BEENLEIGH STATE HIGH SCHOOL

We Care ~ We are Responsible ~ We Achieve

Year 11, 2026

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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SUBJECT DESCRIPTIONS

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/
- 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/
- 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.

Key Contacts at Beenleigh SHS

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Summary of 2026 Subjects and QCE points

	AGRICULTURE & BUSINESS	QCE		SCIENCE	QCE
APP	Agricultural Practices	4	APP	Aquatic Practices	4
APP	Aquatic Practices	4	APP	Science in Practice	4
VET	Certificate II in Hospitality	4	GEN	Biology	4
VET	Certificate III in Hospitality (with Certificate II in Hospitality embedded)	6	GEN	Chemistry	4
	ARTS (PERFORMING & VISUAL)		GEN	Physics	4
APP	Dance in Practice	4		HUMANITIES	
APP	Drama in Practice	4	APP	Religion &Ethics	4
GEN	Drama (ATAR)	4	APP	Social & Community Studies	4
APP	Media Arts in Practice	4	APP	Tourism	4
APP	Music in Practice	4	GEN	Ancient History	4
APP	Visual Arts in Practice	4	GEN	Modern History	4
GEN	Visual Art (ATAR)	4	GEN	Geography	4
GEN	Music (ATAR)	4	GEN	Legal Studies	4
GEN	Film, Television & New Media (ATAR)	4		TECHNOLOGY	
	ENGLISH		APP	Engineering Skills	4
APP	Essential English	4	APP	Furnishing Skills	4
GEN	General English	4	APP	Building & Construction Skills	4
	HEALTH & PHYSICAL EDUCATION		APP	Information & Communication Technology	4
APP	Sport & Recreation	4			
APP	Sport & Recreation (Rugby League Academy)	4		VET COURSES - OFFLINE	
APP	Sport & Recreation (Volleyball Academy)	4			
APP	Sport & Recreation (Basketball Academy)	4	VET	Certificate II Traineeships (By arrangement with Senior Schooling Office)	4
VET	Certificate III in Fitness	8	VET	Certificate III Traineeships (By arrangement with Senior Schooling Office)	7/8
	BUSINESS		VET	Certificate II in Automotive	4
GEN	Business (ATAR)	4	VET	Certificate II in Health Support Services	4
VET	Certificate II in Auslan	4	VET	Certificate III in Community Services (prerequisite Certificate II in Health Support Services)	10
VET	Certificate II in Workplace Skills	4	VET	Certificate III in Health Services Assistance (prerequisite Certificate II in Health Support Services)	8
VET	Certificate III in Business	8	VET	Certificate II in Food Processing & Certificate II in Supply Chain Operations (dual qualification)	6
VET	Diploma of Business	8	VET	Certificate II in Engineering	4
	MATHEMATICS		VET	Certificate II in Electrotechnology	4
APP	Essential Mathematics	4	VET	Certificate I in Construction	3
GEN	General Mathematics	4	VET	Diploma of Sports Coaching	8
GEN	Mathematical Methods	4			

Agricultural Practices
APPLIED senior subject

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
- Excursions may incur additional costs

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.

Certificate II in Hospitality
VET subject

STATUS	VET - SIT20322 Certificate II in Hospitality
	Beenleigh State High School RTO 91859 Beenleigh SHS is the Registered Training Organisation (RTO), and Beenleigh SHS staff are the qualified trainers for this course.
COURSE DESCRIPTION	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.
TYPES OF ASSESSMENT	Written and practical assessment is used to complete the required units of competency. **Before-school shifts, functions and lunchtime assessment are mandatory.**
UNITS OF COMPETENCY	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) HLTAID011 Provide first aid (Elective) SITHCCC024 Prepare and present simple dishes (Elective)
SPECIALIST EQUIPMENT	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.
SUBJECT LEVY	$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.
PROGRAM COST	Electives embedded in this course will incur the following fees: • Responsible service of alcohol (RSA) and Responsible service of gambling (RSG) approximately $62.00 • First Aid approximately $110.00
ADDITIONAL CONSIDERATIONS	There are the following additional considerations: • **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 $230 • 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 $110), an RSA/RSG (Responsible Service of Alcohol and Responsible Service of Gambling) course for approximately $29 each.

Certificate III in Hospitality with Certificate II in Hospitality (embedded)

VET subject

STATUS	VET – SIT30622 Certificate III in Hospitality with SIT20322 Certificate II in Hospitality embedded
COURSE DESCRIPTION	This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Job prospects include Café attendant, Waiter, Food & beverage attendant.
TYPES OF ASSESSMENT	Written and practical assessment is used to complete required units of competency. **Before-school shifts, functions and lunchtime assessment are mandatory.**
UNITS OF COMPETENCY	**SIT30622 Certificate III in Hospitality Units of Competency** BSBTWK201 Work effectively with others (Core) SITHIND006 Source and use information on the hospitality industry (Core) SITHIND008 Work effectively in hospitality service (Core) SITXCCS014 Provide service to customers (Core) SITXCOM07 Show social and cultural sensitivity (Core) SITXHRM007 Coach others in job skills (Core) SITXWHS005 Participate in safe work practices (Core) SITHCCC024 Prepare and present simple dishes (Elective) SITHCCC025 Prepare and present sandwiches (Elective) SITHFAB021 Provide responsible service of alcohol (Elective) SITHFAB025 Prepare and serve espresso coffee (Elective) SITHFAB027 Serve food and beverage (Elective) SITHKOP009 Clean kitchen premises and equipment (Elective) BSBSUS211 Participate in sustainable work practices (Elective) SITXFSA005 -Use Hygienic Practices for Food Safety (Elective) **SIT20322 Certificate II in Hospitality additional Units of Competency** SITXCCS011 Interact with customers (Core) SITHIND007 Use hospitality skills effectively (Core)
SPECIALIST EQUIPMENT	Dress uniform **required** by end of Semester 1 for visits to tourism and hospitality venues. This includes black school shoes, a white ¾-sleeved shirt for girls, and a long-sleeved white shirt and tie for boys. In Semester 2, Year 11 students **require** black shoes, trousers and t-shirt. These items are 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 needed include: Word, PowerPoint, OneNote.
SUBJECT LEVY	$100 per year (11 and 12) paid to Beenleigh SHS for incidental ingredients and materials. If a student withdraws from this course, a subject levy refund will be paid on a pro-rata basis from Beenleigh SHS.
PROGRAM COST	To achieve SIT30622 Certificate III in Hospitality, 15 units of competency **must** be completed. Students **not** eligible for VETiS, a Fee for Service of $115.00 per unit of competency achieved will be invoiced. Students eligible to receive VETiS for SIT20322 Certificate II in Hospitality - will be invoiced $350.00 in Year 12 to complete additional units required to achieve SIT30622 Certificate III in Hospitality
ADDITIONAL CONSIDERATIONS	There are the following additional considerations: • **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 stay, eat and work at the venue. Costs are approximately $230 • some ingredient costs for practical assessment outside what is provided by the Hospitality Department. Students are notified of these requirements at the beginning of each term.

Dance in Practice
APPLIED senior subject

Dance in Practice offers students a dynamic opportunity to experience and understand the powerful role of dance in communities. Students will explore how dance connects to cultural and creative expression through hands-on learning experiences.

In this subject, students will have the chance to create, perform, and produce their own dance works within the school and broader community. They will engage with their senses to deepen their understanding of dance, both their own and others', developing creativity, problem-solving skills, and emotional, analytical, and aesthetic awareness.

By applying a variety of techniques, processes, and technologies, students will express dance ideas for specific purposes, whether individually or in groups. The subject also emphasizes safe dance practices, both for the individual and in collaborative settings. Students will refine practical and technical dance skills, learn the specialized vocabulary of the art form, and explore creative solutions and choices to communicate their ideas through movement.

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.

The Project in Dance in Practice requires:
• a dance performance:
   o 1½ – 2 minutes
    Or
• Choreographic work
   o 2-3 minutes
• at least one other component from the following:
   o written: 500–900 words
   o spoken: 2½–3½ minutes
   o multimodal
   o non-presentation: 8 A4 pages max (or equivalent)
   o presentation: 3–6 minutes
	Dance performance:
	   o 2–3 minutes
	Production performance:
	   o variable conditions
	Teaching performance:
	   o variable conditions
		Design solution and folio:
		   o variable conditions
		Choreographic work:
		   o 2–3 minutes

Drama - ATAR
GENERAL senior subject

Drama encourages creative expression and critical thinking through both performance and analysis.

In this subject, students will explore various dramatic elements, forms, and styles to communicate meaning and challenge societal perspectives. By engaging in performance, creation, and critique, they will develop skills in acting, directing, and interpreting texts. Students will delve into a variety of contexts and cultures, exploring themes such as contemporary issues, politics, and social dynamics.

Students will apply literacy skills to communicate and evaluate dramatic works, enhancing their understanding of how theatre shapes human experience and has the power to influence society.

Pathways
Drama provides students with highly transferable skills such as creative thinking, collaboration, and communication, preparing them for careers in arts, culture, and beyond. The subject fosters empathy, innovation, and the ability to understand diverse perspectives, making it valuable in any field that involves social and cultural engagement.

Objectives

By the conclusion of the course of study, students will be able to:

- Demonstrate skills of drama.
- Apply literacy skills.
- Interpret purpose, context and text.
- Manipulate dramatic languages.
- Analyse dramatic languages.
- Evaluate dramatic languages.

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

Subject Levy - Nil

Additional Costs - Ni

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share focuses on storytelling, exploring diverse voices and human experiences, particularly those of Aboriginal peoples, Torres Strait Islanders, and the Asia-Pacific region. Students engage in creating and responding to both scripted and unscripted drama, emphasizing linear and non-linear forms to communicate meaning.	**Identities** explores Realism and its contemporary variations, such as Magical Realism and Australian Gothic. Students analyse and create performances that reflect lived experiences, focusing on authenticity, empathy, and the human condition.	**Challenge** uses drama to challenge our understanding of humanity through social commentary. Students explore political, social, and philosophical viewpoints, shaping dramatic languages to communicate meaning and advocate change. They engage with Australian and international texts, including Aboriginal and Torres Strait Islander works.	**Transform** focuses on reimagining inherited theatrical traditions like Greek, Elizabethan, and Neoclassical theatre for contemporary audiences. Students adapt and reshape these texts using contemporary performance styles, manipulating dramatic languages to transform meaning and context.

Assessment

In Units 1 and 2 students complete a Performance, Dramatic Concept, Practice-Led 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): Practice-Led project	35%
Summative internal assessment 2 (IA2): Dramatic Concept	20%		
Summative External Assessment (EA): 25% Examination			

Drama in Practice

APPLIED senior subject

Drama in Practice provides students with exciting opportunities to plan, create, adapt, produce, perform, and evaluate a wide range of dramatic works and events in different settings.

Throughout the subject, students will engage in activities that develop both their creative and technical skills, learning how to effectively communicate meaning to an audience.

Students will also gain essential knowledge of workplace health and safety procedures relevant to the drama and theatre industry. They will explore effective work practices and industry skills needed by drama practitioners, preparing them for real-world applications in the field.

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 of 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.

At least two different components from the following:
• Written: 500–900 words
• Spoken: 2½–3½ minutes
• Multimodal
  o non-presentation: 8 A4 pages max (or equivalent)
  o presentation: 3–6 minutes
• Performance onstage (stage acting)
  o 2–4 minutes: individual
  o 1½–3 minutes: group
• Performance onstage (screen acting)
  o 2–3 minutes: individual
  o 1½–2 ½ minutes: group
• Performance offstage (directing, designing)
  o 4–6 minutes: individual (excluding actors delivering text)
• Workshop performance (other):
  o variable conditions
• Product:
  o variable conditions.
	Acting performance (stage):
	• 3–5 minutes: individual
	• 2–4 minutes: group
	Acting performance (screen):
	• 2½–3½ minutes: individual
	• 2–3 minutes: group
	Directing performance:
	• 5–7 minutes: individual (excluding actors delivering text)
		Variable conditions.

Film, Television, and New Media - ATAR
GENERAL senior subject

Film, Television, and New Media are central to information, entertainment, education, and cultural exchange, offering powerful tools for self-expression and engagement with global media cultures.

In this subject, students will develop critical and creative skills by studying these media forms. They will gain a deeper respect for diverse perspectives and an appreciation for global cultures, preparing them to think and communicate in versatile ways. This foundation equips students with the skills needed to navigate and contribute to the ever-evolving world of media.

Pathways

Film, Television & New Media is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject.

These fields include areas such as advertising, arts administration and management, communication, creative industries, design, education, film and television, & public relations.

Objectives

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

- **explain** the features of moving-image media content and practices
- **symbolise** conceptual ideas and stories
- **construct** proposals and construct moving-image media products
- **apply** literacy skills
- **analyse** moving-image products and contexts of production and use
- **structure** visual, audio and text elements to make moving-image media products
- **experiment** with ideas for moving-image media products
- **appraise** film, television and new media products, practices and viewpoints
- **synthesise** visual, audio and text elements to solve conceptual and creative problems.

Specialist Equipment
- Personal headphones
- 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
Foundations Through inquiry learning, the following is explored: **Technologies:** How are tools and associated processes used to create meaning? **Institutions:** How are institutional practices influenced by social, political and economic factors? **Languages:** How do signs and symbols, codes and conventions create meaning?	**Story Forms** Through inquiry learning, the following is explored: **Representations:** How do representations function in story forms? **Audiences:** How does the relationship between story forms and meaning change in different contexts? **Languages:** How are media languages used to construct stories?	**Participation** Through inquiry learning, the following is explored: **Technologies:** How do technologies enable or constrain participation? **Audiences:** How do different contexts and purposes impact the participation of individuals and cultural groups? **Institutions:** How is participation in institutional practices influenced by social, political and economic factors?	**Identity** Through inquiry learning, the following is explored: **Technologies:** How do media artists experiment with technological practices? **Representations:** How do media artists portray people, places, events, ideas and emotions? **Languages:** How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

In Units 1 and 2 students complete a Case Study, Multi-platform Project, Stylistic 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): Case Study	15%	Summative internal assessment 3 (IA3): Stylistic Project	35%
Summative internal assessment 2 (IA2): Multi-Platform Project	25%		
Summative External Assessment (EA): 25% Examination			

Media Arts in Practice
APPLIED senior subject

Media Arts in Practice explores the important role of media arts in reflecting and shaping society's values, attitudes, and beliefs. It provides students with the opportunity to create and share media artworks that convey meaning and offer insights into the world around them.

Through hands-on learning, students will apply media technologies to solve technical and creative problems in real-world contexts. By participating in school and local community activities, they will gain an understanding of how media connects ideas with audiences. Students will use design elements and principles to develop their own works and critically reflect on their artistic choices and the processes of others.

This subject also encourages students to be ethical and responsible users of digital technologies, with an awareness 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 be 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:
• Written: 500–900 words
• Spoken: 2½–3½ minutes
• Multimodal
    ○ non-presentation: 8 A4 pages max (or equivalent)
    ○ presentation: 3–6 minutes
• Product: variable conditions.
	Variable conditions.

Music - ATAR
GENERAL senior subject

Music fosters creative and expressive communication, helping students develop their musicianship through composition, performance, and musicology.

Through composing, performing, and analysing music, students will explore and apply musical elements and concepts to convey meaning and emotion. They will use their knowledge to connect with audiences and create impactful musical experiences.

Students will also develop essential literacy skills to navigate a multimodal world. They will demonstrate practical music skills, while analysing and evaluating music across 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.
- Personal Instrument to rehearse at home with

Subject Levy - Nil

Additional Costs - Nil

Structure

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

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

Music in Practice provides students with exciting opportunities to engage with music and music production, including the chance to interact with practicing artists when possible.

In this subject, students will explore authentic music practices that encourage them to view the world from different perspectives and experiment with new ways of expressing ideas and emotions. Through this process, students will gain confidence, self-esteem, and contribute to the cultural life of their school and local community. They will also develop practical, technical, and listening skills to communicate effectively through music.

Students will engage with core music principles and practices as they create, perform, produce, and respond to their own and others' music works in a variety of settings. Additionally, they will learn about workplace health and safety (WHS) issues relevant to the music industry and acquire essential industry skills needed by practicing musicians.

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.
- Personal Instrument to rehearse at home with

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 perfromance or compositon.

Project	Performance	Composition
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 application of skills to create music.

At least two different components from the following:
• Written: 500–900 words
• Spoken: 2½–3½ minutes
• Multimodal
   o non-presentation: 8 A4 pages max (or equivalent)
   o presentation: 3–6 minutes
• Performance: variable conditions
• Product: variable conditions.
	music performance:
	• minimum of two minutes total performance time
	production performance:
	• variable conditions
		manipulating existing sounds:
		• minimum of two minutes arranging and creating:
		• minimum of 32 bars or 60 seconds

Visual Art - ATAR
GENERAL senior subject

PREREQUISITE – General English
Visual Art offers students the opportunity to explore and appreciate the role of visual art in both past and present traditions and cultures, as well as the contributions of contemporary artists and their aesthetic, historical, and cultural influences. Students will engage with artists, artworks, institutions, and communities to deepen their understanding of art practices, both their own and others'.

In this subject, students will have the chance to work as both artists and audience members, using their imagination and creativity to solve problems and experiment with visual language. They will communicate personal interpretations and express ideas through innovative art-making processes.

Using an inquiry-based approach, students will develop critical and creative thinking skills as they create individualized responses to art by applying a variety of materials, techniques, technologies, and processes.

When responding to artworks, students will use essential literacy skills to critically analyse and investigate artistic expression in diverse contexts. They will explore meaning, purpose, and theoretical approaches, challenging ideas and ascribing aesthetic value.

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

Assessment

In Units 1 and, 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

Visual Arts in Practice offers students the opportunity to engage in art-making processes, creating both virtual and physical visual artworks. These artworks are created with purpose, responding to individual, group, or community needs.

Students will explore and apply various materials, technologies, and techniques used in the creation of art. By understanding design elements and principles, they will shape their own aesthetic and gain a deeper appreciation for the works of others. Students will also explore the impact of artists, art movements, and theories, using context to examine influences on art-making.

Throughout the subject, students will reflect on both their own and others' art-making processes, integrating skills to create meaningful artworks while evaluating aesthetic choices. They will make informed decisions about how to convey meaning through visual communication and artworks, all while applying safe practices in their creative process.

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:

- **Use visual arts practices:** Create artworks using various media, technologies, and techniques, refining skills based on personal strengths and interests.
- **Plan artworks:** Analyse purpose and context to plan artworks, making decisions and choosing strategies to achieve goals.
- **Communicate ideas:** Use visual language to create artworks for specific purposes and contexts, expressing ideas through interpretation of stimuli such as events, stories, or objects.
- **Evaluate artworks**: Assess personal and others' artworks, reflecting on strengths and areas for improvement, and apply learning to future projects using appropriate terminology.

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

Subject Levy - Nil

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 artwrok.
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of idenified skills to the production of artworks.

A project consists of:
• a product component:
    o   variable conditions
• at least one different component from the following:
    o   written: 500–900 words
    o   spoken: 2½–3½ minutes
    o   multimodal
        ▪   non-presentation: 8 A4 pages max (or equivalent)
        ▪   presentation: 3–6 minutes.
	Variable conditions.

Business - ATAR
GENERAL senior subject

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 • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • 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 Auslan
VET senior subject

TATUS	VET – PSP20218 Certificate II in Auslan
	Beenleigh State High School RTO 91859 Beenleigh SHS is the Registered Training Organisation (RTO), and Beenleigh SHS staff are the qualified trainers for this course.
COURSE DESCRIPTION	This subject is a highly practical course which gives students an opportunity to complete the full Certificate II in Auslan. In the Certificate II in Auslan courses you will develop your skills and knowledge to communicate in Auslan as a basic user of the language. You will develop a basic understanding of the language to allow you to communicate with Deaf people about familiar and routine topics in a culturally appropriate and sensitive way. You will develop the ability to identify the fundamental and major differences between Auslan and English structures. This course will run providing Beenleigh State High can meet the human resource requirements.
TYPES OF ASSESSMENT	Written and practical assessment is used to complete the required units of competency. School based and out of school-based excursions will be a mandatory part of this course to fulfill the criteria.
UNITS OF COMPETENCY	PSPLAN001 – Converse in Auslan at a basic user level PSPLAN002 – Compare the fundamental differences between Auslan and English structure PSPLAN003 – Source information on Deaf culture, and communicate according to Deaf protocol
SPECIALIST EQUIPMENT	Due to the course being held on school grounds, normal school (formal or sport) uniform is required as part of the school dress code. Students will have to sign consent for filming as assessment items will need to be recorded. A technological device suitable for Internet research and assessment formatting is also required. Programs required include: Word, PowerPoint, OneNote.
SUBJECT LEVY	NIL
PROGRAM COST	• Free
ADDITIONAL CONSIDERATIONS	There are the following additional considerations: • **mandatory** excursions to other schools, Deaf Connect, etc that will cost approximately $50 per year; • The course runs for 6 months

Certificate II in Workplace Skills
VET senior subject

STATUS	VET - Certificate II in Workplace Skills BSB20120
	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.
COURSE DESCRIPTION	The **BSB20120 Certificate II in Workplace Skills** qualification comprises a total of 10 units covering 5 core units plus 5 elective units. 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. 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. **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) **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)
TYPES OF ASSESSMENT	Assessment in this subject includes module-based assessment pieces including, observations, questions, activity sheets and written assignments.
SPECIALIST EQUIPMENT	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.
SUBJECT LEVY	Nil.

Certificate III in Business

VET senior subject

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line
Please consult Binnacle Training to discuss Fast-Track options.

Units of Competency:
13 (6 Core Units, 7 Elective Units) plus 2 Optional Additional Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$265.00 per person

QCE Outcome:
Maximum 8 QCE Credits

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.

TERM 1	**TOPICS**	
	› Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances › Introduction to Tourism	
	PROJECTS	
	› Research Business Topics	

TERM 2	**TOPICS**	
	› Research Topics and Create a Group Presentation	
	PROJECTS	
	› Group Presentation	

TERM 3	**TOPICS**	
	› Workplace Health and Safety › Sustainable Work Practices	
	PROJECTS	
	› WHS Processes at the 'Go! Regional' Travel Expo	

TERM 4	**TOPICS**	
	› Develop and Apply Knowledge of Personal Finances	
	PROJECTS	
	› Personal Budget for the Future	

TERM 5	**TOPICS**	
	› Inclusive Work Practices › Engage in Workplace Communication	
	PROJECTS	
	› Inclusivity and Communication in the Workplace	

TERM 6	**TOPICS**	
	› Work in a Team › Critical Thinking Skills	
	PROJECTS	
	› Critical Thinking at Go! Travel	

TERM 7	**TOPICS**	
	› Designing and Producing Business Documents › Producing Simple Documents	
	PROJECTS	
	› Binnacle Boss - Business Proposal	

UNITS OF COMPETENCY

BSBPEF201	Support personal wellbeing in the workplace		BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities		BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances		BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety		BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices		BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication		BSBTEC203	Research using the Internet
BSBTWK301	Use inclusive work practices			

OPTIONAL ADDITIONAL UNITS OF COMPETENCY

BSBCMM411	Make presentations*		BSBPEF402	Develop personal work priorities*

Diploma of Business
VET senior subject

BSB50120
DIPLOMA OF BUSINESS

You could leave school with a nationally recognised qualification and the knowledge and skills to manage a business or start your own!

WHAT MAKES GET SET'S DIPLOMA OF BUSINESS DIFFERENT?

Our Diploma of Business has been written specifically for high school students!
We understand that not all students have had exposure to the business industry, so we provide engaging and relatable content that bridges this gap.

Format of Delivery
18-24 months, timetabled lessons

Year Levels
Commencing in Year 10 or Year 11

Mode of Study
Blended, with a combination of classroom and project-based learning, online learning and tasks incorporating simulated work environments.

Cost (Fee for Service)
$899.00
Payment plans available

Requirements
- Laptop and Internet access
- Achieved at least a C in English

Units of Competency

The BSB50120 Diploma of Business with a Business Development specialisation requires the completion of the following 12 units of competency:

- BSBXCM501 Lead communication in the workplace
- BSBCRT511 Develop critical thinking in others
- BSBMKG546 Develop social media engagement plans
- SIRXMKT006 Develop a social media strategy
- BSBMKG541 Identify and evaluate marketing opportunities
- BSBOPS601 Develop and implement business plans
- SIRXMGT005 Lead the development of business opportunities
- BSBOPS501 Manage business resources
- BSBOPS505 Manage organisational customer service
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBOPS504 Manage business risk
- BSBFIN501 Manage budgets and financial plans.

Contact Us:
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More Information:
www.getset.edu.au
RTO Code: 45252

English - ATAR
GENERAL senior subject

PREREQUISITES:

- **Required for an ATAR pathway**
- **Achievement standard of C or better in Year 10 English**

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
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	Texts and culture • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	Textual connections • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	Close study of literary texts • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

Summative assessments

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

Essential English

APPLIED senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. 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 • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and 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): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

Sport & Recreation

APPLIED Senior Subject

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

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

Students are involved in 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: - 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: - 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: - 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: - 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

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: • 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: • 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: • 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: • 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

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: - 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: - 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: - 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: - 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 (Basketball Academy)

APPLIED senior subject

Sport & Recreation (Basketball Academy) provides students with opportunities to learn in, through and about sport and active recreation activities (Basketball 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 Basketball 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: - 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: - 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: - 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: - 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.

SIS30321 Certificate III in Fitness + SIS20122 Certificate II in Sport & Recreation

(or as standalone qualification SIS30321 Certificate III in Fitness)
VET subject

STATUS	VET – SIS30321 Certificate III in Fitness + SIS20122 Certificate II in Sport & Recreation
Binnacle Training RTO 31319	**Binnacle Training RTO 31319** Students may choose to enrol in SIS30321 Certificate III in Fitness as a standalone course or with the **optional** entry qualification: SIS20122 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.
PREREQUISITES	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.
IMPORTANT **PROGRAM DISCLOSURE STATEMENT (PDS)**	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
LANGUAGE, LITERACY AND NUMERACY (LLN) SKILLS	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.
UNITS OF COMPETENCY: **Standalone Qualification - 15 Units** **Dual Qualification - additional 8 Units**	**HLTAID011** Provide First Aid **HLTWHS001** Participate in workplace health and safety **SISXEMR001** Respond to emergency situations **SISSPAR009** Participate in conditioning for sport **SISXFAC006** Assist in conducting recreation sessions **SISXIND011** Maintain sport, fitness and recreation industry knowledge **SISOFLD001** Assist in conducting recreation sessions **SISXCCS004** 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
COURSE LENGTH	2 years (Years 11 and 12)

REASONS TO STUDY THE SUBJECT:	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: • 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 **Students achieve:** • SIS30321 Certificate III in Fitness (max. 8 QCE Credits) • Entry qualification: SIS20122 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	**Term 2 Topics**	**Term 3 Topics**	**Term 4 Topics**
• Binnacle Lounge Induction • The Sport, Fitness & Recreation (SFR) Industry • Apply Knowledge of Coaching Practices	• Perform Research and Create a Group Presentation • Organise and Complete Work Tasks	• Cardio and Conditioning Programs • Anatomy and Physiology • The SFR Industry	• Anatomy and Physiology • First Aid Course: HLTAID011 Provide First Aid
Term 1 Programs	**Term 2 Programs**	**Term 3 Programs**	**Term 4 Programs**
• Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions • SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions	• Group Nutrition Presentation: Create and Deliver a Presentation to your Peers • Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants	• One-on-One Cardio Program • Group Conditioning Sessions for Adolescent Participants	• Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions

YEAR 12			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Anatomy and Physiology • Health and Nutrition Consultations	• Screening and Health Assessments • Specific Population Clients • Older Clients	• Older Clients • Specific Populations	
Term 1 Programs	**Term 2 Programs**	**Term 3 Programs**	
• One-on-One Gym Program: Adolescent Client • Conduct Consultations with a Client (Peer) • Plan and Conduct Sessions (Scenario Clients)	• Fitness Orientation Program: Client Orientation • Gentle Exercise Program: Participate in Gentle Exercise Sessions	Group Exercise and Gym-based One-on-One Sessions: • Female and Male Adults aged 18+; and • Older adults aged 55+	

		• Mobility Program: Plan and Instruct Mobility Sessions		
LEARNING EXPERIENCES	• 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	**SIS30321 Certificate III in Fitness + SIS20122 Certificate II in Sport and Recreation (dual qualification)** • **$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 **OR** **SIS30321 Certificate III in Fitness (Standalone)** • **$365.00** Participant Fee (to be paid to BSHS) • **$55.00** First Aid Certificate costs *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.*			
ADDITIONAL CONSIDERATIONS	**Year 11** Excursions to other outside venues to participate in and to conduct fitness activities. **Year 12** Excursions to other outside venues to participate in and to conduct fitness activities. Final cost and notification of these excursions will be included in the permission letter, distributed closer to the excursion date. All texts and reprographics are provided by the school.			

General Mathematics - ATAR

GENERAL senior subject

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:
1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. Solve mathematical problems.

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, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and Scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • 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 Written: up to 10 A4 pages / 2000 words 3 hours of class time provided	20%	**Summative internal assessment 3 (IA3):** Examination Written: 90 minutes + 5 mins perusal	15%
Summative internal assessment 2 (IA2): Examination Written: 90 minutes + 5 mins perusal	15%		
Summative external assessment (EA): 50% Written Examination: 2 x papers **Paper 1:** Simple Familiar Questions – Short Response and Multiple Choice; 90 minutes + 5 mins perusal **Paper 2:** Complex Familiar and Complex Unfamiliar Questions; 90 minutes + 5 mins perusal			

Mathematical Methods - ATAR

GENERAL senior subject

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:

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. Solve mathematical problems.

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task Written: up to 10 A4 pages / 2000 words 3 hours of class time provided	20%	**Summative internal assessment 3 (IA3):** Examination Written: 90 minutes + 5 mins perusal	15%
Summative internal assessment 2 (IA2): Examination Written: 90 minutes + 5 mins perusal	15%		
Summative external assessment (EA): 50% Written Examination: 2 x papers **Paper 1:** Technology-Free – Short Response and Multiple Choice; 90 minutes + 5 mins perusal **Paper 2:** Technology-Active – Short Response and Multiple Choice; 90 minutes + 5 mins perusal			

Essential Mathematics

APPLIED senior subject

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:
- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.
  .

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Problem-solving and modelling task Written: up to 8 A4 pages / 1000 words 8 hours of class time provided	**Summative internal assessment 3 (IA3):** Problem-solving and modelling task Written: up to 8 A4 pages / 1000 words 8 hours of class time provided
Summative internal assessment 2 (IA2): Common internal assessment (CIA) Written exam: 60 minutes + 5 mins perusal	**Summative internal assessment (IA4):** Examination Written exam: 60 minutes + 5 mins perusal

Aquatic Practices

APPLIED senior subject

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 real world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike 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 - $50 - $100

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

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

Biology - ATAR
GENERAL senior subject

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 – laptop or iPad.

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 • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

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 (laptop or iPad).

Subject Levy - Nil

Additional Costs
- Field studies and experimental investigations:
    Year 11 - $50-$100
    Year 12 - $50-$100

Structure

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

Assessment

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

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

Summative assessments

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

Physics - ATAR
GENERAL senior subject

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 (laptop or iPad).

Subject Levy - Nil

Additional Costs
- Excursions cost $50-$100

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics	**Linear motion and waves**	**Gravity and electromagnetism**	**Revolutions in modern physics**

• Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	• Linear motion and force • Waves	• Gravity and motion • Electromagnetism	• 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

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

Ancient History - ATAR
GENERAL senior subject

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
Investigating the Ancient World • 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	**Personalities in their times** • 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	**Reconstructing the Ancient World** • Thebes – East and West, 18th Dynasty Egypt • The Bronze Ae 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	**People, power and authority** • 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

PREREQUISITES:

- **Achievement standard of C or better for Year 10 Semester 2 Geography; <u>OR</u>**
- **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; emergen**cy** 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 • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): 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

PREREQUISITES
- **Achievement standard of C or better for Year 10 Semester 2 Legal Studies; <u>OR</u>**
- **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 • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • 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

PREREQUISITES
- **Achievement standard of C or better for Year 10 Semester 2 Modern History/Ancient History; <u>OR</u>**
- **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
APPLIED senior subject

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: • 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 One of the following: • 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: • 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: • 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

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: • 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: • 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: • 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: • 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

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: • 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: • 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: • 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

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 pracitcal 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

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 or 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 pracitcal 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

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

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 Bulding 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 pracitcal 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

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 conslusion 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 4 Units of study:

Unit 1 – Audio and Video Production

Unit 2 – Digital Imaging and Modelling

Unit 3 – App Development

Unit 4 – Robotics

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: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Other VET courses offered offline
VET senior subject

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 Automotive
  https://www.formulahighschool.com.au/aur20720-certificate-ii-in-automotive-vocational-preparation

- Certificate II in Health Support Services
  https://strategix.edu.au/courses/cert-ii-in-health-support-services-hlt23221/?id=117

- Certificate III in Community Services
    - Prerequisite requirements:
      (**Must** complete Certificate II in Health Support Services with Strategix)

- 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/

- Diploma in Sports Coaching
  https://fiteducation.edu.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.