements for RPL and credit transfer

All VET students have access to a procedure that gives RPL or credit transfer at this School.

RECOGNITION OF PRIOR LEARNING (RPL)

RPL is an assessment process that assesses an individual's level of knowledge and skills against individual or multiple units of competencies.

Recognition of Prior Learning policy

All students shall have access to, and will be offered RPL. All applications for RPL will be responded to once a written application has been received. The HOD Senior Schooling/VET will keep an RPL register which documents all RPL applications and their outcomes. Once the evidence has been provided to the School to assess RPL, the student will be notified of the decision. Students may have access to reassessment on appeal.

Recognition of prior learning procedure

Each year at the VET student induction, the HOD Senior Schooling/VET and associated VET teachers shall make students aware of the School's RPL policy via the VET student handbook. The HOD Senior Schooling/VET will remind students of this policy at the beginning of each year and provide opportunities to engage in the RPL process.

VET students seeking RPL, will be:

- provided with a copy of a RPL application form by their relevant VET teacher

- provided sufficient information about the types of evidence that can be used to support an RPL application by the VET teacher e.g. resume, certificates, photos, references from supervisors, performance reviews or job descriptions
- required to provide a completed RPL application form and associated evidence to support the application
- able to appeal an RPL decision via the RPL student appeals form if unsuccessful

The VET teacher will:

- notify the student of their outcomes from the RPL process
- develop and assess any alternative methods of assessment required as a result of an RPL application
- notify the student of any gap training required as a result of the review of their application
- update the student's records if RPL is granted upon consulting with the RTO Manager.

Credit transfer

Refers to the granting of credit to students of exact units of competency they have completed previously. Institutions or training organisations can grant credit to students for studies or training completed at the same or another institution or training organisation.

If a student believes that they fulfill these requirements they should approach their VET teacher first, who will bring it to the attention of the HOD Senior Schooling/VET. At the beginning of each course, the VET teacher will be responsible for ensuring that the students are informed of the RPL and Credit transfer procedures. RPL information and forms can be obtained from the Student VET Induction Handbook, VET teacher or through the HOD Senior Schooling/VET.

17. Recognition of AQF qualifications and statements of attainment issued by another RTO or school

The School recognises all AQF qualifications issued by any other RTO. The School will seek verification of the certification from the relevant RTO where there is some ambiguity.

Recognition of qualifications procedure

- The VET teachers and the HOD Senior Schooling/VET will make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the School during the VET student induction at the beginning of the year.
- VET teachers will remind students of this policy at the beginning of each term
- If a student presents an AQF qualification or statement of attainment to a VET teacher, the teacher will take a copy and bring it to the attention of the RTO Manager.
- The RTO Manager in conjunction with the VET teacher will verify the authenticity of the qualification or statement of attainment.
- The verified copy of the qualification or statement of attainment is placed in the student's file.
- Once the qualification or statement of attainment is verified, the VET teacher will give the student exemption for the units of competency identified in the qualification or statement of attainment and update the student's records accordingly. Information will then be entered in SMS using the 'credit transfer' option.

Internal recognition of qualifications procedure

- The School will complete a comprehensive mapping exercise (where relevant) to identify common units of competency across qualifications on the scope of registration
- At the beginning of each year, those students who are enrolled in courses where there are common units of competency, or who have progressed from Certificate I to Certificate II or III (where applicable) are identified
- The HOD Senior Schooling/VET and VET teachers will meet to establish the processes for delivery and assessment ensuring accurate data is recorded
- This process is repeated throughout the year for students who change subjects
- The information is entered into SMS using the 'credit transfer' option in all instances where the student has already gained the unit of competency (i.e. the student may only once be deemed as competent).

18. Certification and issuing qualifications

The School must issue to students whom it has assessed as competent in accordance with the requirements of the Training package or VET accredited course, a VET qualification or VET statement of attainment (as appropriate) that:

- Meets the Australian Qualifications Framework (AQF) requirements;
- Identifies the RTO by its national provider number from the national Register; and
- Includes the Nationally recognised training (NRT) logo in accordance with the current conditions of service.

The School will ensure that through the implementation of the AQF Qualifications Issuance Policy:

- Students will receive the certification documentation to which they are entitled
- AQF qualifications are correctly identified in certification documentation
- AQF qualifications are protected against fraudulent issuance
- A clear distinction can be made between AQF qualifications and non-AQF qualifications
- Certification documentation is used consistently across the School, and
- Students and parents/caregivers are confident that the qualifications they have been awarded are part of Australia's national qualifications framework – the AQF
- The School will establish anti-fraud mechanisms by including the School's own logo and a unique watermark on each document issued to ensure there is no fraudulent reproduction or use of credentials.

Replacement of certification documentation policy

Requests for a replacement qualifications or statements of attainment (within a 30 year period) are handled in a timely manner.

Replacement of certification documentation procedure

The following procedure is to be followed:

- All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) from the student to the School
- The request will be forwarded to the RTO Manager to coordinate
- The School will access the archived records through the use of OneSchool to access the required information for the replacement document
- The replacement will identify that it is a re-issued version as well as follow all requirements for printing and issuing qualifications and statements of attainment as outlined in the [AQF Qualifications Issuance Policy](#) and the [AQF Certification Explanation](#).
- The replacement will be issued with 14 working days of receipt of the written request.

19. Qualification and accredited course guarantee

The School gives a guarantee to the student that the School will complete the training once the student has started student in their chosen qualification or accredited course.

Students who enter a course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment only. This adjustment will be reflected in the VET Student Agreement form which will be signed by both the student and parent/guardian.

In the event of losing a specialist trainer, and the School being unable to obtain a suitable replacement, the School will arrange for agreed training and assessment to be completed through another RTO if this is possible. (Student may however incur additional "Fees").

Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and agreement to those arrangements, including any refund of fees will be obtained.

If an external transfer is not possible, the School will gain a written agreement for a subject/course transfer within the School from the student and parent/guardian.

The School Senior Subject Selection Form (or similar document), as well as any Subject Transfer Form (or similar document) used by the School will include a disclaimer stating that by '*signing the form, they agree to all of the policies and procedures related to VET that are outlined in all School documentation pertaining to VET*'.

When an enrolment form is received, the form is checked to ensure it has been signed by both the student and their parent/guardian.

STRUCTURED WORK PLACEMENT

Q. HOW DO I GET STRUCTURED WORK PLACEMENT?

A. Your teacher will give you a blue Structured Work Placement (SWP) application form to complete. Once that has been processed your teacher will give you a SWP agreement form. You, your parent/guardian and your SWP employer must sign this form, then return it to your VET teacher who will pass it on to the HOD Senior Schooling/VET.

If you need help or support to call your employer please ask your teacher to assist you. ***If you have been given a Work Placement Contract, then your placement is booked. Do not think that because you didn't get your Contract signed you can just not go.*** If you currently have a job where you can demonstrate skills and knowledge that are similar to your VET course and has been observed by your supervisor, credit for your first placement can be gained by completing your Work Placement booklet for your teacher.

Your teacher will phone your workplace on your first or second day to check if you are present and that you and the employer are satisfied with your work efforts.

Work placements can be organised on school holidays in special situations upon approval from the classroom teacher, industry liaison officer and the employer.

Q. WHAT IF I JUST DON'T WANT TO GO TO STRUCTURED WORK PLACEMENT AND IT IS A MANDATORY REQUIREMENT OF MY COURSE? (Hospitality and Agriculture courses)

A. You should not be in this subject and will need to change out.

Q. WHAT IF A PLACEMENT HAS BEEN ORGANISED FOR ME AND I CAN'T GO?

A. At least the week before your placement date, you must notify your VET classroom teacher that you are not going to attend SWP and tell them why. You need to have an acceptable reason such as illness. You must also contact the business by phone and explain your circumstances. Your teacher will tell the HOD Senior Schooling/VET.

Q. WHAT IF I JUST DON'T TURN UP TO WORK PLACEMENT, OR AM SICK ONE DAY AND CAN'T GO, OR DECIDE TO NOT GO ONE DAY DURING THE PLACEMENT?

A. If you are sick, you call the employer BEFORE your starting time and tell them you will be away sick. If you do not turn up to work and do not notify your employer, your supervising VET teacher will phone your home and put a comment on your ONE SCHOOL record. If you do not have an acceptable reason, you will have an interview with the HOD SENIOR SCHOOLING/VET which may result in an interview with your year level Deputy Principal and an enrolment interview. As well, you can be charged the \$30 fee the school pays to organise your work placement.

UNIQUE STUDENT IDENTIFIER (USI)

Information for parents and students

From 1 January 2015, the Australian Government requires all students studying Vocational Education and Training (VET) to have a Unique Student Identifier (USI). This includes students who are studying VET in schools.

There is no cost to the student. The USI will allow students to access their enrolment and achievement record for all VET learning online (from 1 January 2015); and no VET records will be lost.

Registered Training Organisations (RTO) must have a valid USI for a student before issuing a qualification or statement of attainment. This includes school RTOs.

Q. WHAT IS A USI?

- A USI is a reference number. It is made up of numbers and letters.
- The USI gives students access to their USI account.
- The USI account allows a student to see all their training results from all providers. This includes all completed training units and qualifications.

Q. WHY DO STUDENTS NEED A USI?

- so that an RTO is able to issue a statement of attainment, or certificate, for nationally-recognised accredited training
- for online access to their record of enrolment and achievement for VET learning
- to provide evidence of their accredited VET, for example when applying for a job or further study

Q. WHO APPLIES FOR A USI?

- A student can apply for a USI.
- An RTO can apply for a USI on a student's behalf (this may be a school RTO, TAFE or other external RTO)

Q. WHAT DO STUDENTS NEED TO DO?

- A. If the RTO does not apply for a USI on behalf of the student, the individual must apply for a USI. A student can apply for a USI at the [Australian Government USI website - create your USI](#). The student must then provide the USI details to their training provider (school RTO, TAFE or external RTO) or they will not receive a statement of attainment or qualification. At Beenleigh SHS you can bring your documentation to school to apply for your USI and then print the page showing your USI for your VET class teacher. If you choose to apply on line at home then please print the page showing your name and number and bring to school to present to your VET teacher.

The student must provide their own suitable identification through one of the following:

- a. Driver's Licence
- b. Medicare card
- c. Australian Passport
- d. Visa (with Non-Australian Passport) for international students
- e. Birth Certificate (Australian) — please note a birth certificate extract is not sufficient
- f. Certificate of registration by descent
- g. Citizenship certificate
- h. ImmiCard.

Students without any of these forms of identification are still able to obtain a USI and they should contact their RTO for assistance.

Students should record their USI and keep it handy and in a safe place.

If students have further questions about the USI, they should contact the VET Coordinator or Head of Department Senior School at the school. Students can also find further information at the [Australian Government USI website - student information](#).

Q. WHAT IF A STUDENT FORGETS OR LOSES THEIR USI?

A. The USI can be retrieved online at [Australian Government USI student portal](#). If their RTO is their school, students can also ask the school for their USI as they will have a record of it.

Q. WHAT IF A STUDENT CHOOSES NOT TO SUPPLY A USI?

A. Students that chose not to supply a USI will not receive AQF certification. Students that choose not to provide a USI will not have their results appear and or be accessible through the Commonwealth USI Registry.

Q. WHAT IS AN RTO?

A. A Registered Training Organisation (RTO) is any organisation that is registered to deliver nationally-recognised training and qualifications. There are approximately 5000 registered training organisations (also known as RTOs) in Australia including:

- TAFEs and other government training organisations
- private/non-government training organisations
- some high schools that provide nationally recognised training
- some employers and other organisations that provide nationally recognised training.

A. Registered Training Organisations can offer qualifications at the level of:

- Certificates I, II, III and IV
- Diploma
- Advanced Diploma
- Vocational Graduate Certificate
- Vocational Graduate Diploma.

NB: USEFUL WEBSITE LINKS

Further information on the USI can be accessed on the [Australian Government USI website and at the following links:](#)

- About the USI <http://www.usi.gov.au/About/Pages/default.aspx>
- Students – Create your USI <http://www.usi.gov.au/Students/Pages/steps-to-create-your-USI.aspx>
- Student information <http://www.usi.gov.au/Students/Pages/default.aspx>
- USI Student portal <https://portal.usi.gov.au/student>

STUDENT ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION

I also acknowledge that prior to commencement of my VET programme at this School I have been provided with a *VET Subject Description Booklet* and have been inducted in the information on the topics listed below:

- Student selection, enrolment and induction/orientation procedures
- Qualification or accredited course information
- Marketing and advertising of course information
- Legislative requirements
- Fees and charges, including refund policy
- Student services
- Student support, welfare and guidance services
- Provision for language, literacy and numeracy assistance
- Access and equity policy and procedure
- Flexible learning and assessment procedures
- Competency based assessment
- Student access to accurate records policy and procedures
- Confidentiality procedure
- Employer contributing to learner's training and assessment
- Complaints and appeals procedures
- Recognition arrangements for RPL and credit transfer
- Recognition of AQF qualifications and statements of attainment issued by another RTO or school
- Certification and issuing qualifications
- Qualification and accredited course guarantee

I am aware that the School will ensure that I will complete the training and assessment as agreed. If circumstances arise that affect my ability to complete this course (e.g. loss of a teacher and unable to obtain suitable replacement) then the School must arrange for training and assessment to be completed by another suitable training organisation. Prior to the transfer to another RTO, I will be formally notified of the arrangements and an agreement to those arrangements, including any refund or fees associated, will be obtained.

I am aware that if I have entered the course after the start date I will have been provided with a negotiated program of units which may lead to a statement of attainment/s only.

I acknowledge that I have read VET Student Handbook and understand that I can access further information on some of these topics should I wish to do so.

Student signature

Date

Signature of parent/guardian

Date