North Lakes STATE COLLEGE

Year 11

CURRICULUM HANDBOOK

2025

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INTRODUCTION

As students at North Lakes State College transition into the post-compulsory phase of schooling (year 11 and year 12), Students need to consider carefully a number of decisions about their study options. Many students will be on a university pathway, whilst others will consider full-time vocational courses (including apprenticeships) or full-time employment. North Lakes State College has a proud tradition of working with students and their families to achieve the very best academic outcomes for students and their chosen pathway. This booklet is designed to provide students and their families with an overview of study options and pathways available to senior students at this school.

The senior subject syllabi delivered at North Lakes State College include QCAA General Subjects, QCAA Applied Subjects and Vocational Educational Training (VET) courses (certificate courses).
Results in General, Applied and VET subjects contribute to the award of a Queensland Certificate of Education (QCE) and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

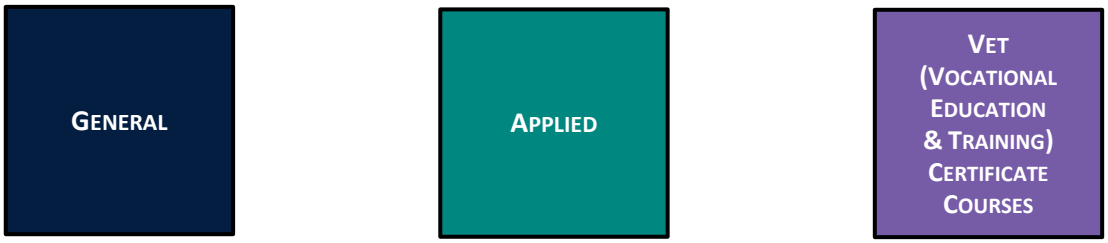
SENIOR EDUCATION PROFILE

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

Regardless of whether students intend to pursue an ATAR or Vocational pathway, all subjects and courses offered at North Lakes State College contribute towards a QCE OR QCIA.

North Lakes State College offers three categories of subjects to students in Year 11 and Year 12.



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.

GENERAL SUBJECTS

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

- These subjects are clearly labelled throughout this book with a **General Senior Subject** header.
- These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered state-wide in Queensland secondary schools and colleges.
- It is recommended in specialist subjects that students have completed and achieved in similar prior learning during Year 10.

APPLIED SUBJECTS

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. These subjects are clearly labelled throughout this book with an **Applied Senior Subject** header.

- Applied subjects are those devised from QCAA developed Syllabus documents. Achievements in these subjects are recorded on the Senior Statement.
- Applied subjects emphasise practical skills and knowledge relevant to specific industries.
- An Applied subject result *can* also contribute to an ATAR score.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) qualifications are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

- North Lakes State College is registered to deliver a number of nationally recognised VET qualifications. (RTO Code: 31420).
- North Lakes State College has also partnered with a number of external Registered Training Organisations (RTOs) to deliver VET courses at school during school time.
- Student achievement in accredited VET qualifications is based on industry-endorsed competency standards and recorded on student Senior Statements. QCE points can be awarded for successful completion of a VET qualification or partial completion.
- The Australian Qualifications Framework (AQF) is the national policy that regulates VET qualifications in Australian Education and Training.
- Some students may apply for Recognised Prior Learning (RPL) from completed VET qualifications/competencies to give advanced standing towards a traineeship or apprenticeship and/or credit on entry to higher level courses at TAFE institutes and other Registered Training Organisations.

COMPLIMENTARY PATHWAYS

- Vocational Pathway students may choose to study a VET qualification delivered by TAFE or other external RTO providers while they are enrolled at North Lakes State College.
- VET courses run on a designated day of the week as negotiated by the school with TAFE and other RTO providers. Students will be required to attend their external course for the duration of this day. Students are responsible for their own transport to and from their course.
- Students enrolling in these courses are considered external VET students and therefore are required to meet all personal and assessment expectations as set out by TAFE or other RTO providers. Students will also be required to pay their materials fee directly to TAFE or other RTO providers before commencing the course.
- When students attend the TAFE or other RTO provider campuses they have the opportunity to access specialised industry specific equipment.

Some TAFE and other RTO provider course fees are subsided by Government funding. Most students are eligible to complete One (1) VETiS funded Certificate II or Certificate III qualification at TAFE or other Registered Training Organisation. One (1) User-Choice funding is available for School-based Apprentices/Trainees.

Please note that funding arrangements for courses and qualifications are annually reviewed by the Federal Government. Therefore, fees and funding arrangements are subject to change without notice.

- This could include School Based Traineeships (SBT's) or School Based Apprenticeships (SAT's)"
- Students who do not demonstrate satisfactory attendance/progress in their program of study at school will have their enrolments cancelled without refund or reimbursement of external course fees.
- Vocational pathways students must abide by TAFE or external RTO's policies and procedures specified in that organisation's student handbook particularly concerning behaviour, absence and assessment. North Lakes State College will work with external providers regarding performance feedback and student absences.
- North Lakes State College is not responsible for external provider student enrolments, cancellations, attendance, complaints, fees or results. All enquiries should be made directly to the external provider.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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 one Applied subject **or**
- best results in a combination of four General subject results plus one Certificate III or higher VET qualification.

ENGLISH REQUIREMENT

- Eligibility for an ATAR will require satisfactory completion of one of: English, Essential English, English as an Additional Language or Literature in Unit 3 & Unit 4 (Minimum of a 'C' Standard).
- Whilst 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.

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

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

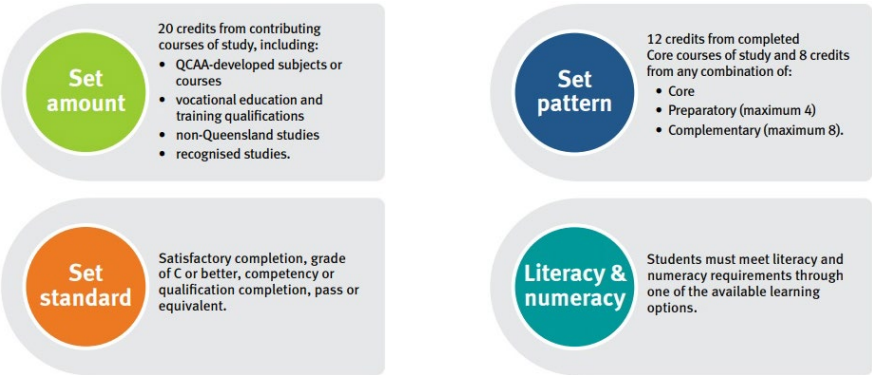
In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

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

In addition to literacy, numeracy and 21st century skills, Applied syllabuses are underpinned by:

- applied learning - the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections - the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- Core skills for work - the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

REMEMBER that an ATAR is dependent on how well a student achieves in their subjects. Students need to choose subjects which they enjoy, are motivated to learn in, and in which they have the best chance of doing well.



GENERAL SYLLABUSES STRUCTURE

The syllabus structure consists of a course overview and assessment.

GENERAL SYLLABUSES COURSE OVERVIEW

General syllabuses are developmental four-unit courses of study.

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

GENERAL SYLLABUS ASSESSMENT

UNIT 1 AND UNIT 2 ASSESSMENTS

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

UNIT 3 AND UNIT 4 ASSESSMENTS

Students complete a total of four Summative Assessments - three internal and one external - that count towards the overall subject result in each General subject. Schools develop three internal assessments for each senior subject to reflect the requirements described in Unit 3 and Unit 4 of each General syllabus.

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

Instrument-Specific Marking Guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.
The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. Schools cannot change or modify an ISMG for use with summative internal assessment.

External Assessment

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

- Common to all schools.
- Administered under the same conditions at the same time and on the same day.
- Developed and marked by the QCAA according to a commonly applied marking scheme.

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

Applied Syllabuses Structure

The syllabus structure consists of a course overview and assessment. Applied syllabuses are developmental four-unit courses of study.

- Unit 1 and Unit 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.
- Unit 3 and Unit 4 consolidate student learning. Results from assessment in applied subjects contribute to the award of a QCE and results from Unit 3 and Unit 4 may contribute as a single input to ATAR calculation.
- A course of study for applied syllabuses includes core topics and elective areas for study.

Applied Syllabuses Assessment

Applied syllabuses use four summative internal assessments from Unit 3 and Unit 4 to determine a student's exit result.

Assessments in Unit 1 and Unit 2 should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Unit 3 and Unit 4.

Applied syllabuses do not use external assessment.

Instrument-Specific Standards Matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics - Common Internal Assessment

Students complete a total of *four* summative internal assessments in Unit 3 and Unit 4 that count towards their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- Developed by the QCAA.
- Common to all schools.
- Delivered to schools by the QCAA.
- Administered flexibly in Unit 3.
- Administered under supervised conditions.
- Marked by the school according to a common marking scheme developed by the QCAA.

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

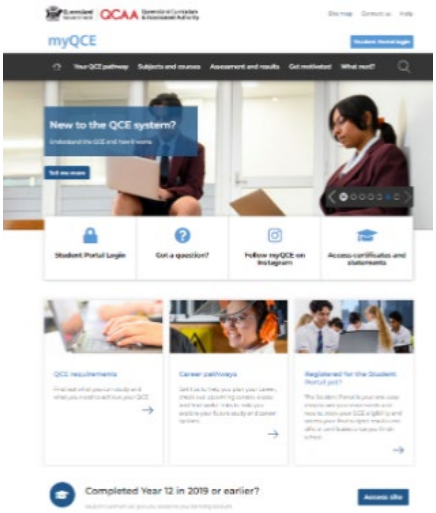
SUMMATIVE INTERNAL ASSESSMENT - INSTRUMENT-SPECIFIC STANDARDS

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the *three* summative internal assessments in Unit 3 and Unit 4.

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

USEFUL LINKS:

- **MyQCE Website -** https://myqce.qcaa.qld.edu.au/index.html
- **QCE Planner Template -** https://myqce.qcaa.qld.edu.au/guide-to-planning-qce-pathway.html
- **Queensland Tertiary Admissions Centre (QTAC) -** https://www.qtac.edu.au/
- **QTAC Australian Tertiary Admission Rank (ATAR) Information -** https://www.qtac.edu.au/atar/
- **TAFE Queensland -** https://tafeqld.edu.au/home.html
- **Unique Student Identifier (USI) Website -** https://www.usi.gov.au/
- **QUT *Match-My-Skills* Quiz -** https://match-my-skills.qut.edu.au/
- **MyFuture Career Service -** https://myfuture.edu.au/
- **School Based Traineeships (SBT) or School Based Apprenticeships (SAT) -** https://education.qld.gov.au/careers/apprentices-and-trainees/school-to-work/school-based-apprenticeships-and-traineeships#:~:text=School-based%20apprenticeships%20and%20traineeships%3A%201%20support%20transitions%20from,qualification%20while%20still%20at%20school%20More%20items...%20
- **VET in Schools (VETIS) Funding -** https://desbt.qld.gov.au/training/providers/funded/vetis
- **School Leavers Kit -** https://yourcareer.gov.au/school-leavers-support/
- **North Lakes State College *Assessment Policy (7-12)* -** https://northlakescollege.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Curriculum/Assessment%20and%20Testing/2022-2023_AssessmentPolicy_Secondary_Students-Parents.pdf
- North Lakes State College – Senior Secondary – Careers & Pathways information - https://nlsccareers.com.au/
- **NLSC Careers Website -** https://nlsccareers.com.au/
- **NLSC – SET Planning Padlet or QR Code -** https://padlet.com/vetnlsc/nlsc-set-planning-2024-year-10-tqcaaw4o7cp88jjf



SUBJECT OFFERING 2025/2026

ENGLISH

General

English

Literature

Applied

Essential English

THE ARTS

General

Dance

Drama

Music

Visual Arts

Applied

Visual Arts in Practice

Media Arts in Practice

BUSINESS

General

Business

Applied

Business Studies

Tourism Studies

VET

BSB30120 Certificate III in Business

MATHEMATICS

General

Specialist Mathematics

Mathematical Methods

General Mathematics

Applied

Essential Mathematics

HEALTH & PHYSICAL EDUCATION

General

Physical Education

Applied

Sport & Recreation

VET

SIS20419 Certificate II in Outdoor Recreation

SIS20321 Certificate II in Sport Coaching

SIS30321 Certificate III in Fitness

SIS40221 Certificate IV in Fitness

INDUSTRIAL TECHNOLOGIES

General

Design

Building and Construction Skills

Industrial Technology Skills

VET

MEM20422 Certificate II in Engineering Pathway

DIGITAL TECHNOLOGIES

General

Digital Solutions

Applied

Information & Communication Technology

VET

CUA31020 Certificate III Screen & Media

SCIENCE

General

Biology

Chemistry

Physics

Earth & Environmental Science

Engineering

Applied

Aquatic Practices

HUMANITIES AND LOTE

General

Modern History

Ancient History

Legal Studies

Applied

Social & Community Studies

VET

10971NAT Certificate IV in Justice Studies

HOSPITALITY AND HEALTH

Applied

Early Childhood Studies

Hospitality Practices

VET

HLT23221 Certificate II in Health Support Services

HLT33021 Certificate III in Allied Health

SIT30622 Certificate III in Hospitality

PREREQUISITES – YEAR 11 & 12 STUDY - 2025/2026

- Prerequisites are expected levels of achievement prior to the commencement of study.
- Prerequisites indicate the rigour and demands required for success in the particular subject.

FACULTY	SUBJECT	PREREQUISITE
English	Essential English	
	English	Level of Achievement of a B or higher in Semester 1, 2024 in English
	Literature	Level of Achievement of a B or higher in Semester 1, 2024 in Literature
Mathematics	Essential Mathematics	
	General Mathematics	Level of Achievement of a C or higher in Semester 1, 2024 in Mathematics and required study of Preparatory Mathematics in Semester 2, 2024
	Mathematical Methods	Level of Achievement of a C or higher in Semester 1, 2024 in Mathematics and required study of Preparatory Mathematical Methods in Semester 2, 2024
	Specialist Mathematics	Level of Achievement of a C or higher in Semester 1, 2024 in Mathematics and required study of Preparatory Mathematical Methods in Semester 2, 2024
Science	Aquatic Practice	
	Biology	Level of Achievement of a B or higher in Semester 1, 2024 in Natural Science or Physical Science
	Chemistry	
	Earth & Environmental Science	
	Engineering	
	Physics	
Humanities & LOTE	Social & Community Studies	
	Ancient History	Level of Achievement of a B or higher in Semester 1, 2024 in History if studied
	Modern History	Level of Achievement of a B or higher in Semester 1, 2024 in History if studied
	Legal Studies	Level of Achievement of a B or higher in Semester 1, 2024 in Justice Studies
	Certificate IV Crime & Justice Studies	Must also be enrolled in Legal Studies (2025/2026)
Health & Physical Education	Sport & Recreation	
	Physical Education	Level of Achievement of a B or higher in Semester 1, 2024 in Health & Physical Education if studied
	Certificate II Outdoor Recreation	
	Certificate II Sports Coaching	VETIS Eligibility
	Certificate III Fitness	
The Arts	Dance	Preferred prior study of Dance and an achievement of a C or higher in Semester 1, 2024 (English) demonstrating literacy competence
	Drama	Preferred prior study of Drama and an achievement of a C or higher in Semester 1, 2024 (English) demonstrating literacy competence
	Music	Preferred prior study of Music and an achievement of a C or higher in Semester 1, 2024 (English) demonstrating literacy competence
	Visual Arts	Preferred prior study of Visual Arts and an achievement of a C or higher in Semester 1, 2024 (English) demonstrating literacy competence
	Media Arts in Practice	
	Visual Arts in Practice	
Business	Business Studies	
	Tourism Studies	
	Business	Preferred prior study of Business(BUN) and an achievement of a C or higher in Semester 1, 2024 (English) demonstrating literacy competence
	Certificate III Business	
Digital Technologies	Information Communication & Technology	
	Digital Solutions	Preferred prior study of Computer Science and an achievement of a C or higher in Semester 1, 2024 (English) demonstrating literacy competence
	Certificate III Screen & Media	
Hospitality and Health	Early Childhood Studies	Preferred prior study of Childcare Studies in Year 10
	Hospitality Practices	Preferred prior study of Hospitality in Year 10
	Certificate III Hospitality	Completion of Certificate I Hospitality
	Certificate II Health Support Services	VETIS Eligibility
Industrial Technologies	Building & Construction Skills	
	Design	Preferred prior study of Design Enterprise and an achievement of a C or higher in Semester 1, 2024 (English) demonstrating literacy competence
	Certificate II Engineering Pathways	VETIS Eligibility

ENGLISH

GENERAL SUBJECT (LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN 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

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): • Extended response - imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response - persuasive spoken response	25%	Summative external assessment (EA): • Examination - analytical written response	25%

LITERATURE

GENERAL SUBJECT (LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN LITERATURE)

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

PATHWAYS

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INTRODUCTION TO LITERARY STUDIES • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**TEXTS AND CULTURE** • Ways literary texts connect with each other - genre, concepts and contexts • Ways literary texts connect with each other - style and Structure • Creating analytical and imaginative texts	**LITERATURE AND IDENTITY** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**INDEPENDENT EXPLORATIONS** • Dynamic nature of literary interpretation • Close examination of style, Structure and subject matter • Creating analytical and imaginative texts

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

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

ESSENTIAL ENGLISH
APPLIED 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 every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
LANGUAGE THAT WORKS • 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)	Summative internal assessment (IA4): • Extended response - Written response

SPECIALIST MATHEMATICS

GENERAL SUBJECT

(LEVEL OF ACHIEVEMENT OF A C OR HIGHER IN SEMESTER 1, 2024 IN MATHEMATICS AND REQUIRED STUDY OF PREPARATORY MATHEMATICAL METHODS IN SEMESTER 2, 2024)

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain an appreciation of the true nature of mathematics, its beauty and its power.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

PATHWAYS

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

OBJECTIVES

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

1. **Recall mathematical knowledge**. Students recognise features of remembered information, and relevant concepts, rules, definitions, techniques and algorithms.
2. **Use mathematical knowledge**. Students put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
3. **Communicate mathematical knowledge**. Students use mathematical language and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.
4. **Evaluate the reasonableness of solutions**. Students interpret results in context and reflect on whether the problem has been solved. They verify results and assess implications, strengths and limitations of solutions and/or models.
5. **Justify procedures and decisions**. Students explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
6. **Solve mathematical problems**. Students analyse the context of problems to translate information into mathematical forms. They make decisions about concepts, techniques and technology to apply to develop and refine solutions.

STRUCTURE

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
COMBINATORICS, PROOF, VECTORS AND MATRICES • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**COMPLEX NUMBERS, FURTHER PROOF, TRIGONOMETRY, FUNCTIONS AND TRANSFORMATIONS** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformation	**FURTHER COMPLEX NUMBERS, PROOF, VECTORS, AND MATRICES** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**FURTHER CALCULUS AND STATISTICAL INFERENCE** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

ASSESSMENT

Units 1 and 2 assessment is designed for our context, reflective of Unit 3 and Unit 4 expectations. Units 3 and 4 includes 4 Summative Assessments, with results accumulating to a subject score out of 100. Students receive a subject result (A–E).

SUMMATIVE ASSESSMENTS

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

MATHEMATICAL METHODS

GENERAL SUBJECT

(LEVEL OF ACHIEVEMENT OF A C OR HIGHER IN SEMESTER 1, 2024 IN MATHEMATICS AND REQUIRED STUDY OF PREPARATORY MATHEMATICS IN SEMESTER 2, 2024)

Students who undertake Mathematical Methods will see the connections between mathematics and other curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. They will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability. 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.

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

1. The syllabus objectives outline what students have the opportunity to learn.
2. **Recall mathematical knowledge**. Students recognise features of remembered information, and relevant concepts, rules, definitions, techniques and algorithms.
3. **Use mathematical knowledge**. Students put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
4. **Communicate mathematical knowledge**. Students use mathematical language and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.
5. **Evaluate the reasonableness of solutions**. Students interpret results in context and reflect on whether the problem has been solved. They verify results and assess implications, strengths and limitations of solutions and/or models.
6. **Justify procedures and decisions**. Students explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
7. **Solve mathematical problems**. Students analyse the context of problems to translate information into mathematical forms. They make decisions about concepts, techniques and technology to apply to develop and refine solutions.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
SURDS, ALGEBRA, FUNCTIONS AND PROBABILITY • Surds and quadratic functions • Binomial expansions 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 • Further applications of differentiation • Introduction to integration • Discrete random variables	**FURTHER CALCULUS, TRIGONOMETRY AND STATISTICS** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

ASSESSMENT

Units 1 and 2 assessment is designed for our context, reflective of Unit 3 and Unit 4 expectations. Units 3 and 4 includes 4 Summative Assessments, with results accumulating to a subject score out of 100. Students receive a subject result (A–E).

SUMMATIVE ASSESSMENTS

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• Examination</td></tr>
</table>

GENERAL MATHEMATICS
GENERAL SUBJECT

(Level Of Achievement Of A C Or Higher In Semester 1, 2024 In Mathematics And Required Study Of Preparatory Mathematics In Semester 2, 2024)

General Mathematics is designed for students to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach and students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will develop the ability to understand, analyse and take action regarding social issues in their world.
To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge.
The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on prior content. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.
Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways
A course of study in 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
The syllabus objectives outline what students have the opportunity to learn.

1. **Recall mathematical knowledge**. Students recognise features of remembered information, and relevant concepts, rules, definitions, techniques and algorithms.
2. **Use mathematical knowledge**. Students put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
3. **Communicate mathematical knowledge**. Students use mathematical language and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.
4. **Evaluate the reasonableness of solutions**. Students interpret results in context and reflect on whether the problem has been solved. They verify results and assess implications, strengths and limitations of solutions and/or models.
5. **Justify procedures and decisions**. Students explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
6. **Solve mathematical problems**. Students analyse the context of problems to translate information into mathematical forms. They make decisions about concepts, techniques and technology to apply to develop and refine solutions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, Measurement and Relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied Trigonometry, Algebra, Matrices and Univariate Data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate Data, Sequences and Change, 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
Units 1 and 2 assessment is designed for our context, reflective of Unit 3 and Unit 4 expectations. Units 3 and 4 includes 4 Summative Assessments, with results accumulating to a subject score out of 100. Students receive a subject result (A–E).

Summative Assessments

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• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

ESSENTIAL MATHEMATICS
APPLIED SUBJECT

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge.

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

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

1. **Recall mathematical knowledge**. Students recognise features of remembered information, and relevant concepts, rules, definitions, techniques and algorithms.
2. **Use mathematical knowledge**. Students put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
3. **Communicate mathematical knowledge**. Students use mathematical language and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.
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6. **Solve mathematical problems**. Students analyse the context of problems to translate information into mathematical forms. They make decisions about concepts, techniques and technology to apply to develop and refine solutions

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	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

BIOLOGY
GENERAL SUBJECT

(LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN NATURAL SCIENCE OR PHYSICAL SCIENCE)

Biology provides opportunities for students to engage with living systems.

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

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

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

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

OBJECTIVES
By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
CELLS AND MULTICELLULAR ORGANISMS • Cells as the basis of life • Multicellular organisms	**MAINTAINING THE INTERNAL ENVIRONMENT** • Homeostasis • Infectious diseases	**BIODIVERSITY AND THE INTERCONNECTEDNESS OF LIFE** • Describing biodiversity • Ecosystem dynamics	**HEREDITY AND CONTINUITY OF LIFE** • DNA, genes and the continuity of life • Continuity of life on Earth

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

SUMMATIVE ASSESSMENTS

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

CHEMISTRY
GENERAL SUBJECT

(LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN NATURAL SCIENCE OR PHYSICAL SCIENCE)

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

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

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

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

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

OBJECTIVES
By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
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
GENERAL SUBJECT

(LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN NATURAL SCIENCE OR PHYSICAL SCIENCE)

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 natter 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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
THERMAL, NUCLEAR AND ELECTRICAL PHYSICS • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**LINEAR MOTION AND WAVES** • Linear motion and force • Waves	**GRAVITY AND ELECTROMAGNETISM** • Gravity and motion • Electromagnetism	**REVOLUTIONS IN MODERN PHYSICS** • Special relativity • Quantum theory • The Standard Model

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

SUMMATIVE ASSESSMENTS

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			

EARTH & ENVIRONMENTAL SCIENCE
GENERAL SUBJECT

(LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN NATURAL SCIENCE OR PHYSICAL SCIENCE)

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

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 Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

OBJECTIVES
By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INTRODUCTION TO EARTH SYSTEMS • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere	**EARTH PROCESSES - ENERGY TRANSFERS AND TRANSFORMATIONS** • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes	**LIVING ON EARTH - EXTRACTING USING AND MANAGING EARTH RESOURCES** • Use of non-renewable Earth resources • Use of renewable Earth resources	**THE CHANGING EARTH - THE CAUSE AND IMPACT OF EARTH HAZARDS** • The cause and impact of Earth hazards • The cause and impact of global climate 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): • 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			

ENGINEERING
GENERAL SUBJECT

(LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN NATURAL SCIENCE OR PHYSICAL SCIENCE)

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
ENGINEERING FUNDAMENTALS AND SOCIETY • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**EMERGING TECHNOLOGIES** • Emerging needs • Emerging processes and machinery • Emerging materials •	**CIVIL STRUCTURES** • Civil structures in society • Civil structures and forces • Civil engineering materials	**MACHINES AND MECHANISMS** • Machines in society • Materials • Machine control

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Project - folio	25%	Summative internal assessment 3 (IA3): • Project - folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

AQUATIC PRACTICES
APPLIED SUBJECT

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship. Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

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

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

- describe ideas and phenomena
- execute procedures to complete an aquatic task
- analyse information, situations and relationships in aquatic contexts
- interpret information
- plan investigations and projects
- evaluate conclusions and outcomes

STRUCTURE

The Aquatic Practices course is designed around the four topics of study.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
USING THE AQUATIC ENVIRONMENT • Personal Water Skills and Snorkelling • Recreational Powerboating	**RECREATIONAL AND COMMERCIAL FISHING** • Targeting Species • Managing Fisheries • Designing Fishing Gear	**COASTLINES AND NAVIGATION** • Exploring coastlines • Coastal Navigation	**AQUARIUMS AND AQUACULTURE** • Designing an aquaculture venture • Biology and husbandry of a commercial species

ASSESSMENT

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

MODERN HISTORY

GENERAL SUBJECT (LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN HISTORY)

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
IDEAS IN THE MODERN WORLD • Australian Frontier Wars,1788-1930s • French Revolution, 1789-1799	**MOVEMENTS IN THE MODERN WORLD** • Independence movement in India, 1857-1947 • Anti-apartheid movement in South Africa, 1948-1991	**NATIONAL EXPERIENCES IN THE MODERN WORLD** • Germany,1914-1945 • China, 1931-1976	**INTERNATIONAL EXPERIENCES IN THE MODERN WORLD** **COLD WAR, 1945-1991** • Australia's engagement with Asia External examination: • COLD WAR

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination - 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%

Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

ANCIENT HISTORY

GENERAL SUBJECT (LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN HISTORY)

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INVESTIGATING THE ANCIENT WORLD • Digging up the past • Features of Ancient societies	**PERSONALITIES IN THEIR TIME** • Topic 1 – Personality from the Ancient World 1 • Topic 2 – Personality from the Ancient World 2	**RECONSTRUCTING THE ANCIENT WORLD** • Pompeii and Herculaneum • The Celts and/or Roman Britain	**PEOPLE, POWER AND AUTHORITY** • Ancient Rome - Civil War and the breakdown of the Republic External examination: • Julius Caesar

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%

Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

LEGAL STUDIES

GENERAL SUBJECT (LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN JUSTICE STUDIES)

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 to suit the intended purpose

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
BEYOND REASONABLE DOUBT • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**BALANCE OF PROBABILITIES** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**LAW, GOVERNANCE AND CHANGE** • Governance in Australia • Law reform within a dynamic society	**HUMAN RIGHTS IN LEGAL CONTEXTS** • Human rights • Australia's legal response to international law and human rights

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%

Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

SOCIAL & COMMUNITY STUDIES
APPLIED 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.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

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 & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

OBJECTIVES
By the conclusion of the course of study, students should:
- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
  evaluate projects

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
LIFESTYLE AND FINANCIAL CHOICES	HEALTHY CHOICES FOR MIND AND BODY	RELATIONSHIPS AND WORK ENVIRONMENTS	AUSTRALIA AND ITS PLACE IN THE WORLD
Topic 1- Money Management • needs and wants • principles of money management • implications of credit and but now pay later schemes	**Topic 1- Food and Nutrition** • health and wellness • consequences of poor lifestyle choices • influences of nutrition choices • cultural influences	**Topic 1- Relationships** • Characteristics of an effective colleague, employee • Desirable work skills	**Topic 1 – Australia as a Global citizen** • Australia's role as a responsible global citizen • Relationships with other countries
Topic 2 - Contemporary Lifestyles • explore case studies of contemporary issues for example- fast fashion, local habitat destruction, waste recycling.	**Topic 2 – Recreation and Leisure** • influences on recreation choices • time management practices	**Topic 2 – World of Work** • Investigate contemporary issues related to work or employment. For example- workplace culture and conditions.	**Topic 2 – Contemporary Society** • Ways to promote inclusion and connectedness in communities • Concept and skills related to inclusion, equity and/or connectedness.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • 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, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	**One of the following:** • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	**One of the following:** • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

BUSINESS

GENERAL SUBJECT

(PREFERRED PRIOR STUDY OF BUSINESS AND AN ACHIEVEMENT OF A C OR HIGHER IN SEMESTER 1, 2024 (ENGLISH) DEMONSTRATING LITERACY COMPETENCE)

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

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

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

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

Students will require a suitable device for a number of applications within the subject including:

- The internet for online research and to access class materials on QLearn
- Microsoft Word for the creation and presentation of business reports and completion of worksheets and in-class tasks and activities
- Microsoft PowerPoint for in-class activities and presentations.

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:

- By the conclusion of the course of study, students will:
- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose

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%

BUSINESS STUDIES
APPLIED SUBJECT

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities

Students will require a suitable device for a number of applications within the subject including:
- The internet for online research and to access class materials on QLearn
- Microsoft Word for the creation and presentation of business reports and completion of worksheets
- Canva for PowerPoint and video creation for assessment
- OneDrive for draft work
- Chat GPT to create surveys for market research

PATHWAYS
A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

OBJECTIVES
By the end of the course of study, students should:
- Explain business concepts, processes and practices
- Examine business information
- Apply business knowledge
- Communicate responses
- Evaluate projects

STRUCTURE
The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
ENTREPRENEURSHIP • Characteristics of entrepreneurs • Innovation and ideation • Successful entrepreneurs • Create your own business idea	**WORKING IN EVENTS** • Event types • Logistics and procedures • Managing an event • Environmental considerations • NLSC sideshow alley event	**WORKING IN MARKETING** • Market segmentation and target markets • Consumer buying behaviour • Marketing strategies • Competitive advantage • Marking Mix – 4Ps	**WORKING IN FINANCE** • Financial goals • Role of banks and intermediaries • Investment strategies • Risk management strategies • Processing transactions

ASSESSMENT
For Business Studies, assessment for each unit will comprise of two assessments as set out by the syllabus.

EXTENDED RESPONSE	PROJECT
Students Respond to Stimulus Related to A Business Scenario About the Unit Context.	Students Develop A Business Solution For A Scenario About The Unit Context.
Response requirements are from one of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words	Response requirements are: **Developed Product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

TOURISM
APPLIED 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. This subject gives 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 socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues 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 and Torres Strait Islander communities.

Students will require a suitable device for a number of applications within the subject including:
- The internet for online research and to access class materials on QLearn
- Microsoft Word for the creation and presentation of business reports, itineraries and completion of worksheets
- Canva/Microsoft PowerPoint for PowerPoint and video creation for assessment
- Duolingo for language immersion and exposure

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

OBJECTIVES
By the end of the course of study, students should:
- Explain tourism principles, concepts and practices
- Examine tourism data and information
- Apply tourism knowledge
- Communicate responses
- Evaluate projects

STRUCTURE
Tourism is a four-unit course of study across Years 11 & 12.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
TOURISM AND TRAVEL This module provides an overview of why people travel to particular destinations. It will cover the push and pull factors of travelling and also consider the impacts of tourism on a specific destination. Students will explore travel logistics and what is required when planning travel to an international destination.	**TOURISM MARKETING** This module investigates the marketing principles, concepts and practices that are used in current Australian tourism businesses and organisations. Students develop the understanding of promotional strategies to attract visitors to Australian destinations.	**TOURISM INDUSTRY AND CAREERS** This module investigates tourism as an industry and a wide range of careers available. Students develop a promotional product for careers in the tourism industry. Students will investigate the economic value of tourism for Australian regions.	**TOURISM TRENDS AND PATTERNS** This module focuses on the influence of trends and patterns in the tourism industry. Students will identify the impacts of tourism as an opportunity or challenge and propose a management strategy. Students will develop a tourism guide about sustainable practices for a tourism destination or product.

ASSESSMENT
For Tourism, assessment for each unit will comprise of two assessments as set out by the syllabus

INVESTIGATION	PROJECT
This technique allows students to investigate an international tourist destination by collecting and examining data and information and proposing a management strategy for an identified opportunity or challenge.	This technique allows students to develop a traveller information package for an international tourism destination including an information package and an evaluation.
Response requirements are from one of the following: • written: 1000 words • spoken: 7 minutes • multimodal: at least two modes delivered at the same time – 7 minutes, 10 A4 pages or equivalent digital media	Response requirements are: **Traveller Information Package – one of the following:** • written 500 words • spoken: 3 minutes • multimodal: at least two modes delivered at the same time – 3 minutes, 6 A4 pages or equivalent digital media **Evaluation - one of the following:** • written 500 words • spoken: 3 minutes • multimodal: at least two modes delivered at the same time – 3 minutes, 6 A4 pages or equivalent digital media

PHYSICAL EDUCATION

GENERAL SUBJECT

(LEVEL OF ACHIEVEMENT OF A B OR HIGHER IN SEMESTER 1, 2024 IN HEALTH & PHYSICAL EDUCATION IF STUDIED)

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

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
MOTOR LEARNING, FUNCTIONAL ANATOMY, BIOMECHANICS AND PHYSICAL ACTIVITY • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**SPORT PSYCHOLOGY, EQUITY AND PHYSICAL ACTIVITY** • Sport psychology integrated with a selected physical activity • Equity - barriers and enablers	**TACTICAL AWARENESS, ETHICS AND INTEGRITY AND PHYSICAL ACTIVITY** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**ENERGY, FITNESS AND TRAINING AND PHYSICAL ACTIVITY** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Only 18% of the final mark is based on physical performance. This subject has a very high theory content.

SUMMATIVE ASSESSMENTS

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

SPORT & RECREATION
APPLIED SUBJECT

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

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

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

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

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.

STRUCTURE
The Sport & Recreation course studies one unit topic per semester.

UNIT	UNIT TOPICS
• Unit 1 - Semester 1 – Year 11	• Aquatics
• Unit 2 - Semester 2 – Year 11	• Optimising Performance
• Unit 3 - Semester 1 – Year 12	• Event Management
• Unit 4 - Semester 2 – Year 12	• Challenge In the Outdoors

ASSESSMENT
For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:
Two projects – 500 words written investigation, physical performance and 500 words written evaluation.
Two performances – 500 word written investigation, and a physical performance.

SUBJECT REQUIREMENTS
Students must be prepared to enter the pool and swim as part of the curriculum. The year 11 Project (Aquatics) require students to swim. If you child does not swim, then they cannot be awarded any credit for the subject.

Pool entry fees are required for both units which is approximately $20.00 per unit.

Students must be prepared to be physically active in the other course units. This subject has a very high practical component that students are assessed on.

DANCE
GENERAL SUBJECT

(PREFERRED PRIOR STUDY OF DANCE AND AN ACHIEVEMENT OF A C OR HIGHER IN SEMESTER 1, 2024 (ENGLISH) DEMONSTRATING LITERACY COMPETENCE)

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

PATHWAYS

A course of study in Drama can establish a basis for further education and employment in the field of drama/performance, and to broader pathways including arts administration, events manager, journalist, education, public relations, law, research, occupational therapy and technology.

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
MOVING BODIES How does dance communicate meaning for different purposes and in different contexts? • Genres: ▪ Contemporary ▪ at least one other genre • Subject matter: ▪ meaning, purpose and context historical and cultural origins of focus genres	**MOVING THROUGH ENVIRONMENTS** How does the integration of the environment shape dance to communicate meaning? • Genres: ▪ Contemporary ▪ at least one other genre • Subject matter: ▪ physical dance environments including site-specific dance virtual dance environments	**MOVING STATEMENTS** How is dance used to communicate viewpoints? • Genres: ▪ Contemporary ▪ at least one other genre • Subject matter: social, political and cultural influences on dance	**MOVING MY WAY** How does dance communicate meaning for me? • Genres: ▪ fusion of movement styles • Subject matter: ▪ developing a personal movement style personal viewpoints and influences on genre

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

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

DRAMA

GENERAL SUBJECT

(PREFERRED PRIOR STUDY OF DRAMA AND AN ACHIEVEMENT OF A C OR HIGHER IN SEMESTER 1, 2024 (ENGLISH) DEMONSTRATING LITERACY COMPETENCE)

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.
In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

PATHWAYS

A course of study in Drama can establish a basis for further education and employment in the field of drama/performance, and to broader pathways including arts administration, events manager, journalist, education, public relations, law, research, occupational therapy and technology.

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
SHARE Students explore the importance of drama as a means to tell stories and share understandings of the human experience in a range of cultures. This will inform how students develop and share their unique artistic voice and develop an aesthetic awareness.	**REFLECT** Students explore the power of drama to reflect lived experience. The unit introduces students to the dominant paradigm of drama that embraces notions of truth and authenticity in performance. Over the course of the unit, students explore the representational dramatic traditions of Realism, then investigate more contemporary dramatic styles associated with the realist style, such as Magical Realism or Australian Gothic Theatre.	**CHALLENGE** Students explore how drama can be used to challenge our understanding of humanity over time. Students investigate dramatic styles that are united by social commentary, and that question their world and advocate change. Students explore how dramatic form can be used to express philosophical and political viewpoints in action in society.	**TRANSFORM** Students explore inherited theatrical traditions and key dramatic works of the past as a springboard for developing their own artistic statement. They explore influential inherited theatrical traditions that have shaped and informed current dramatic practices in conjunction with emerging dramatic practices that reframe and transform the inherited theatrical styles of Elizabethan Theatre. Students re-imagine, adapt and transform texts from inherited traditions into an expression of their emerging artistic voices.

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

<table>
<tr><th colspan="2">UNIT 3</th><th colspan="2">UNIT 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
● Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
● Project - practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
● Project - dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
▪ Examination - extended response</td></tr>
</table>

MUSIC
GENERAL SUBJECT

(PREFERRED PRIOR STUDY OF MUSIC AND AN ACHIEVEMENT OF A C OR HIGHER IN SEMESTER 1, 2024 (ENGLISH) DEMONSTRATING LITERACY COMPETENCE)

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

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

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

PATHWAYS

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

OBJECTIVES

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

- demonstrate technical skills
- explain 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

STRUCTURE

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

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

<table>
<tr><th colspan="2">UNIT 3</th><th colspan="2">UNIT 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

VISUAL ART

GENERAL SUBJECT

(PREFERRED PRIOR STUDY OF VISUAL ARTS AND AN ACHIEVEMENT OF A C OR HIGHER IN SEMESTER 1, 2024 (ENGLISH) DEMONSTRATING LITERACY COMPETENCE)

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

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, creative arts therapy, community arts and cultural development, 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 influences
- Justify viewpoints
- Experiment in response to stimulus
- Create visual responses using knowledge and understanding of art media
- Realise responses to communicate meaning

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

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

SUMMATIVE ASSESSMENTS

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

VISUAL ARTS IN PRACTICE
APPLIED SUBJECT

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

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
By the conclusion of the course of study, students should:
- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

STRUCTURE
Visual Arts in Practice is a four-unit course of study.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
UNIT A: LOOKING INWARDS (SELF)	UNIT B: LOOKING OUTWARDS (OTHERS)	UNIT C: CLIENTS	UNIT D: TRANSFORM & EXTEND

ASSESSMENT
For the Visual Arts in Practice course, the assessment from Units C and D plays a vital role in determining the student's final outcome. To evaluate their progress, students are required to complete two assessment tasks for each unit, as described below.

PROJECT	RESOLVED ARTWORK
Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.
RESPONSE REQUIREMENT 1: MAY INCLUDE ONE OF THE FOLLOWING: Option 1: Includes one of the following: • Experimental Folio • Prototype Artwork • Design Proposal • Folio of Stylistic Experiments Option 2: Includes one of the following for planning and evaluations: 1. Multimodal (at least two modes delivered at the same time): • Duration: Up to 5 minutes • Length: 8 A4 pages or equivalent digital media 2. Written: • Length: Up to 600 words 3. Spoken: • Duration: Up to 4 minutes or signed equivalent.	**RESOLVED ARTWORK** Includes one of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

MEDIA ARTS IN PRACTICE
APPLIED SUBJECT

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

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

PATHWAYS
A course of study in Media Arts in Practice can establish a basis for further education and employment in a range of fields, including photographer, photograph editor, filmmaking, director, producer, cinematographer, camera operator, lighting technician, sound technicians, storyboard designer, scriptwriter, editor, web designer, 3D modeller, 3D animator, video game design, advertising, social media and marketing for political, business and community, publicist, media planner, journalist, content strategist, art director, colourist, media lawyer.

OBJECTIVES
By the conclusion of the course of study, students should:
- Use media arts practices.
- Plan media artworks.
- Communicate ideas.
- Evaluate media artworks

STRUCTURE
Media Arts in Practice is a four-unit course of study.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
COMMUNITY Students develop media products for a community, developing an understanding of working for a client, and refining their communication and collaboration skills.	**REPRESENTATIONS** Students explore the concept of representation in media artworks.	**PERSONAL VIEWPOINTS** Students explore the relationships between media arts and the development of their own and others' social values, attitudes and beliefs.	**PERSUASION** Students explore the concept of persuasion in media artworks.

ASSESSMENT
For the Media Arts in Practice course, students complete two assessment tasks for each unit. The assessment techniques include projects that includes both Pre- Production and Production.

PROJECT	
PRE-PRODUCTION: STORYBOARD, SHOT LIST, SCRIPT, PROPOSAL, TREATMENT	PRODUCTION: PODCAST INTERVIEW, SOCIAL MEDIA CAMPAIGN, FILM PRODUCTION, ANIMATION,

EARLY CHILDHOOD STUDIES
APPLIED SUBJECT

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments.

Students will require a suitable device for a number of applications within the subject including:
- Using the internet to research things such as child safety legislation and stages of child development
- Microsoft word to complete class tasks and assessment
- Other programs for producing a multimodal.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

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

OBJECTIVES
By the end of the course of study, students should:
- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities

STRUCTURE
The Early Childhood Studies course is designed around core and elective topics.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
PLAY AND CREATIVITY This unit explores play and creativity as the foundation for learning and developing physical, social, emotional and intellectual skills.	**LITERACY AND NUMERACY** This unit investigates how everyday activities and environments contribute to literacy and numeracy learning.	**CHILDREN'S DEVELOPMENT** This unit examines influences on children's development and practices to promote and support this through play-based learning.	**CHILDREN'S WELLBEING** This unit explores the significant impact healthy eating and physical activity have on a child's holistic development.

ASSESSMENT
For Early Childhood Studies, students complete two assessment tasks for each unit.

PROJECT	INVESTIGATION
Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.
Play-based learning activity • Implementation of an activity: 3-5 minutes **Planning and evaluation** • Multimodal: 3-5 minutes	Presented in one of the following modes: • written: 600-1000 words • spoken: 3-5 minutes • multimodal: 3-5 minutes.

HOSPITALITY PRACTICES
APPLIED SUBJECT

Hospitality Practices focuses on students learning about hospitality industry practices and production processes through real world application in industry contexts. Hospitality is an important industry economically and socially in Australia and is one of the largest employers in the country.

The course of study emphasises the food and beverage sector, which includes food and beverage production and service. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts. The majority of learning is done through hospitality tasks that relate to industry that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and work practically.

Students will require a suitable device for a number of applications within the subject including:
- Completing online OnGuard safety course
- Using the internet to research things such as hygienic and safe working practices
- Microsoft word to complete class tasks and assessment
- Other programs for producing a multimodal.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

PATHWAYS
Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations. A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

OBJECTIVES
By the end of the course of study, students should:
- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procédures

STRUCTURE
The Hospitality Practices course is designed around core and elective topics.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
CASUAL DINING This unit explores the hospitality industry through the context of casual dining. Students will develop the skills of planning, preparation, plating and service.	**BAR AND BARISTA BASICS** This unit investigates different bar and café contexts and the corresponding needs and skills for each.	**CULINARY TRENDS** This unit examines factors that influence culinary trends and investigates the tourism, marketing and production side of the industry.	**FORMAL DINING** This unit explores the skills and processes required in a formal dining context. Students will plan for and demonstrate these skills for formal settings.

ASSESSMENT
For Hospitality Practices, students complete two assessment tasks for each unit.

PRACTICAL DEMONSTRATION	INVESTIGATION	PROJECT
Students produce and present an item related to the unit context in response to a brief.	Students investigate and evaluate practices, skills and processes	Students plan and deliver an event incorporating the unit context in response to a brief.
Practical demonstration ▪ Practical demonstration: menu item **Planning and evaluation** ▪ Multimodal: 3-5 minutes	**Investigation and evaluation** One of the following: ▪ Multimodal 5-7 minutes ▪ Written: 800-1000 words	**Practical demonstration** ▪ Practical demonstration: delivery of event **Planning and evaluation** Multimodal: 3-5 minutes

UNIFORM REQUIREMENTS
Students MUST wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the kitchen.

DESIGN

GENERAL SUBJECT

(PREFERRED PRIOR STUDY OF DESIGN ENTERPRISE AND AN ACHIEVEMENT OF A C OR HIGHER IN SEMESTER 1, 2024 (ENGLISH) DEMONSTRATING LITERACY COMPETENCE)

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
STAKEHOLDER-CENTRED DESIGN • Designing for others	**COMMERCIAL DESIGN INFLUENCES** • Responding to needs and wants	**HUMAN-CENTRED DESIGN** • Designing with empathy	**SUSTAINABLE DESIGN INFLUENCES** • Responding to opportunities.

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination - design challenge (unseen stimulus)	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination – Extended response Unseen Stimulus)	25%

BUILDING AND CONSTRUCTION SKILLS
APPLIED SUBJECT

The building and construction industry transform raw materials into buildings and structures. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian building and construction industry to create structures.

Australia has a strong building and construction industry that provides employment for many people. The Building and Construction Skills subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

PATHWAYS
A course of study in Building and Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

OBJECTIVES
By the conclusion of the course of study, students should:
- describe industry practices in construction tasks
- demonstrate fundamental construction skills
- interpret drawings and technical information
- analyse construction tasks to organise materials and resources
- select and apply construction skills and procedures in construction tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt construction processes
- create structures from specifications
- evaluate industry practices, construction processes and structures, and make recommendations

STRUCTURE

CORE TOPICS	ELECTIVE TOPICS
• Industry practices • Construction processes	• Carpentry • Landscaping • Tiling • Plastering and Painting

ASSESSMENT
Students may be assessed in a variety of ways including observations, student notes, photographic evidence or responses to assessment instruments.

PROJECT	PRACTICAL DEMONSTRATION	EXAMINATION
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified construction skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

INDUSTRIAL TECHNOLOGY SKILLS

APPLIED SUBJECT

Industrial Technology Skills is offered only in Year 12 for units 3 and 4. This is for students who have completed the Certificate 2 Engineering Pathways in year 11.
The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aero skills, automotive, building and construction, engineering, furnishing and plastics. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work. By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

OBJECTIVES

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information.
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

STRUCTURE

The Industrial Technology Skills course is designed around core and elective topics.

CORE TOPICS	PRACTICAL DEMONSTRATION
INDUSTRY PRACTICES **PRODUCTION PROCESSES**	**AERO SKILLS** • Mechanical, Structures **AUTOMOTIVE** • Mechanical, Body Repair, Electrical **BUILDING AND CONSTRUCTION** • Bricklaying, Plastering and Painting, Concreting, Carpentry, Tiling, Landscaping **ENGINEERING** • Sheet metal, Welding and Fabrication, Fitting and Machining **FURNISHING** • Cabinet-making, Furniture finishing, Furniture-making, Glazing and framing, Upholstery **INDUSTRIAL GRAPHICS** • Engineering drafting, Building and construction drafting, Furniture drafting **PLASTICS** • Thermoplastics fabrication, Thermosetting fabrication

Assessment

For Industrial Technology Skills, 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 practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

A project consists of a product component and at least one of the following components:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  ▪ non-presentation: 8 A4 pages max (or equivalent)
  ▪ presentation: 3-6 minutes
• product: continuous class time.
	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes
		• 50–250 words per item

DIGITAL SOLUTIONS

GENERAL SUBJECT

(PREFERRED PRIOR STUDY OF COMPUTER SCIENCE AND AN ACHIEVEMENT OF A C OR HIGHER IN SEMESTER 1, 2024 (ENGLISH) DEMONSTRATING LITERACY COMPETENCE)

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
CREATING WITH CODE • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**APPLICATION AND DATA SOLUTIONS** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**DIGITAL INNOVATION** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**DIGITAL IMPACTS** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

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

INFORMATION & COMMUNICATION TECHNOLOGY
APPLIED SUBJECT

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

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

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

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

OBJECTIVES
By the conclusion of the course of study, students should:
- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Audio and video production	Layout and publishing	Digital imaging and modelling	Web development

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

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Product proposal	Students produce a low fidelity prototype for a product proposal in response to a client brief and technical information.	Students produce a low fidelity prototype for a product proposal in response to a client brief and technical information.
Project	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 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

ACCESS/TUTORIAL PROGRAM

The Senior School Access/Tutorial program has been designed to provide students with a meaningful program that complements and supports their learnings and helps to prepare them for the rigours of senior curriculum, further study, the workforce and life. Students undertake two lessons per week.

Each year level participates in a specialised program for their specific juncture within the Senior Phase of Learning. There will be a number of opportunities throughout the year where students will attend presentations from external providers/agencies (QTAC, Universities, TAFE, RACQ, etc).

	KEY TOPICS & AREAS OF LEARNING
YEAR 11	• Academic Tracking and goal setting • QCE & ATAR • Wellbeing Initiatives • QCAA Academic Integrity Course (Student) • My QCE Portal • Employability Skills • Study Skills and exam preparation • Drugs & Alcohol education • Respectful Relationships education
YEAR 12	• Academic Tracking and goal setting • QCE & ATAR • External Assessment Preparation • Wellbeing Initiatives • Career Guidance & Information • My QCE Portal • Study Skills • Life skills – buying a car, borrowing money, credit/debit, tax, renting, etc • Drugs and Alcohol education • Respectful Relationships education • Resume writing and job interviews

SIS20419 CERTIFICATE II IN OUTDOOR RECREATION

VOCATIONAL EDUCATION & TRAINING

RTO Number: 31420 **QCE CREDITS- 4**

NATIONALLY RECOGNISED TRAINING
National Provider No: 31420

SIS20419 Certificate II in Outdoor Recreation makes an important contribution to enhancing students' opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. Whether these skills are oriented towards work, or personal fitness and recreation, students will be involved in learning experiences that allow them to develop their interpersonal abilities, enabling them to understand and use their capacities for learning and functioning in varied situations. These activities should encourage them to appreciate and value their involvement in recreation activities and to continue their active participation in personal and community activities in their adult life.

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work may be undertaken as part of a team and would be performed under supervision. It could be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Some proposed physical activities being conducted through the course are:

- Bushwalking
- Rock Climbing
- Camping
- Aquatics
- Snorkelling
- Fishing
- Orienteering
- Archery
- Boating
- Navigation

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

COURSE OUTLINE

CORE UNITS		ELECTIVE UNITS	
CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
HLTWHS001	Participate in workplace health and safety	BSBPEF202	Plan and time management
SISOFLD001	Assist in conducting recreation sessions	HLTAID011	Provide first aid
SISOFLD002	Minimise environmental impact	SISCAQU020	Perform water rescues
SISXIND002	Maintain sport, fitness and recreation industry knowledge	SISOBWG001	Bushwalk in tracked environments
		SISOFLD006	Navigate in tracked environments
		SISOFSH001	Locate, attract and catch fish
		SISOFSH002	Select and catch bait
		SISOFSH003	Select and rig tackle outfits
		SISOSNK001	Snorkel
		SISXCAI002	Assist with activity sessions
		SISXEMR001	Respond to Emergency Situations
		SISXFAC001	Maintain equipment for activities
		SISXIND001	Work effectively in sport, fitness and recreation environments

PREREQUISITES

- No minimum requirements.
- Have the ability to swim 200 metres continuously.
- Have a willingness to improve current skills and/or learn new physical/recreation activities.
- Have a keen interest and be willing to participate in outdoor education activities.

ASSESSMENT

Assessment for this certificate will include written and non-written tasks. These may include:

- Written tasks (e.g. exams, reports, journals, presentations, practical evaluations).
- PHYSICAL TASKS *(e.g. participation and competence in the above mentioned activities).*

PLEASE NOTE - This course will access external venues *(e.g. rock climbing wall)* in order to complete certain units of competency.

COURSE REQUIREMENTS

Students **must** have a blue card before they can complete work placement. This requires the student to have a birth certificate and one other form of ID. There is no cost for the Blue Card Application.

ELECTIVE/SUBJECT FEE

Students will be involved in two aquatic units and will be accessing the pool on a regular basis. The aquatic units require pool entry fees to be paid prior to the start of each unit and the total cost will be approximately $50 for each participant.

Students will also be required to attend a three-night camp to Moreton Island and/or Mt Barney where they will complete several course modules. This is a mandatory requirement of the course. Approximate cost for each camp is $220 per student. Additional external venues may also be accessed to complete flexible units, e.g. rock climbing. These costs will be communicated throughout the year.

These costs listed below are an estimation of additional costs and are subject to change. Please refer to the SRS and Materials Charges information distributed to every student at the end of each year for subject charges.

ADDITIONAL COSTS	
• **ROCK CLIMBING:**	$40
• **ORIENTEERING:**	$20
• **BUSHWALKING:**	$20
• **FISHING:**	$20

FIRST AID QUALIFICATION

This is an elective unit of the SIS20419 Certificate II in Outdoor Recreation. The HPE department offers a First Aid course which is covered in the subject levy.

SIS20321 CERTIFICATE II IN SPORT COACHING

VOCATIONAL EDUCATION & TRAINING (VETIS ELIGIBILITY)

TAFE Queensland **RTO Number: 0275** **QCE CREDITS - 8**

NATIONALLY RECOGNISED TRAINING

DURATION: 8 Terms (2 Years) **WORKLOAD: 3 x 70min per week**

The Academy of Sport TAFE at School prepares you for success in and outside the sports arena through a holistic coach and athlete education program, with basketball or rugby union specialisations. Build your sporting skills and knowledge and access future employment pathways in the sports industry. Students will obtain accreditation within their code to coach at a foundation level.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

CODE	UNITS OF COMPETENCY	CERT II UNITS	CERT III UNITS
BSBOPS403	Apply business risk management processes		Core
SISSSCO012	Coach sport participants up to an intermediate level		Elective
SISSSCO001	Conduct sport coaching sessions with foundation level participants	Elective	
SISSSCO005	Continuously improve coaching skills and knowledge		Core
SISSSPT001	Implement sport injury prevention and management strategies		Elective
SISSPAR008	Maintain personal wellbeing as an athlete	Elective	Elective
SISSSCO003	Meet participant coaching needs		Core
SISSPAR009	Participate in conditioning for sport	Elective	Elective
HLTWHS001	Participate in workplace health and safety		Core
SISXCAI001	Provide equipment for activities	Elective	
HLTAID011	Provide First Aid	Core	Core
SISSSCO002	Work in a community coaching role	Core	Core
SIRXWHS001	Work safely	Core	

CHOOSE FROM THE BASKETBALL QUEENSLAND OR QUEENSLAND RUGBY UNION STREAM ACADEMY

BASKETBALL QUEENSLAND | QUEENSLAND RUGBY

ACADEMY OF SPORT PATHWAY OPTIONS	CAREER OUTCOMES
Certificate II in Sport Coaching SIS20321/Certificate III in Sport Coaching SIS30521	Junior Sport Coach, Sport Development Officer, Assistant Squad Coach, Sport Development Officer
Diploma of Sport SIS50321	Sports Development Manager, High Performance, Coach, Talent Manager

Get a head start on your sports career with this entry-level qualification and gain the practical skills you need to conduct coaching sessions in community-based sports clubs and organisations. Gain a range of essential coaching skills required to work under the supervision of a coach to engage participants in sports.

Successful completion of this course will qualify you to undertake further studies in the sports and fitness

UNIVERSITY PATHWAYS

- Bachelor of Sport Development – Griffith University
- Bachelor of Sport and Exercise Science – University of Southern Queensland
- Bachelor of Physical Activity and Health Science – Australian Catholic University
- Bachelor of Sport Studies – University of the Sunshine Coast

This course is partly VETiS funded for eligible students. Go to tafeqld.edu.au for details

MAKE GREAT HAPPEN tafe Queensland

Find out more about Academy of Sport

MEM20422 CERTIFICATE II IN ENGINEERING PATHWAYS

VOCATIONAL EDUCATION & TRAINING (VETIS ELIGIBILITY)

Blue Dog Training RTO Number: 31193 QCE CREDITS - 4

www.bluedogtraining.com.au | 07 3166 3960

DESCRIPTION

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.
Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.
Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

APPLICATION

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

ELIGIBILITY - COST

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.
This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

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

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = $1200.

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

TRAINING AND ASSESSMENT DELIVERY

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.
Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.
Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.
Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training are responsible for all training and assessment.

PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Course Outline

Core Units		Elective Units	
Code	**Units of Competency**	**Code**	**Units of Competency**
MEM13015	Work safely and effectively in manufacturing and engineering	MEM11011*	Undertake manual handling
MEMPE005	Develop a career plan for the engineering and manufacturing industries	MEM16006*	Organise and communicate information
MEMPE006	Undertake a basic engineering project	MEM16008*	Interact with computing technology
MSMENV272	Participate in environmentally sustainable work practices	MEM18001*	Use hand tools
		MEM18002*	Use power tools/hand held operations
		MEMPE001	Use engineering workshop machines
		MEMPE002	Use electric welding machines
		MEMPE007	Pull apart and re-assemble engineering mechanisms

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

Notes:

*Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

Assessment

For a student to be deemed as competent in a unit of competency, they must be assessed over time on multiple occasions. This assessment will occur through practical demonstration and online theoretical assessment tools.

Uniform requirements

Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. Safety glasses must be worn at all times in the workshop. Students MUST wear steel capped boots, Long Sleeved Shirt and Trousers for welding applications as stated in the North Lakes State College Uniform Policy.

SIS30321 CERTIFICATE III IN FITNESS

VOCATIONAL EDUCATION & TRAINING

Fit Education Pty Ltd RTO Number: 32155 QCE CREDITS - 8

Course Description

This program prepares participants for employment in the sports and fitness industry as a gym instructor. The gym instructor is the minimum entry level to the fitness Industry. The gym instructor is trained in fitness activity specific competencies to instruct individual and group clients in specified work environments such as a fitness/health centre.

Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, developing and instructing circuit classes and conducting group fitness sessions.

Cost

Please Note - This subject is delivered in partnership with Fit Education Pty Ltd. Whilst it is delivered at North Lakes State College the Registered Training Organisation (RTO) for this qualification is Fit Education Pty Ltd. This external RTO charges course fees for this Certificate. The 2024 course fee is $450.00. This course fee is mandatory and any students that have not paid by the end of term 1 will be moved into another subject.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

Entry Requirements

There are no entry requirements for this qualification.

Students and their parent/carer are required to complete an enrolment form which outlines the terms and conditions of enrolment.

Professional Registration

Graduates are eligible for registration with Aus Active with specialisation in:

- Gym Instructor
- Group Exercise Instructor

Course Outline

For the SIS30321 qualification, 15 units must be completed:

- 11 core units
- 4 elective units

Core Units		Elective Units	
Code	**Units of Competency**	**Code**	**Units of Competency**
BSBOPS304	Deliver and monitor a service to customers	SISXFAC007	Maintain clean facilities
BSBPEF301	Organise personal work priorities	SISXCAI009	Instruct strength and conditioning techniques
HLTAID011*	Provide First Aid	SISFFIT037	Develop and instruct group movement programs for children
HLTWHS001	Participate in workplace health and safety	BSBOPS403	Apply business risk management processes
SISFFIT032	Complete pre-exercise screening and service orientation		
SISFFIT033	Complete client fitness assessments		
SISFFIT035	Plan group exercise sessions		
SISFFIT036	Instruct group exercise sessions		
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients		
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise		
SISFFIT052	Provide healthy eating information		

Learning Experiences

A range of teaching and learning experiences will be used to deliver the competencies, including:

- Practical tasks
- Activities in simulated work environments
- Activities in real work environment (Fit Education gym, other gyms on Coast)
- Online resources

Assessment

This program is predominantly a practical competency-based program structured on being able to utilise the skills in a simulated workplace environment.
Assessment is competency based.
Units of competency have been clustered and are assessed this way.
Course assessment activities include the completion of set tasks (practical and knowledge) scheduled throughout the course duration. Many of the practical tasks will be observed while working as an Exercise (Gym) Instructor or while participating in practical lessons. Knowledge tasks are generally short answer and test the student's knowledge against one or more of the competency units.
Evidence gathering methods include oral and written questioning, third party reports, observation, work samples and client feedback.
Teachers from the School will deliver the course to the students. Fit Education will act as the RTO for the enrolled students, supply the school with the required training and assessment resources and provide assistance to teaching staff for the delivery of the course.

Career Opportunities and Pathways

This training program articulates with Certificate IV in Fitness (SIS40221).
The Certificate IV qualification articulates into a range of higher VET pathways (e.g. Diploma in Fitness, Diploma of Sport) that can lead into university pathways (e.g. Bachelor of Human Movement Studies and Bachelor of Education).
Competition of Certificate III can contribute towards ATAR eligibility.

Service Agreement

The RTO guarantees that the student will be provided with every opportunity to complete the qualification as per the rights and obligations outlined in the enrolment process and information handbooks provided.
To be awarded a Certificate III in Fitness participants must have demonstrated competency in the 15 Units of Competency listed.
Those participants that exit before completing the Certificate will be provided with a Statement of Attainment for the units of competency successfully completed.

Course Requirements

All assessments are completed online and students must have their laptop to enrol in this course.

First Aid Qualification

This is a compulsory unit of the Certificate III in Fitness but is **not** delivered as a unit in the Certificate III course. The HPE department organises an outside provider to deliver a First Aid course and failure to take part in this course will result in students having to seek an external provider for this specialised unit of competency.

Further Information

This information is correct at the time of publication but is subject to change. Jack Dean – Fit Education – Industry Liaison
Phone: 1300 FIT EDU (1300 348 338) Email: jack@fiteducation.edu.au

CUA31020 CERTIFICATE III SCREEN & MEDIA
VOCATIONAL EDUCATION & TRAINING

RTO Number: 3140 **QCE CREDIT- 6**

NATIONALLY RECOGNISED TRAINING
National Provider No: 31420

The CUA31020 qualification reflects the role of a skilled operator in the digital media industries. You will learn a broad range of skills and knowledge required for the practical and theoretical application of making digital media projects and working in the Creative Arts Industry including; Workplace Health & Safety Practices, creating 2D Animation, Basic Sound Editing, Developing Drawing Skills to Communicate, Authoring Interactive Sequences, Preparing and Capturing Photo Images, creating Visual Design elements, Migrating to new technologies, and using advanced features of software applications..

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

PATHWAYS

Some of the Job Roles associated with this qualification are:

- Editing Assistant
- Interactive Media Author Assistant
- Web Design Assistant
- Production Assistant
- Graphic Design Assistant
- Animator Assistant
- Artist

COURSE OUTLINE

	TASK TITLE	TAS CODE	COMPETENCIES	ASSESSED	ITEMS	COMPETENT STAGE
Task 1	Business Start Up	P1BS	CUAIND311 - Work effectively in the creative arts industry	1	1-17	Y
			CUAWHS312 - Apply work health and safety practices (Release 1)	1		Y
Task 2	Basic Animating	P2BA	CUAANM301 - Create 2D digital animations	1	1-11	Y
			CUASOU212 - Perform basic sound editing (Release 1)	1		Y
Task 3	Basic Photography	P3BP	CUADIG303 - Produce and prepare photo images	1	1-11	Y
			ICTICT312 - Use advanced features of applications (Release 1)	1		Y
Task 4	Website Design & Development	P4WDD	CUADIG312 – Author interactive sequences (Release 1)	1	1-8	Y
			ICTICT306 - Migrate to new technology	1		Y
Task 5	Basic Graphic Design	P5BGD	BSBCRT311 - Apply critical thinking skills in a team environment (Release 1)	1	1-13	Y
			CUADIG304 - Create visual design components	2		N
Task 6	Basic Design & Development	P6WDD	CUADIG304 - Create visual design components	2	1-8	Y
Task 7	Drawing by Design (CYOA)	P7DD	CUAACD201 - Develop drawing skills to communicate ideas (Release 1)	1	1-5	Y

ASSESSMENT

- Demonstrate practical & theoretical understanding of CUA31020 Certificate III in Screen and Media outcomes
- Design & document practical digital products
- Complete investigative knowledge and skill workbooks, and folios for each unit

BSB30120 CERTIFICATE III IN BUSINESS
VOCATIONAL EDUCATION & TRAINING

RTO Number: 31420 QCE CREDIT- 8

NATIONALLY RECOGNISED TRAINING
National Provider No: 31420

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Special features of the course:
- The course content is made up of 13 units of competency which contribute towards the awarding of the BSB30120 Certificate III in Business
- A BSB30120 Certificate III in Business is awarded when all 13 units of competency are successfully completed.
- A Statement of Attainment is awarded when only some of the units of competency are successfully completed.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

PATHWAYS
The above competencies equip students with the breadth of knowledge and skills to successfully manage the range of issues that encompass everyday business life. It will also prepare them to be able to have job roles in the following:
- Accounts receivable/payable clerk
- Data entry operator/Word processing operator
- Office administration assistant
- Clerk
- Receptionist
- Office administrator

COURSE OUTLINE AND ASSESSMENT SUMMARY
Students *may* receive a BSB30120 Certificate III in Business if they are deemed successfully competent in 13 of the following competencies:

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
BSBCRT311	Apply critical thinking skills in a team environment	BSBTEC302	Design and produce spreadsheets
BSBPEF201	Support personal wellbeing in the workplace	BSBHRM416	Process payroll
BSBSUS211	Participate in sustainable work practices	BSBINS302	Organise workplace information
BSBTWK301	Use inclusive work practices	BSBOPS303	Organise schedules
BSBWHS311	Assist with maintaining workplace safety	BSBFIN302	Maintain financial records
BSBXCM301	Engage in workplace communication	BSBESB302	Develop and present business proposals
BSBTEC301	Design and produce business documents		
BSBWRT311	Write simple documents		
ASSESSMENT			
Projects (7) – Portfolio of Tasks, Knowledge Questions, Observation Checklists, Major Activity			

This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package.

This course will expose students to the use of industry- standard accounting software and other software packages that will assist in streamlining business administration. Packages like **MYOB** are used by small businesses - this knowledge gained is transferable to other accounting packages being used by businesses.

SIT30622 CERTIFICATE III IN HOSPITALITY

VOCATIONAL EDUCATION & TRAINING (COMPLETION OF CERTIFICATE I HOSPITALITY)

RTO Number: 31420 QCE CREDIT- 8

NATIONALLY RECOGNISED TRAINING
National Provider No: 31420

SIT30622 Certificate III in Hospitality builds on students' SIT20316 Certificate II in Hospitality skills *(embedded in the* SIT30616 *Certificate III program).* Students studying SIT30622 Certificate III Hospitality will be participating in practical cooking, practical beverage preparation, table service, theoretical lessons and role plays.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

Students will require a suitable device for a number of applications within the subject including:
- Completing online OnGuard safety course
- Using the internet to research things such as hygienic and safe working practices
- Microsoft word to complete class tasks and assessment

PATHWAYS

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. The qualification also allows an outcome for small businesses requiring multi-skilled employees.
Careers students may pursue include but are not limited to:
- Providing food and beverage service in a restaurant, hotel, resort, club, hospital or industrial catering situation
- Providing front office service in a hotel resort, motel or apartment situation.

COURSE OUTLINE

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
SITXFSA005	Use hygienic practices for food safety	SITHCCC024	Prepare and present simple dishes
SITXWHS005	Participate in safe work practices	SITHFAB021	Prepare and serve non-alcoholic beverages
SITXCCS014	Provide service to customers	SITHCCC026	Package prepared food stuffs
SITHIND006	Source and use information on the hospitality industry	SITCCC023	Use food preparation equipment
SITXCOM007	Show social and cultural sensitivity	SITHFAB025	Prepare and serve espresso coffee
SITHIND008	Work effectively in hospitality service	SITHFAB027	Serve food and beverage
SITXHRM007	Coach others in job skills	SITHKOP009	Clean kitchen premises and equipment
		SITHFAB021	Optional Elective: Provide Responsible Service of Alcohol

RECOMMENDED SKILLS

- Successfully completed Year 10 SIT30622 Certificate I in Hospitality
- Use of initiative in group situations
- Complete set tasks under direct and indirect supervision
- Students must complete 36 shifts within the hospitality industry
- Ability to follow directions

ASSESSMENT

The students will be continually assessed throughout the semester. Assessment will consist of:
- Practical assessment of food and beverage production and service
- Folio of planning for functions
- Theory exams
- Competency-based assessments

EXCURSION/FUNCTIONS

It is anticipated that students will participate in at least one excursion per year.
- Students are expected to participate in various functions throughout the year. Failure to participate in these practical functions will affect the student's ability to gain competency in many competencies.
- Students MUST participate in a minimum of 36 service periods over the two years of this course. A service period is a minimum of two hours.

UNIFORM REQUIREMENTS

Students MUST wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the kitchen.

HLT23221 CERTIFICATE II IN HEALTH SUPPORT SERVICES
HLT33021 CERTIFICATE III IN ALLIED HEALTH

VOCATIONAL EDUCATION & TRAINING (VETIS ELIGIBILITY)

DIVTEC **RTO Number: 32535** **QCE CREDIT- 8**

This qualification is offered through DIVTEC (RTO Code 32535) under a VET in Schools (VETis) government funded program. Students will complete HLT23221 Certificate II in Health Support Services during Year 11 and move on to HLT33021 Certificate III in Allied Health in Year 12.

PLEASE NOTE - Students must be eligible for VETiS funding. Students will be assessed for eligibility prior to confirmation of enrolment. Students are eligible to complete one VETiS funded qualification whilst at school. For Queensland Government information about VETiS eligibility please see https://desbt.qld.gov.au/training/training-careers/incentives/vetis

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all recourses required. Invoicing will occur in approximately Week 5 Term 1 of each year.

PATHWAYS

This qualification provides a pathway to work as an Allied Health Assistant in a wide variety of industry setting, including rehabilitation centres, private medical centres or acute hospital wards. An Allied Health Assistant may have responsibilities ranging from monitoring a patient's health to providing administrative assistance to health professionals. Allied Health professions include Audiology, Orthoptics, Radiography, Clinical Physiology, Occupational Therapy, Optometry, Pharmacy, Speech Pathology, Physiotherapy, Psychology and many more.

HLT23221 CERTIFICATE II IN HEALTH SUPPORT SERVICES

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine and variable tasks in collaboration with others in a team environment.

Students will require a suitable device as a large component of this course is completed online.

COURSE OUTLINE

12 Units to be completed: 4 Core Units and 8 Elective Units

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
CHCCOM005	Communicate and work in health or community services	CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control	HLTWHS001	Participate in workplace health and safety
BSBMED301	Interpret and apply medical terminology appropriately	BSBINS201	Process and maintain workplace information
BSBPEF202	Plan and apply time management	BSBTEC201	Use business software applications
BSBOPS101	Use business resources	BSBITU211	Produce digital text documents
BSBTWK201	Work effectively with others	CHCCCS010	Maintain a high standard of service
CHCCCS031	Provide individualised support	CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals		

HLT23221 CERTIFICATE III IN ALLIED HEALTH

This qualification reflects the role of a new worker wanting to become an Allied Health Assistant and gain entry to the aged care, disability and other health sectors. They may provide assistance, under the delegation and supervision of Allied Health Professionals (AHP). Supervision may be direct, indirect or remote, according to the individual Allied Health Assistant's scope of practice and experience.

To achieve this qualification, the candidate must also complete at least 120 hours of clinical placement.

Students will require a suitable device as a large component of this course is completed online.

Course Outline

12 Units to be completed: 7 Core Units and 5 Elective Units

Code	Units of Competency	Code	Units of Competency
BSBMED301	Interpret and apply medical terminology appropriately	CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people	HLTAHA027	Assist with an allied health program
HLTAHA049	Recognise impact of health conditions	HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety		
HLTAAP001	Recognise healthy body systems	CHCCCS002	Assist with movement
CHCCCS020	Respond effectively to behaviours of concern	HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation	HLTHPS006	Assist clients with medication

Assessment

Assessment includes written theory, case study group work and practical activities. The assessments for theory will be completed online, so students must be a member of BYOD. Students must achieve competency in all units to gain their CHC30121 Certificate II in Health Support Services and HLT33021 Certificate III in Allied Health.

Elective/Subject Cost

The subject is delivered at North Lakes State College. However, the Registered Training Organisation (RTO) for this qualification is DIVTEC who reports to the Government all completed competencies. Fees for the subject are paid by the school directly to DIVTEC and must be paid prior to being able to enrol in this course. Year 11 - $0 VETis funded. Year 12 - $950. Please note that costs are correct at the time of printing and are subject to change. There are payment plans available to assist with the payment of Course Fees.

10971NAT CERTIFICATE IV IN JUSTICE STUDIES

VOCATIONAL EDUCATION & TRAINING

(MUST ALSO BE ENROLLED IN LEGAL STUDIES 2025/2026)

Unity College RTO Number: 32123 QCE CREDITS - 8

QUALIFICATION DESCRIPTION

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

Aims: The Certificate IV in Justice Studies course is designed to

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

DURATION

2 years

ENTRY REQUIREMENTS

Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.
Attitude – students need to demonstrate independent learning skills
Students will be required to undertake an LLN test to determine suitability and any support needs.

QUALIFICATION PACKAGING RULES

To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.

UNITS OF COMPETENCY DELIVERED

CODE	UNITS OF COMPETENCY	CODE	UNITS OF COMPETENCY
NAT10971001	Provide information and referral advice on justice-related issues	BSBLEG421	Apply understanding of the Australian Legal System
NAT10971002	Prepare documentation for court proceedings	BSBPEF402	Develop personal work priorities
NAT10971003	Analyse social justice issues	BSBLEG523	Apply legal principles in tort law matters
BSBXCM401	Apply communication strategies in the workplace	PSPREG010	Prepare a brief of evidence
PSPREG033	Apply Regulatory Powers	BSBLDR414	Lead team effectiveness. or
		PSPREG012	Gather Information through interviews

LEARNING EXPERIENCES

Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory workshops with industry professionals
Technology required: access to the internet

ASSESSMENT

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

PATHWAYS

The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

COST

$750 up-front fee (current at 30th September 2022).

FURTHER INFORMATION

Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

SIGNATURE PROGRAM

ENTRY IS BY APPLICATION ONLY. PLEASE SEE THE COLLEGE WEBSITE FOR APPLICATION PROCESSES

DANCE

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Prep to Year 12 for students who are considering the possibility of a career based around the dance industry.

Entry into this program is through audition only. There are three troupes running within the College: Lil/Mid Kicks (Prep to Year 6), and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College Arts and Culture evening. The troupes have demonstrated excellence in their practice, winning a multitude of awards since their inception in 2005. Within the troupes the students learn from qualified dance teachers with a program fee to cover costumes and eisteddfod entry fees. Students require a team uniform, tights and dance shoes at the cost of the family.

GOALS OF PROGRAM

- To continue the development of North Lakes State College Dance students to provide them with tools necessary to forge a career in Dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 7 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

ELIGIBILITY CRITERIA

Entry via audition showing:

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in College life.
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance.
- Commitment to academic studies.
- High level of Dance and performance ability

GOLF

North Lakes State College offers the Signature Golf Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff. Entry into the program is by application only with a small program fee for accepted students.

GOALS OF PROGRAM

Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student's knowledge, skills and attitudes important for participation at the highest level. The program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career. The program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be. The program is conducted weekly before, during and after school and includes the following sessions:

ELIGIBILITY CRITERIA

- Official handicap required or willingness to obtain a handicap.
- Nudgee Golf Club Junior membership
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability

- **Fitness** (Wednesday Mornings Before School): Students will engage in a range of fitness sessions including, a fitness assessment, core, stability, strength and power development using various different golf specific equipment and training methods.
- **Skill Development** (Monday Before / After School): These sessions allow students to work on technical aspects of their game. Sessions are conducted both at the college and also at Nudgee Golf Club. Students will also have an opportunity to engage in a one on one lesson at least once per term.
- **On Course Play** (Thursdays – Session 4 and after school): Each week students are given the opportunity to hone their skills on the golf course. Students play under the supervision of PGA Professional, Anthony O'Connell. They work on their course management skills and learn the finer details of the rules and etiquette of the game.

BASKETBALL

The Signature Basketball program is available to students in years 5 to 12 who meet the selection criteria and standards set down by the College coaching and management team. A small program fee is charged for all accepted students.

The Signature Basketball Program allows a core group of dedicated members additional practical experiences in the sport of basketball, encouraging students to reach new levels of achievement. The Program is based on the operating principles of high-performance programs. Students engage in specifically tailored curriculum programs aimed at enhancing an athlete's knowledge, skills and attitude, important for successful participation at the elite level.

The program is conducted through before and after school training sessions each week. Students involved in the program will also be required to attend practice games, competitions and state tournaments both during and outside normal school hours.

PROGRAM OBJECTIVES

- To offer basketball as a pathway for students to engage in physical movement and build skills in teamwork, resilience, collaboration and communication.
- To provide a program that supports the physical, mental and emotional growth of each individual student, thus guiding all students to reach their full potential.
- Utilise community connections to enhance real world learning opportunities for students in areas beyond basketball, including, but not limited to strength and conditioning, sports nutrition, exercise physiology, injury prevention and sports psychology.
- To provide an avenue for students to engage in competitive basketball, competing at various high-level events, and enhance their skills and experience in such settings.
- To provide students with a holistic respect for the sport of Basketball and build knowledge and experience around the various facets necessary for game success, including coaching, officiating and team management.
- To develop a strong basketball culture within the College, and wider community, which strengthens student morals and values, and builds a positive ethos around global citizenship.

ELIGIBILITY CRITERIA

- High level of athletic ability as evidenced by fitness results.
- Experience in club and representative basketball is highly regarded.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player

RUGBY

The Signature Rugby Program at North Lakes State College is designed to develop the sporting talents of students, and illustrates the College's commitment to excellence. The program is currently available to male and female students in Years 6 to 12, and incorporates U13, U15 and U18 age divisions. To be selected in the Signature Rugby Program students must meet selection criteria, maintain standards set by the College, and attend multiple trials. The program is conducted through before and after school training sessions each week. Students involved in the program will also be required to attend tournaments both during and outside normal school hours. A small program fee is charged for all accepted students.

GOALS OF PROGRAM

- To further create a positive sporting culture within North Lakes State College
- To develop personal fitness and health levels
- Have high standards both on and off the field
- Build self-confidence, and take pride in representing the school at events
- To help students achieve their personal goals in Rugby (i.e. Representative teams)
- Provide opportunities to play against schools/teams from across the state

ELIGIBILITY CRITERIA

- Willingness to improve rugby knowledge and skill level.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player