



# SENIOR SUBJECT GUIDE

## 2022 - 2023

Heatley Secondary College  
(National Provider No. 30295)



**QCAA**

Queensland Curriculum  
& Assessment Authority

## **Heatley Secondary College acknowledges the Traditional Owners of the land on which our College was built in 1968, the Wulgurukaba People.**

The Wulgurukaba people call their country “Gurrumbilbarra” Wulgurukaba meaning “canoe people”. An important symbol of the Wulgurukaba people is the Carpet Snake. Wulgurukaba’s creation story tells the story of the creation snake that came down from the Herbert River, went out to sea creating the Hinchinbrook Channel, and continued down to Palm and Magnetic Islands. The snake’s body broke up leaving parts along the coast: the tail of the snake is at Halifax Bay; the body is at Palm Island; and the head rests at Arcadia on Magnetic Island.

We also acknowledge the Bindal People as the traditional owners of the neighbouring land on the southern banks of the Ross River. The Bindal people call the country “Thul Garrie Waja”. An important symbol for the Bindal people is the shooting star. They believe that wherever the star fell, or the direction the star fell in, meant there was either danger coming or that someone from that direction was in need of help or in danger.

We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia’s cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

We are committed to delivering aspirational, educational, economic and social outcomes for Aboriginal and Torres Strait Islander peoples.

We all have a role in creating workplaces, schools and communities that value, support, and uphold the rights of Aboriginal and Torres Strait Islander peoples.

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# **Queensland Certificate of Education (QCE)**

# Introduction

Congratulations on your decision on choosing Heatley Secondary College for your senior education. We are rightly proud of our College and the students who attend here. Our College provides quality senior secondary education for all students and our staff work very hard to support and encourage every learner to achieve their best academically. We expect all senior students to progressively work towards achieving their Queensland Certificate of Education across their two years of senior studies. This qualification opens the doors to their future pathways.

Our course range is extensive, with options including 'traditional' academic subjects (a range of General and Applied subjects) as well as Vocational education and training (VET) courses (including our main school and Townsville Creative Technologies Centre (TCTC)) and external VET options such as School-based Apprenticeships and Traineeships and TAFE courses. We believe that a successful learner is multi-faceted and encourage students to be involved in the whole school community by engaging in sporting, cultural, community and other personal development pursuits whilst at school. This subject guide provides details of our QCE course offerings.

## Senior Education Profile

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

- Senior Statement
- Queensland Certificate of Education (QCE)

For more information about the SEP see: [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Senior Statement

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study.

A full record of study will be issued, along with the QCE qualification, in the first December after the student meets the requirements for a QCE.

## Queensland Certificate of Education (QCE)

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

# Queensland Certificate of Education (QCE)



## About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.



## QCE requirements

 <p><b>Set amount</b></p> <p>20 credits from contributing courses of study, including:</p> <ul style="list-style-type: none"><li>• QCAA-developed subjects or courses</li><li>• vocational education and training (VET) qualifications</li><li>• non-Queensland studies</li><li>• recognised studies.</li></ul>	 <p><b>Set pattern</b></p> <p>12 credits from completed Core courses of study and 8 credits from any combination of:</p> <ul style="list-style-type: none"><li>• Core</li><li>• Preparatory (maximum 4)</li><li>• Complementary (maximum 8).</li></ul>
 <p><b>Set standard</b></p> <p>Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.</p>	 <p><b>Literacy &amp; numeracy</b></p> <p>Students must meet literacy and numeracy requirements through one of the available learning options.</p>

## More information

For more information about the QCE requirements, visit the QCAA website at [www.qcaa.qld.edu.au/senior/new-snr-assessment-te](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).

# Senior subjects

## Underpinning factors

All senior syllabuses are underpinned by:

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

At Heatley Secondary College we offer a range of General and Applied subjects as well as VET certificate courses.

All subjects build on the learnings from the P–10 Australian Curriculum delivered across Years 7 – 10.

## General Subjects:

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies.

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Assessment in Units 1 and 2 contributes to a QCE.

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

### Assessment

#### Units 1 and 2 assessments

Assessment tasks for Units 1 & 2 mirror the type and format of assessment in Units 3 and 4.

Schools report satisfactory completion of Units 1 and 2 to the QCAA.

#### Units 3 and 4 assessments

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

The results from internal assessment are combined with a single result from an external assessment. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

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.

## 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.

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 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.

Units 3 and 4 consolidate student learning.

Results from assessment in Applied subjects (Units 1-4) contribute to a QCE. Results from Units 3 and 4 may contribute as a single input to ATAR calculation.

### Assessment

Assessment tasks for Units 1 & 2 mirror the type and format of assessment in Units 3 and 4. Schools report satisfactory completion of Units 1 and 2 to the QCAA.

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

Applied syllabuses do not have external assessment.

### Essential English and Essential Mathematics — Common Internal Assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each 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. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- 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.

## Vocational education and training (VET)

Students can access a variety of VET programs both within the school and from external providers. They can choose a VET course:

- as part of their main school subject selection
- through the TCTC or TAFE Queensland
- as school based traineeships and apprenticeships via external providers

# Plan your pathway



## 1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

### What do you want to do?

I plan to do further study

I'd like to learn a trade

I want to find a job

### What learning options will get you there?

- |  |  |
|--|--|
| <input type="checkbox"/> QCAA General subjects                           | <input type="checkbox"/> school-based apprenticeships and traineeships |
| <input type="checkbox"/> QCAA Applied subjects                           | <input type="checkbox"/> university subjects completed while at school |
| <input type="checkbox"/> QCAA Short Courses                              | <input type="checkbox"/> workplace learning                            |
| <input type="checkbox"/> vocational education and training (VET) courses | <input type="checkbox"/> recognised certificates and awards            |

## 2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.



## 3 Check tertiary entrance requirements and VET qualifications you may need

### Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

### VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

## 4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at [www.qcaa.qld.edu.au/senior/new-snr-assessment-te](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).
- Check the QTAC website for eligibility requirements.

# Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

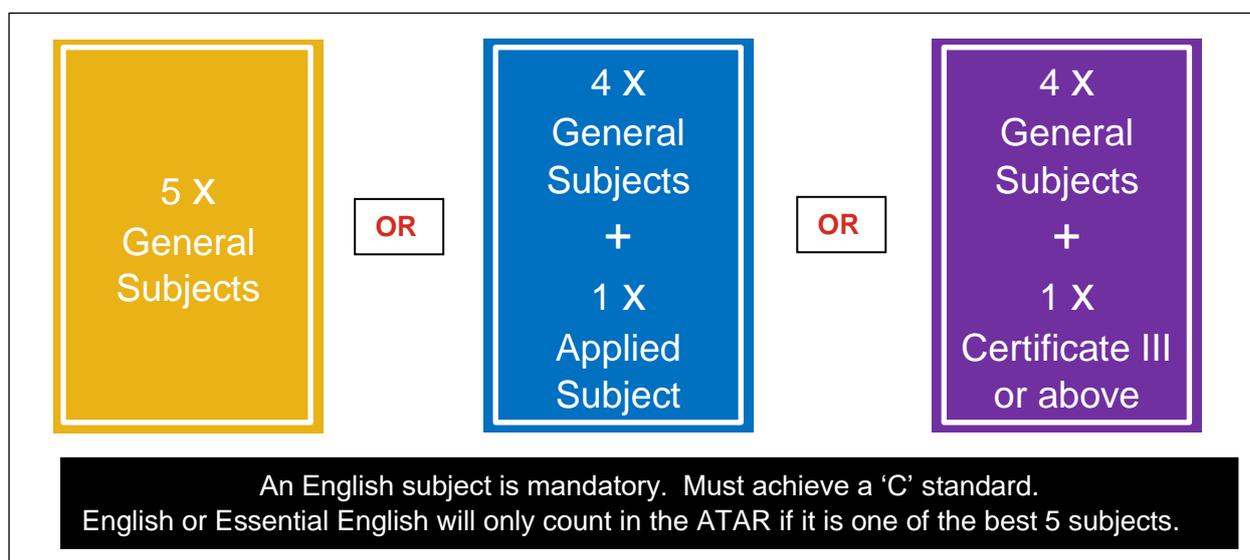
## English requirement

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

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

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

## ATAR Eligibility



## Recommended Achievement Levels for Subject Entry

SUBJECT	PATHWAY		Possible QCE Credits	RECOMMENDED ACHIEVEMENT LEVELS	IS IT FOR ME?
	General	Applied			
English	✓		4	A minimum C+ level of achievement in Year 10 English.	
Essential English		✓	4	There are no prerequisites for this course.	
General Mathematics	✓		4	A minimum low B level of achievement in Year 10 Maths and English.	
Mathematical Methods	✓		4	A minimum B level of achievement in Year 10 Maths and English.	
Specialist Mathematics	✓		4	A minimum B level of achievement in Year 10 Maths and English.	
Essential Mathematics		✓	4	There are no prerequisites for this course.	
Biology	✓		4	A minimum mid C level of achievement in Year 10 Science and English	
Chemistry	✓		4	A minimum mid B level of achievement in Year 10 Science and English.	
Aquatic Practices		✓	4	There are no prerequisites for this course	
Physics	✓		4	A minimum mid B level of achievement in Year 10 English and Mathematics.	
Science in Practice		✓	4	There are no prerequisites for this course.	
Business	✓		4	A minimum C level of achievement in Year 10 English.	
Early Childhood Studies (Yr 12 only)		✓	4	There are no prerequisites for this course.	
Hospitality Practices (Yr 12 only)		✓	4	There are no prerequisites for this course. Students MUST buy and bring their own ingredients.	
Building & Construction Skills		✓	4	There are no prerequisites for this course.	
Furnishing Skills		✓	4	There are no prerequisites for this course.	
Engineering Skills		✓	4	There are no prerequisites for this course. Students must be prepared to use welders.	
Industrial Graphics Skills		✓	4	There are no prerequisites for this course; it would be beneficial to have completed 9-10 Graphics.	
Physical Education	✓		4	A minimum C level of achievement in Year 10 English and C level of achievement in Health & Physical Education.	
Ancient History	✓		4	A minimum C+ level of achievement in Year 10 English and History.	
Legal Studies	✓		4	A minimum mid C level of achievement in Year 10 English.	
Tourism		✓	4	There are no prerequisites for this course.	
Drama	✓		4	A minimum C+ level of achievement in Year 10 English and an interest in performance & expression.	
Film, Television & New Media	✓		4	A minimum C level of achievement in Year 10 English.	
Music	✓		4	Students should have some skills vocally and/or instrumentally and in reading music. A minimum C level of achievement in Year 10 English.	
Visual Art	✓		4	A minimum C level of achievement in Year 10 Visual Arts.	
Visual Arts in Practice		✓	4	There are no prerequisites for this course.	

### Vocational education & training (VET)

CUA20620 Certificate II in Music			4	There are no prerequisites for this course.	
SIS20419 Certificate II in Outdoor Recreation			4	There are no prerequisites for this course.	
CUA20220 Certificate II in Creative Industries (Animation) & ICP20120 Certificate II in Printing and Graphic Arts (Dual Qualification)			8	There are no prerequisites for this course.	
SIT20316 Certificate II in Hospitality & SIT20416 Certificate II in Kitchen Operations (Dual Qualification)			8	There are no prerequisites for this course.	
FSK20113 Certificate II in Skills for Work and Vocational Pathways & BSB20120 Certificate II Workplace Skills (Dual Qualification)			8	There are no prerequisites for this course.	
BSB30120 Certificate III in Business			8	There are no prerequisites for this course.	
CHC30113 Certificate III in Early Childhood Education and Care			8	There are no prerequisites for this course.	
SIS30315 Certificate III in Fitness			8	A minimum C level of achievement in Year 10 HPE.	
HLT33115 Certificate III in Health Services Assistance (including HLT23215 Certificate II in Health Support Services) (Dual Qualification)			8	There are no prerequisites for this course.	
ICT30120 Certificate III in Information Technology			8	There are no prerequisites for this course.	
CUA31120 Certificate III in Visual Arts (Photography)			8	There are no prerequisites for this course.	

# QCAA senior syllabuses

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## English

### General

- English

### Applied

- Essential English

## Humanities

### General

- Ancient History
- Business
- Legal Studies

### Applied

- Tourism

## Technologies

### Applied

- Building & Construction Skills
- Engineering Skills
- Furnishing Skills
- Hospitality Practices (Yr 12 only)
- Industrial Graphics Skills

## Health and Physical Education

### General

- Physical Education

### Applied

- Early Childhood Studies (Yr 12 only)

## Science

### General

- Biology
- Chemistry
- Physics

### Applied

- Aquatic Practices
- Science in Practice

## The Arts

### General

- Drama
- Film, Television & New Media
- Music
- Visual Art

### Applied

- Visual Arts in Practice

## Vocational Education and Training

### VET

- Certificate II in Music
- Certificate II in Outdoor Recreation
- Certificate II in Creative Industries & Certificate II in Printing and Graphic Arts
- Certificate II in Hospitality & Certificate II in Kitchen Operations
- Certificate II in Skills for Work and Vocational Pathways & Certificate II in Workplace Skills
- Certificate III in Business
- Certificate III in Early Childhood Education and Care
- Certificate III in Fitness
- Certificate III in Health Services Assistance (incl. Certificate II Health Support Services)
- Certificate III in Information Technology
- Certificate III in Visual Arts (Photography)

# General Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Problem solving and modelling task (1500 words)	<b>FIA3:</b> Problem solving and modelling task (1500 words)
<b>FIA2:</b> Exam Unit 1 (2 hours)	<b>FIA4:</b> Exam Units 1 & 2 (2 x 1.5 hours)

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<b>IA1:</b> Problem-solving and modelling task (2000 words)	20%	<b>IA3:</b> Exam Unit 4 (2 hours)	15%
<b>IA2:</b> Exam Unit 3 (2 hours)	15%		
Summative external assessment ( <b>EA</b> ): 50% Exam (Units 3 & 4): Paper 1 (90 minutes) Paper 2 (90 minutes)			

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Problem solving and modelling task (1500 words)	<b>FIA3:</b> Exam Unit 2 (2 hours)
<b>FIA2:</b> Exam Unit 1 (2 x 1 hours)	<b>FIA4:</b> Exam Units 1 & 2 (2 x 1.5 hours)

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<b>IA1:</b> Problem-solving and modelling task (2000 words)	20%	<b>IA3:</b> Exam Unit 4 (2 hours)	15%
<b>IA2:</b> Exam Unit 3 (2 hours)	15%		
Summative external assessment ( <b>EA</b> ): 50% Exam Units 3 & 4: Paper 1 (90 minutes) Paper 2 (90 minutes)			

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Problem solving and modelling task (1500 words)	<b>FIA3:</b> Exam Unit 2 (2 x 1 hours)
<b>FIA2:</b> Exam Unit 1 (2 x 1 hours)	<b>FIA4:</b> Exam Units 1 & 2 (2 x 1.5 hours)

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<b>IA1:</b> Problem-solving and modelling task (2000 words)	20%	<b>IA3:</b> Exam Unit 4 (2 hours)	15%
<b>IA2:</b> Exam Unit 3 (2 hours)	15%		
Summative external assessment (EA): 50% Exam Units 3 & 4: Paper 1 (90 minutes) Paper 2 (90 minutes)			

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

### Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services.

Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### Objectives

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

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

## Structure

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Problem solving and modelling task (800 words)	<b>FIA3:</b> Problem solving and modelling task (800 words)
<b>FIA2:</b> Exam Unit 1 (1 hour)	<b>FIA4:</b> Exam Unit 2 (1 hour)

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 (Internal Assessment – IA)

Unit 3	Unit 4
<b>IA1:</b> Problem-solving and modelling task (1000 words)	<b>IA3:</b> Problem-solving and modelling task (1000 words)
<b>CIA (IA2)</b> Common internal assessment (CIA) (1 hour)	<b>IA4:</b> Exam Unit 4 (1 hour)

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Extended response for a public audience e.g. magazine article, reflective review, blog (800–1000 words)	<b>FIA3:</b> Imaginative written response (Exam - seen question) 2 hours + 15 minutes perusal (800–1000 words)
<b>FIA2:</b> Multimodal persuasive spoken task (FIA2): Pre-recorded 5-7 minutes	<b>FIA4:</b> Analytical written response: (unseen exam question) 2 hours + 15 minutes perusal (800–1000 words)

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<b>IA1:</b> Extended response for a public audience (800 – 1000 words)	25%	<b>IA3:</b> Extended response — imaginative written response (800 – 1000 words)	25%
<b>IA2:</b> Extended response — persuasive spoken response (5 – 8 minutes)	25%	<b>EA:</b> Summative external assessment Examination — analytical written response (800 – 1000 words)	25%

# Essential English

## Applied senior subject

Applied

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including 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
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Multimodal presentation: (4–6 minutes)	<b>FIA3:</b> Extended Response - Magazine article: (500–800 words)
<b>FIA2:</b> Short response test (90 minutes + 15 perusal 2 questions 200-300 words per question)	<b>FIA4:</b> Multi-media presentation & spoken response: (4–6 minutes)

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 (Internal Assessment – IA)

Unit 3	Unit 4
<b>IA1:</b> Extended response — spoken persuasive (4-6 minutes)	<b>IA3:</b> Extended response: Multimodal response (4–6 minutes)
<b>CIA (IA2):</b> Common internal assessment (CIA): (90 minutes + 15 perusal 2 questions 200-300 words per question)	<b>IA4:</b> Extended response — Written response (500 – 800 words)

# Ancient History

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Investigating the ancient world</b></p> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies — Slavery</li> <li>• Ancient societies — Art and architecture</li> <li>• Ancient societies — Weapons and warfare</li> <li>• Ancient societies — Technology and engineering</li> <li>• Ancient societies — The family</li> <li>• Ancient societies — Beliefs, rituals and funerary practices.</li> </ul>	<p><b>Personalities in their time</b></p> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Akhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Alexander the Great</li> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> <li>• Alternative choice of personality</li> </ul>	<p><b>Reconstructing the ancient world</b></p> <ul style="list-style-type: none"> <li>• Thebes — East and West, 18th Dynasty Egypt</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Fifth Century Athens (BCE)</li> <li>• Philip II and Alexander III of Macedon</li> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul>	<p><b>People, power and authority</b></p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> </ul>

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<p><b>FIA1:</b> Stimulus response (2 hours 15 minutes across 3 lessons); 800-1000words</p>	<p><b>FIA3:</b> Investigative historical essay based on research 1500 – 2000 words</p>
<p><b>FIA2:</b> Independent source investigation: 1500 - 2000 words</p>	<p><b>FIA4:</b> Exam essay in response to historical source (2 hours 15 minutes, essay 1500-2000 words)</p>

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<p><b>IA1:</b> Examination — essay in response to historical sources (2 hours 15 minutes – 800-1000 words)</p>	25%	<p><b>IA3:</b> Investigation — historical essay based on research (1500 - 2000 words)</p>	25%
<p><b>IA2:</b> Independent source investigation (1500 – 2000 words)</p>	25%	<p><b>EA:</b> Summative external assessment: Examination — short responses to historical sources (800 – 1000 words)</p>	25%

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

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

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

### ■ Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Exam: Combination response (2 hours 15 minutes across 2 lessons: 800 -1000 words)	<b>FIA3:</b> Extended response: Feasibility study (2000 words)
<b>FIA2:</b> Investigation: Business report (1500 - 2000words)	<b>FIA4:</b> Exam: Combination response (2 hours 15 minutes)

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<b>IA1:</b> Exam — combination response (2 hours 15 minute:800 – 1000 words)	25%	<b>IA3:</b> Extended response — feasibility report (1500 - 2000 words)	25%
<b>IA2:</b> Investigation — business report (1500 - 2000 words)	25%	<b>EA:</b> Summative external assessment: Exam— combination response (800 – 1000 words)	25%

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.

## Structure

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Exam: combination response (2 hours 15 minutes 800 - 1000 words)	<b>FIA3:</b> Investigation: argumentative essay (1500 – 2000 words)
<b>FIA2:</b> Investigation – inquiry report (1500 – 2000 words)	<b>FIA4:</b> Exam: combination response 800 – 1000 words (2 hours 15 minutes)

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<b>IA1:</b> Exam: combination response (2 hours 15 minutes 800 - 1000 words)	25%	<b>IA3:</b> Investigation — argumentative essay (1500 – 2000 words)	25%
<b>IA2:</b> Investigation — inquiry report (1500 – 2000 words)	25%	<b>EA:</b> Summative external assessment Exam— combination response 800 – 1000 words (2 hours 15 minutes)	25%

# Tourism

## Applied senior subject

Applied

Tourism studies enable 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.

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.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

### Pathways

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

### Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

## Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Tourism as an industry</li> <li>• The travel experience</li> <li>• Sustainable tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Technology and tourism</li> <li>• Forms of tourism</li> <li>• Tourist destinations and attractions</li> <li>• Tourism marketing</li> <li>• Types of tourism</li> <li>• Tourism client groups</li> </ul>

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Introduction to Tourism – Exam (Short response test 60 minutes)	<b>FIA3:</b> Sustainable practices – Project: Brochure (400 – 700 words) + multimodal (2 – 4 minutes)
<b>FIA2:</b> Niche tourism – extended response to stimulus (500 -800 words)	<b>FIA4:</b> Customer service in a tourism environment – Project: report (400 – 700 words) +multimodal 2 – 4 minutes

### School devised assessments (Summative Internal Assessment – IA)

Assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 3	Unit 4
<b>IA1:</b> Travel– Project: Brochure (500 – 900 words) + multimodal (3 – 6 minutes)	<b>IA3:</b> World Tourism – Project: Travel Itinerary (500 – 900 words) + multimodal (3 – 6 minutes)
<b>IA2:</b> Employment– Spoken (job interview 3 – 4 minutes)	<b>IA4:</b> World Tourism – Exam (Short response test 60 – 90 minutes)

# Building & Construction Skills

## Applied senior subject

Applied

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction 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 Building & 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

The Building & Construction Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Construction processes</li> </ul>	Carpentry plus at least two other electives: <ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• Concreting</li> <li>• Landscaping</li> <li>• Plastering and painting</li> <li>• Tiling.</li> </ul>

## Assessment

School devised assessments (Formative Internal Assessment – FIA)

Unit 1 - Workshop and Landscaping Activities	Unit 2 - Workshop and Concreting & Block laying
<b>FIA1:</b> Practical demonstration (Saw horse)	<b>FIA3:</b> Project (small group concrete seating project) + multimodal (6 x A4 pages)
<b>FIA2:</b> Project: Concrete pavers; lay pathway Project journal (400 – 700 words)	<b>FIA4:</b> Practical demonstration (temporary wall)

School devised assessments (Summative Internal Assessment – IA)

Assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 3 - Workshop and Landscaping Activities	Unit 4 - Workshop and Landscaping Activities
<b>IA1:</b> Project Landscaping Project journal (400-700 words)	<b>IA3:</b> Practical Demonstration Plasterboard wall and paint
<b>IA2:</b> Practical Demonstration Wall frame	<b>IA4:</b> Project Brick wall Project journal (400-700 words)

# Engineering Skills

## Applied senior subject

Subject  
Fee  
Applies Applied

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and 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.

Students develop transferable skills by engaging in 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.

### Pathways

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

### Objectives

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

- 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 Engineering Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	<ul style="list-style-type: none"> <li>• Fitting and machining</li> <li>• Sheet metal working</li> <li>• Welding and fabrication</li> </ul>

## Assessment

School devised assessments (Formative Internal Assessment – FIA)

Unit 1 - Introduction to Engineering Industry	Unit 2 - Introduction to Sheet Metal
<b>FIA1:</b> Project Product - Floating cube (thermal welding) + combined response workbook (400 – 700 words)	<b>FIA3:</b> Project: Product - Trailer stand + combined response workbook (400 – 700 words)
<b>FIA2:</b> Practical Demonstration Arc welding: 1 beam pencil holder construction including annotated drawings and photographs	<b>FIA4:</b> Practical demonstration Toolbox constructions including annotated drawings and photographs

School devised assessments (Summative Internal Assessment – IA)

Assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 3 – Manufacturing (sheet metal)	Unit 4 – Multi-component Manufacturing
<b>IA1:</b> Practical demonstration: trailer lock	<b>IA3:</b> Project: Product – Cantilever Toolbox + combined response workbook (400 – 700 words)
<b>IA2:</b> Project : Product – Sash Cramp + combined response workbook (400 – 700 words)	<b>IA4:</b> Practical demonstration: Fire Pit

# Furnishing Skills

## Applied senior subject

Subject  
Fee  
Applies Applied

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and 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.

Students develop transferable skills by engaging in 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.

### Pathways

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

### Objectives

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

- 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.

**THIS SUBJECT IS A COMBINED CLASS AND IS TAUGHT AS YEAR A/YEAR B PROGRAM ON A ROTATIONAL BASIS.**

**2022:** Units 3 and 4

**2023:** Units 1 and 2

## Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>

## Assessment

School devised assessments (Formative Internal Assessment – FIA)

Unit 3 – Furnishing & cabinet making workplaces (2022)	Unit 4 – Teamwork in Furnishing & cabinet making workplaces (2022)
<b>IA1:</b> Project: Indoor furniture product + multimodal non-presentation 6 A4 pages)	<b>IA3:</b> Practical Demonstration Small machine production including sketches, annotated CAD drawings and photographs)
<b>IA2:</b> Project Applied finishes (product + multimodal non-presentation 6A4 pages)	<b>IA4:</b> Practical Demonstration Small combined machine and joint construction (design sketches, annotated photographs)

School devised assessments (Summative Internal Assessment – IA)

Assessment from these units is used to determine the student’s exit result.

Unit 1 - The Furnishing Industry (2023)	Unit 2 - Furniture for the outdoors (2023)
<b>FIA1:</b> Examination: Short response 60 – 90 minutes; 50-250 word responses per item)	<b>FIA3:</b> Practical Demonstration Small carcass construction (product including annotated CAD drawings)
<b>FIA2:</b> Practical Demonstration Toy storage cabinet + toy construction; Multimodal presentation (8 A4 pages)	<b>FIA4:</b> Project Garden chair (product + multimodal non-presentation 8 A4 pages)

# Hospitality Practices (Year 12 Only)

Applied senior subject

Subject  
Fee  
Applies Applied

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

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

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

## Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in 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 conclusion of the course of study, students should:

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

## Structure

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

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1 – Introduction to the hospitality industry	Unit 2 – Working safely in the hospitality industry
<b>FIA1:</b> Extended response to stimulus: Written: Letter to the Editor 500–800 words (Class and own time)	<b>FIA3:</b> Project – actual event: Muffin Break Written folio: 400–700 words Product & Performance: continuous class time
<b>FIA2:</b> Project – simulated event: Party Time Written folio: 400–700 words Product & performance: continuous class time	<b>FIA4:</b> Exam: 70 minutes short response 50–150 words per item

### School devised assessments (Summative Internal Assessment – IA)

Assessment from these units is used to determine the student's exit result.

Unit 3 – Being Culturally Aware	Unit 2 – The Hospitality Industry
<b>IA1:</b> Extended response to stimulus: Written: 600–1000 words	<b>IA3:</b> Exam: 60 – 90 minutes (50–250 words per item)
<b>IA2:</b> Project – actual event: Asian Hotbox Written: folio: 500–900 words Product & performance: continuous class time	<b>IA4:</b> Project – Two Course Meal + service Written folio: 500–900 words Product & Performance: continuous class time

# Industrial Graphics Skills

Applied senior subject

Applied

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students develop transferable skills by engaging in drafting and modelling 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 tasks.

## Pathways

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

## Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

**THIS SUBJECT IS A COMBINED CLASS AND IS TAUGHT AS YEAR A/YEAR B PROGRAM ON A ROTATIONAL BASIS.**

**2022:** Units 3 and 4

**2023:** Units 1 and 2

## Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Drafting processes</li> </ul>	<ul style="list-style-type: none"> <li>• Building and construction drafting</li> <li>• Engineering drafting</li> <li>• Furnishing drafting</li> </ul>

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 3- Furnishing and Engineering Drafting (2022)	Unit 4- Sheet Metal Drafting & Building & Construction (2022)
<b>FIA1:</b> Project: 3 D Views Outdoor Timber Seat Year 11 (400-700 words written component)	<b>FIA3:</b> Exam: Short response (60–90 minutes) 50–150 words per item
<b>FIA2:</b> Practical demonstration: 3D printout using CAD	<b>FIA4:</b> Project: Surveying & Landscape Drawings + 400-700 word written component

### School devised assessments (Summative Internal Assessment – IA)

Assessment from these units is used to determine the student's exit result.

Unit 1 - Kitchen Floor Plans (2023)	Unit 2 - Sheet metal drawing (2023)
<b>IA1:</b> Project: 2D & 3D drawings + 400 – 700 written component	<b>IA3:</b> Exam: Short response (60–90 minutes) 50–150 words per item
<b>IA2:</b> Practical demonstration: 3D printout (Wheel Castor or Support Roller)	<b>IA4:</b> Project: Use REVIT CAD program to produce architectural plans.

# Physical Education

## General senior subject

General

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
<p><b>Sport psychology, equity and physical activity</b></p> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<p><b>Motor learning, functional anatomy, biomechanics and physical activity</b></p> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<p><b>Tactical awareness, ethics and integrity and physical activity</b></p> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<p><b>Energy, fitness and training and physical activity</b></p> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<p><b>FIA1:</b> Project Folio: Multimodal: 7–9 minutes Video: 2–3 minutes</p>	<p><b>FIA3:</b> Project Folio: Multimodal: 7–9 minutes • Video: 2–3 minutes</p>
<p><b>FIA2:</b> Investigation Report: 1000–1500 words</p>	<p><b>FIA4:</b> Exam: 2 hrs, 10 minutes perusal 800–1000 words total Short response: 150–250 words Extended response: 400+ words</p>

In Year 12 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 (Internal Assessment – IA)

Unit 3		Unit 4	
<p><b>IA1:</b> Project folio: Multimodal: 9–11 minutes; supporting evidence 2-3 minutes)</p>	25%	<p><b>IA3:</b> Project folio: : Multimodal: 9–11 minutes; supporting evidence 2-3 minutes)</p>	30%
<p><b>IA2:</b> Investigation — report (1500 – 2000 words)</p>	20%	<p><b>EA:</b> Summative external assessment: Exam — combination response (800 – 1000 words)</p>	25%

# Early Childhood Studies (Year 12 Only)

Applied senior subject

Subject  
Fee  
Applies Applied

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

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

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

## Pathways

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

## Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

## Structure

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

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1 – Introducing early childhood	Unit 2 – Creativity, self-expression & problem solving
<b>FIA1:</b> Extended response to stimulus Written: 500–800 words (class and own time)	<b>FIA3:</b> Project Written: 400–700 words Product: continuous class time
<b>FIA2:</b> Project Letters & Numbers: (performance and written) Written: 400–700 words Performance: continuous class time	<b>FIA4:</b> Exam Exam: 70 minutes 50–150 words per item

### Summative assessments (Internal Assessment – IA)

Assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 3 – The Play Environment; Watch me Grow	Unit 2 – Caring for Children; Learning our 1,2 & 3s
<b>IA1:</b> Project Develop sensory based activity + journal documenting effectiveness and justification 500 – 900 words)	<b>IA3:</b> Extended response to stimulus: Written:600–1000 words Class and own time) Written: 400–700 words Product: continuous class time
<b>IA2:</b> Project Actual Event: Play based activity Written journal: 500–900 words Performance: Under 8s Day	<b>IA4:</b> Project Play based activity Written journal: 500–900 words

# Biology

## General senior subject

General

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Data test: (60 minutes)	<b>FIA3:</b> Research investigation: (1000 – 1500 words)
<b>FIA2:</b> Student experiment: (800 – 1000 words)	<b>FIA4:</b> Exam Units 1 & 2: (2 x 1.5 hours)

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<b>IA1:</b> Data test (60 minutes)	10%	<b>IA3:</b> Research investigation (1500 – 2000 words)	20%
<b>IA2:</b> Student experiment (1000 – 1500 words)	20%		
Summative external assessment ( <b>EA</b> ): 50% Exam: (Units 3 & 4)    Paper 1 (90 minutes + 10 minutes perusal) Paper 2 (90 minutes + 10 minutes perusal)			

# Chemistry

## General senior subject

General

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Data test (60 minutes)	<b>FIA3:</b> Research investigation (1000 – 1500 words)
<b>FIA2:</b> Student experiment (800 – 1000 words)	<b>FIA4:</b> Exam Units 1 & 2 ( 2 x 1.5 hours)

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<b>IA1:</b> Data test (60 minutes)	10%	<b>IA3:</b> Research investigation (1500 – 2000 words)	20%
<b>IA2:</b> Student experiment (1000 – 1500 words)	20%		
Summative external assessment ( <b>EA</b> ): 50% Exam: (Units 3 & 4) Paper 1 (90 minutes + 10 minutes perusal) Paper 2 (90 minutes + 10 minutes perusal)			

# Physics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Unit 1	Unit 2
<b>FIA1:</b> Experimental investigation (800 – 1000 words)	<b>FIA3:</b> Research investigation: (800 – 1000 words)
<b>FIA2:</b> Data test 60 minutes	<b>FIA4:</b> Supervised exam Units 1 & 2 (2 x 1.5 hours)

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 (Internal Assessment – IA)

Unit 3		Unit 4	
<b>IA1:</b> Data test (60 minutes)	10%	<b>IA3:</b> Research investigation (1500 – 2000 words)	20%
<b>IA2:</b> Student experiment (1000 – 1500 words)	20%		
Summative external assessment ( <b>EA</b> ): 50% Exam: (Units 3 & 4) Paper 1 (90 minutes + 10 minutes perusal) Paper 2 (90 minutes + 10 minutes perusal)			

# Aquatic Practices

## Applied senior subject

Applied

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 concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

**THIS SUBJECT IS A COMBINED CLASS AND IS TAUGHT AS YEAR A/YEAR B PROGRAM ON A ROTATIONAL BASIS.**

**2022:** Units 1 and 2

**2023:** Units 3 and 4

## Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study

Areas of study	Core topics	Elective topics
Environmental	<ul style="list-style-type: none"> <li>• Environmental conditions</li> <li>• Ecosystems</li> <li>• Conservation and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Citizen science</li> </ul>
Recreational	<ul style="list-style-type: none"> <li>• Entering the aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic activities</li> </ul>
Commercial	<ul style="list-style-type: none"> <li>• Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Aquaculture, aquaponics and aquariums</li> <li>• Boat building and marine engineering</li> </ul>
Cultural	<ul style="list-style-type: none"> <li>• Cultural understandings</li> </ul>	<ul style="list-style-type: none"> <li>• Historical understandings</li> </ul>
Safety and management practices	<ul style="list-style-type: none"> <li>• Legislation, rules and regulations for aquatic environments</li> <li>• Equipment maintenance and operations</li> <li>• First aid and safety</li> <li>• Management practices</li> </ul>	—

## Assessment

### Formative Internal Assessment – FIA

Unit 1 – Aquariums and Aquaculture and Oceanography (2022)	Unit 2 – Marine ecosystems and Food from the Sea (2022)
<p><b>FIA1: Project:</b> Design, develop and maintain an aquarium, taking into consideration water quality, feeding requirements and nutrition sources, creating a report to document your progress throughout.</p>	<p><b>FIA3: Field Trip:</b> Plan, design and undertake a field survey of a marine habitat, using an identification created on classwork studies. A checklist of assessable skills will be provided to guide the task, and students will keep a planning notebook.</p>
<p><b>FIA2: Exam:</b> Respond to short response questions relating to the oceanography module under exam conditions.</p>	<p><b>FIA4: Investigation:</b> Investigate the species targeted by an Australian commercial fishery, its fishing methods, its sustainability management practices (including legislation, rules, regulations) and current status, and track the catch from ocean to plate.</p>

### Summative Internal Assessment – IA

Unit 3 – Citizen Science and Snorkelling (2023)	Unit 4 – Boating Skills and Waterway Ecology (2023)
<p><b>IA1: Investigation:</b> Investigate the specific biotic and abiotic components of a local waterway. Create a plan to intervene and improve the ecosystem's health and rehabilitate it back to its original natural state.</p>	<p><b>IA3: Project:</b> Plan and evaluate a boating field trip, including demonstration of boating skills.</p>
<p><b>IA2: Performance:</b> Students are able to plan for snorkelling, articulating identifiable risks and plans to minimise these. A checklist of assessable skills will be provided to demonstrate a range of snorkelling skills in the pool. Regular class time in the pool will be an expectation from students for the development, practice and demonstration of these water skills.</p>	<p><b>IA4: Exam:</b> Responding to short response questions relating to the ecology of waterways under exam conditions.</p>

Assessment from these units is used to determine the student's exit result.

# Science in Practice

## Applied senior subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

### Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and

employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

### Objectives

By the conclusion of the course of study students should:

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

**THIS SUBJECT IS A COMBINED CLASS AND IS TAUGHT AS YEAR A/YEAR B PROGRAM ON A ROTATIONAL BASIS.**

**2022:** Units 3 and 4

**2023:** Units 1 and 2

## Structure

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

Core topics	Electives
<ul style="list-style-type: none"> <li>• Scientific literacy and working scientifically</li> <li>• Workplace health and safety</li> <li>• Communication and self-management</li> </ul>	<ul style="list-style-type: none"> <li>• Science for the workplace</li> <li>• Resources, energy and sustainability</li> <li>• Health and lifestyles</li> <li>• Environments</li> <li>• Discovery and change</li> </ul>

## Assessment

### Formative Internal Assessment – FIA

Unit 3: Ecology and Fisheries Management and Forensics (2022)	Unit 4: Healthy Living and Science of Marine Vessels (2022)
<p><b>FIA1: Investigation</b>  <i>Aspects of biology relevant to the sustainable use of Australian fisheries. Investigate the interactions between fish biology physiology, population ecology), the fishing industry and fisheries management practices.</i>            Written Report 500-800 words</p>	<p><b>FIA3: Investigation</b>  <i>Investigate a variety of aspects of health related to body systems. This may include cardiopulmonary fitness, diet, lifestyle, and disease.</i>            Written Report on own fitness 600-1000 words</p>
<p><b>FIA2: Project</b>  <i>Focus on the science behind solving crimes. A variety of practical tasks will be undertaken.</i>            Multi-Modal Presentation            Written Report 500-900 words</p>	<p><b>FIA4: Extended Response</b>  <i>Focus on buoyancy, hull design and sea chemistry (particularly corrosion) as they apply to the operation of marine vessels.</i>            Product Component – Building of Model Boat Hull            Written Report 500-900 words</p>

### Summative Internal Assessment – IA

Unit 1: Structures and Buildings and Protecting our Environment (2023)	Unit 2: Flight Mechanics and Dynamic Earth (2023)
<p><b>IA1: Project:</b>  <i>Investigate the design and construction of buildings. Investigations may include basic principles of engineering, materials science and geological environment.</i>            Product Component – Building of Spaghetti Bridge            Written Report – 400-700 words</p>	<p><b>IA3: Project</b>  <i>Investigate the principles of flight as applied to living things and human inventions. This will include lighter than air vehicles as well as powered and unpowered aircraft.</i>            Product Component – Building of Glider            Written Report 400-700 words</p>
<p><b>IA2: Investigation</b>  <i>Investigate a variety of ways that humans have impacted upon the environment.</i>            Written Report 500-800 words</p>	<p><b>IA4: Extended Response</b>  <i>Investigate the active nature of the earth and its impact on human beings. This can include plate tectonics as a framework to investigate earthquakes, tsunamis and volcanoes.</i>            Written Report 500-800 words</p>

Assessment from these units is used to determine the student's exit result

# Drama

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

### ALTERNATIVE SEQUENCE SYLLABUS:

The order of the units rotate every two years:

**2022:** Unit 3 and Unit 4 will be studied

**2023:** Unit 1 and Unit 2 will be studied

## Structure

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

## Assessment

In these units 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).

### School devised assessments (Formative Internal Assessment – FIA)

Unit 3 (2022)		Unit 4 (2022)	
<p><b>FIA1:</b> Performance: Group (3-5 minutes of on stage engagement)</p>	20%	<p><b>FIA3:</b> Project: Practice led project 5 – 7 minute multimodal including 3-5 minute performance</p>	35%
<p><b>FIA2:</b> Project: Dramatic concept (800 – 1200 words + 10 – 12 digital images + storyboard)</p>	20%		
<p><b>EA:</b> Summative external assessment Exam: Extended response – 25% 2 hours 20 minutes 800 – 1000 words</p>			

### Summative assessments (Internal Assessment – AS: IA)

<input checked="" type="checkbox"/> Unit 1 (2021)	<input checked="" type="checkbox"/> Unit 2 (2021)
<p><b>AS1: IA1</b> Performance: Group • (3-5 minutes of on stage engagement)</p>	<p><b>AS3: IA3:</b> Project — practice-led project • 5 – 7 minute multimodal including 3-5 minute performance</p>
<p><b>AS2: IA2:</b> Project — Dramatic concept • (800 – 1200 words + 10 – 12 digital images + storyboard)</p>	<p><b>AS4: IA4:</b> Exam: Extended response 2 hours 20 minutes • 800 – 1000 words</p>

# Film, Television & New Media

## General senior subject

General

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

### Pathways

A course of study in Film, Television & New Media can establish a basis for further

education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

### Objectives

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

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

#### **ALTERNATIVE SEQUENCE SYLLABUS:**

The order of the units rotate every two years:

**2022:** Unit 3 and Unit 4 will be studied

**2023:** Unit 1 and Unit 2 will be studied

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Media forms</b></p> <ul style="list-style-type: none"> <li>• Concept: Technologies How are tools and associated processes used to create meaning?</li> <li>• Concept: Institutions How are institutional practices influenced by social, political and economic factors?</li> <li>• Concept: Languages How do signs and symbols, codes and conventions create meaning?</li> </ul>	<p><b>Story forms</b></p> <ul style="list-style-type: none"> <li>• Concept: Representations How do representations function in story forms?</li> <li>• Concept: Audiences How does the relationship between story forms and meaning change in different contexts?</li> <li>• Concept: Languages How are media languages used to construct stories?</li> </ul>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Concept: Technologies How do technologies enable or constrain participation?</li> <li>• Concept: Audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</li> <li>• Concept: Institutions How is participation in institutional practices influenced by social, political and economic factors?</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Concept: Technologies How do media artists experiment with technological practices?</li> <li>• Concept: Representations How do media artists portray people, places, events, ideas and emotions?</li> <li>• Concept: Languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</li> </ul>

## Assessment

In these units 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).

### School devised assessments (Formative Internal Assessment – FIA)

Unit 3 (2022)		Unit 4 (2022)	
F1A1 Case study investigation Case study investigation 800-1000 words	15%	F1A3 Stylistic project Written treatment 800-1000 words Reflective statement 200-400 words Individual production 2-5 minutes	35%
F1A2 Multi-modal project: Multi-platform project Written treatment 800-1000 words 12-24 storyboards Individual 45 seconds to 5 minute production	25%		
<p><b>EA: Summative external assessment – 25%</b> Exam: Extended response 2 hours 20 minutes</p>			

### Summative assessments (Internal Assessment – AS: IA)

Unit 1 (2023)	Unit 2 (2023)
<b>AS1: IA1:</b> Music video 1000-1500 words	<b>AS3: IA3:</b> Genre project: Short film/genre sequence Written treatment 800-1000 words Reflective statement 200-400 words Individual production 2-5 minutes
<b>AS2: IA2:</b> Music video production 800-1000 words 12-24 storyboards Individual 45 seconds to 5 minute production	<b>AS4: IA4:</b> Exam: Extended response 2 hours 20 minutes

# Music

## General senior subject

General

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.

#### **ALTERNATIVE SEQUENCE SYLLABUS:**

The order of the units rotate every two years:

**2022:** Unit 3 and Unit 4 will be studied

**2023:** Unit 1 and Unit 2 will be studied

## Structure

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

## Assessment

In these units 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).

### School devised assessments (Formative Internal Assessment – FIA)

Unit 3 (2022)		Unit 4 (2022)	
<p><b>AS1: IA1:</b> Performance (2- 3 minutes + 200 -400 word performance statement)</p>	20%	<p><b>AS3: IA3:</b> Integrated Project: (3-5 minute multimodal or 600 words including 3 minutes performance)</p>	35%
<p><b>AS2: IA2:</b> Composition (60 seconds + 200- 400 word statement)</p>	20%		
<p><b>EA:</b> Summative external assessment – 25% Exam - 2 hours 20 minutes</p>			

### Summative assessments (Internal Assessment – AS: IA)

Unit 1 (2023)	Unit 2 (2023)
<p><b>FIA1:</b> Performance (2- 3 minutes + 200 -400 word performance statement)</p>	<p><b>FIA3:</b> Integrated project (digital presentation) (6-10 minute presentation and composition component of 1-2 minutes + 200 – 400 word statement)</p>
<p><b>FIA2:</b> Composition (60 seconds + 200- 400 word statement)</p>	<p><b>FIA4:</b> Exam - 2 hours 20 minutes</p>

# Visual Art

## General senior subject

General

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

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

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

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

### Pathways

A course of study in Visual Art can establish a basis for further education and

employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

### Objectives

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

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

#### ALTERNATIVE SEQUENCE SYLLABUS:

The order of the units rotate every two years:

**2022:** Unit 3 and Unit 4 will be studied

**2023:** Unit 1 and Unit 2 will be studied

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as code</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as lens</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as knowledge</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<p><b>Art as alternate</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>

## Assessment

In these units 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).

### School devised assessments (Formative Internal Assessment – FIA)

Unit 3 (2022)		Unit 4 (2022)	
<b>F1A1:</b> Investigation -Inquiry phase 1: (1000 – 1500 words)	15%	<b>F1A3:</b> Project - Inquiry phase 3: Inquiry based folio: (200 word annotated resolved works + 1-4 evidence slides, 150 word artist statement	35%
<b>F1A2:</b> Project - Inquiry phase 2: Experimental folio (200 word annotated resolved works + 1-4 evidence slides, 150 word artist statement	25%		
<p><b>EA:</b> Summative external assessment: - 25%</p> <p>Exam: Extended response 2 hours 20 minutes</p>			

### Summative assessments (Internal Assessment – AS: IA)

Unit 1 (2023)	Unit 2 (2023)
<b>AS1: IA1:</b> Investigation — inquiry phase 1 (1000 – 1500 words)	<b>AS3: IA3:</b> Project — inquiry phase 3 Portfolio (200 word annotated resolved works + 1-4 evidence slides, 150 word artist statement
<b>AS2: IA2:</b> Project — inquiry phase 2 Portfolio (200 word annotated resolved works + 1-4 evidence slides, 150 word artist statement	<b>AS3:IA3:</b> Exam: Extended response 2 hours 20 minutes

# Visual Arts in Practice

## Applied senior subject

Subject  
Fee  
Applies Applied

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

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

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

### Pathways

A course of study in Visual Arts in Practice can establish a basis for further education

and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

### Objectives

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

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

**THIS SUBJECT IS A COMBINED CLASS AND IS TAUGHT AS YEAR A/YEAR B PROGRAM ON A ROTATIONAL BASIS.**

**2022:** Units 3 and 4

**2023:** Units 1 and 2

## Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"><li>• Visual mediums, technologies, techniques</li><li>• Visual literacies and contexts</li><li>• Artwork realisation</li></ul>	<ul style="list-style-type: none"><li>• 2D</li><li>• 3D</li><li>• Digital and 4D</li><li>• Design</li><li>• Craft</li></ul>

## Assessment

### School devised assessments (Formative Internal Assessment – FIA)

Assessment from these units is used to determine the student's exit result.

Unit 3 – Social commentator (2022)	Unit 4 – Wearable arts and culture (2022)
<b>FIA1:</b> Project – 4 x pages artists book + written response and reflection (400 – 700 words)	<b>FIA3:</b> Project – design and construct wearable art piece and written response artist statement (400 – 700 words)
<b>FIA2:</b> Product – 2D art work	<b>FIA4:</b> Extended research response (500 – 800 words)

### Summative assessments (Internal Assessment - IA)

Unit 1 – Belonging (2023)	Unit 2 – Our Voice (2023)
<b>IA1:</b> Project – including written response and reflection (500 – 900 words)	<b>IA3:</b> Extended research response (600 – 1000 words)
<b>IA2:</b> Product – 2D art work	<b>IA4:</b> Project including written evaluation (500 – 900 words)

# Vocational Education & Training

VET

## What is VET?

Vocational Education and Training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years, Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as TAFE, or in the workplace.

Heatley Secondary College is registered for the delivery of vocational courses (RTO code 30295) under ASQA's jurisdiction and must meet the requirements of the VET Quality Framework.

## Heatley Secondary College (available through main timetable)

Qualification	Qualification Description	Course Provider
CUA20620	Certificate II in Music	HSC RTO 30295
SIS20419	Certificate II in Outdoor Recreation	TAFE Queensland RTO 0275
CUA20220 ICP20120	Certificate II in Creative Industries (Animation) Certificate II in Printing and Graphic Arts	HSC RTO 30295
SIT20316 SIT20416	Certificate II in Hospitality Certificate II in Kitchen Operations	HSC RTO 30295
FSK20119 BSB20120	Certificate II in Skills for Work and Vocational Pathways Certificate II in Workplace Skills	HSC RTO 30295
BSB30120	Certificate III in Business	HSC RTO 30295
CHC30113	Certificate III in Early Childhood Education and Care	Cairns Training Academy RTO 30857
SIS30315	Certificate III in Fitness	Binnacle RTO 31319
HLT33115 HLT23215	Certificate III in Health Services Assistance (including Certificate II Health Support Services)	Connect n Grow RTO 40518
ICT30120	Certificate III in Information Technology	HSC RTO 30295
CUA31120	Certificate III in Visual Arts (Photography)	HSC RTO 30295



Heatley Secondary College  
(National Provider No: 30295)

*\* All Certificate course information was true & correct at the time of printing.*

## Heatley Secondary College – TCTC (Wednesdays or evening classes)

CUA20220	Certificate II in Creative Industries (Screen)	HSC RTO 30295
CUA20220	Certificate II in Creative Industries (Animation)	HSC RTO 30295
CUA20620	Certificate II Music	HSC RTO 30295
ICP20120	Certificate II in Printing and Graphic Arts	HSC RTO 30295
ICT30120	Certificate III in Information Technology	HSC RTO 30295
CUA30920	Certificate III in Music	HSC RTO 30295
CUA31020	Certificate III in Screen and Media	HSC RTO 30295
CUA31120	Certificate III in Visual Arts (Photography)	HSC RTO 30295



Heatley Secondary College  
(National Provider No: 30295)

*\* All Certificate course information was true & correct at the time of printing.*



## QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from the same VET training package, the highest level qualification in the Core category of learning will contribute credit to a QCE. To ensure the breadth of learning, a maximum of eight (8) credits from the same training package can contribute to a QCE.

Certificate 1	Certificate II	Certificate III or Certificate IV	Category of learning	Maximum QCE credit
✓			Preparatory	2-3
	✓		Core	4
	✓	✓	Core	5-8 (from Certificate III)
✓	✓		Core	4 (from Certificate II)
✓	✓	✓	Core	5-8 (from Certificate III)
	✓	Partially completed	Core	4 from Certificate II (0-4 additional credit from partial completion of the Certificate II accrues for new learning)

## Applied subjects and VET qualifications

Vocational education and training (VET) provides valid and important pathway options for many students. Students may enrol in any Applied subject and/or VET qualification. Students will not accrue credit where duplication of learning is identified.

Applied subjects and Certificate II level VET qualifications that have similar subject matter and learning goals are considered duplication of learning.

# Certificate II in Music

Subject  
Fee  
Applies

VET

This course gives students four (4) points towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: CUA20620	A wide range of projects will include topics such as creating sound and music using digital technology and virtual instruments, recording and mixing dialogue, sound effects and music, researching key areas of the music industry and business
Entry requirements:	This course provides the skills and knowledge for an individual to be competent in supporting the setting up and management of recording and production of sound and music using digital technology. Students are required to have: <ul style="list-style-type: none"> <li>• Unique Student Identifier (USI)</li> <li>• Year 10 level Education is necessary.</li> <li>• Passion for music/sound production</li> <li>• USB storage/drive (16G min)</li> <li>• Headphones</li> <li>• Notebook/folder</li> </ul>
Qualification Packaging Rules:	Students will be required to complete three (3) core and five (5) Elective Units of Competency over one year (two semesters).
Core and Electives: Competencies covered:	<p>CORE</p> <p>BSBWHS201 BSBWOR203 CUAIND201</p> <p>ELECTIVES</p> <p>CUASOU202 CUAMCP211 CUASOU204 CUASOU317 CUASOU203</p> <p>Contribute to health and safety of self and others Work effectively with others Develop and apply creative arts industry knowledge</p> <p>Perform basic sound editing Incorporate technology into music making Mix sound in a broadcasting environment Record and mix a basic music demo Assist with sound recordings</p>
Learning experiences:	<p>CLASS TIME / CONTACT - The course involves 3 x 70min sessions per week over one year.</p> <p>NON CONTACT - It is recommended that students complete at least 50+ hours of their own time completing course requirements</p> <ul style="list-style-type: none"> <li>• Using industry standard software to edit/mix sound</li> <li>• Using industry standard software to produce sound products</li> <li>• Researching key music industry careers and organisations</li> <li>• Use digital technology to perform/create soundtrack material</li> <li>• Present radio broadcast programs</li> </ul>
Assessment:	<p>This nationally-recognised VET course involves three (3) Core Units of Competency and five (5) Elective Units of Competency that include:</p> <ul style="list-style-type: none"> <li>• Creating soundtrack audio and FX using digital technology</li> <li>• Researching key music industry service providers and career options</li> <li>• Recording music demos</li> <li>• <input checked="" type="checkbox"/> Creating radio broadcast/podcast programs</li> </ul>
Pathways	<ul style="list-style-type: none"> <li>• This qualification allows learners to develop skills and knowledge to prepare to work in the Music Industry. Possible jobs relevant to this qualification may include: <ul style="list-style-type: none"> <li>• Sound engineer</li> <li>• Game music/sound developer</li> <li>• Musician/songwriter</li> <li>• Audio technician</li> <li>• Sound technician for broadcast</li> <li>• AV support worker</li> <li>• Live installation</li> </ul> </li> </ul>



Heatley Secondary College  
(National Provider No: 30295)

# Certificate II in Outdoor Recreation

Subject  
Fee  
Applies

VET

This course gives students up to four (4) credits towards QCE and is completed over 2 years.

Registered Training Organisation	TAFE Queensland (RTO Code 0275)
Qualification description: SIS20419	<p>This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.</p> <p>Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps. The combined skills and knowledge provided by this qualification do not provide for a job outcome as a leader and further training would be required before moving into those roles.</p>
Entry requirements:	There are no entry requirements for this qualification.
Qualification Packaging Rules	Total units = 11 (4 core units + 7 elective units as listed below).
Core and Electives: Competencies covered:	<p>Participate in workplace health and safety</p> <p>Assist in conducting recreation sessions</p> <p>Minimise environmental impact</p> <p>Maintain sport, fitness and recreation knowledge</p> <p>Provide first Aid</p> <p>Perform basic water rescues</p> <p>Snorkel</p> <p>Bushwalk in tracked environments</p> <p>Navigate in tracked environments</p> <p>Respond to emergency situations</p> <p>Maintain equipment for activities</p>
Learning experiences	<ul style="list-style-type: none"> <li>• Face to face in a simulated workplace training environment for required skills</li> <li>• Online for some components of training for required knowledge</li> <li>• Classroom for some components of training for required knowledge</li> <li>• Two and three day camps to display competencies</li> <li>• Part day excursions</li> </ul>
Assessment:	<p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.</p> <p>Evidence gathering methods may include:</p> <ul style="list-style-type: none"> <li>• Direct observation checklist</li> <li>• Folio of work</li> <li>• Portfolio</li> <li>• Assignments</li> <li>• Direct verbal or written questioning checklist</li> <li>• Role play</li> <li>• Case studies</li> </ul>
Pathways:	This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.



TAFE Queensland  
(National Provider No: 0275)

# Certificate II in Creative Industries (Animation) & Certificate II in Printing and Graphic Arts

Subject  
Fee  
Applies

VET

(Dual Qualification)

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: CUA20220	A wide range of projects will include topics such as 2D and 3D animation characters, backgrounds and sequences
Entry requirements:	This course provides the skills and knowledge for an individual to be competent in supporting the capture and production of high res images for commercial and exhibition purposes. Students are required to have: <ul style="list-style-type: none"> <li>• Unique Student Identifier (USI)</li> <li>• Year 10 level Education is necessary.</li> <li>• A passion for communicating using graphic and visual media</li> <li>• USB storage/drive (16G min)</li> <li>• Notebook/folder</li> </ul>
Qualification Packaging Rules:	Students will be required to complete three (3) core and eight (8) Elective Units of Competency over one year (two semesters).
Core and Electives: Competencies covered: CORE CUAIND201 CUSWHS302 BSBWOR203  ELECTIVES BSBDES201 CUAAACD101 CUAACD201 CUASCE201 CUADIG202 ICTICT203 ICTICT201	Develop and apply creative arts industry knowledge Apply work health and safety practices Work effectively with others  Follow a design process Use basic drawing techniques Develop drawing skills to communicate ideas Develop basic scenic art skills Develop digital imaging skills Operate application software packages Operate digital media software package
Learning experiences:	CLASS TIME / CONTACT - The course involves 3 x 70min sessions per week over one year. NON CONTACT - It is recommended that students complete at least 50+ hours of their own time completing course requirements <ul style="list-style-type: none"> <li>• Investigation of the design process.</li> <li>• Working in a team to develop creative industry products.</li> <li>• Development of 2D/3D images and objects.</li> <li>• Use of multi-media technologies in the design process.</li> <li>• Creative industry concepts and components.</li> <li>• Sketching using digital tablets.</li> <li>• Using Adobe, Autodesk and open source programs.</li> <li>• Create 2D and 3 D models and scenes.</li> <li>• Animated 2D and 3D models.</li> </ul>
Assessment:	This nationally-recognised VET course involves three (3) Core Units of Competency and eight (8) Elective Units of Competency that include: <ul style="list-style-type: none"> <li>• Compilation of documents showing knowledge of a range of creative industry knowledge and concepts associated with Workplace Health and Safety.</li> <li>• Development of a range of 2D/3D objects using image manipulation software such as Adobe Photoshop and Flash, Autodesk 3DS Max, Autodesk Maya</li> </ul>
Pathways	This qualification allows learners to develop skills and knowledge to prepare to work in the Music Industry. Possible jobs relevant to this qualification may include: <ul style="list-style-type: none"> <li>• Logo designer</li> <li>• Graphic designer</li> <li>• Web marketing</li> <li>• Video production</li> <li>• Projection artist</li> <li>• Simulation visualiser</li> <li>• Animator</li> <li>• Game collaborator</li> <li>• LED Sign designer</li> </ul>
Registered Training Organisation	Heatley Secondary College (RTO Code 30295)

Qualification description: ICP20120	A wide range of projects will include topics such as 2D and 3D animation characters, backgrounds and sequences
Entry requirements:	This course provides the skills and knowledge for an individual to be competent in supporting the capture and production of high res images for commercial and exhibition purposes. Students are required to have: <ul style="list-style-type: none"> <li>• Unique Student Identifier (USI)</li> <li>• Year 10 level Education is necessary.</li> <li>• A passion for communicating using graphic and visual media</li> <li>• USB storage/drive (16G min)</li> <li>• Notebook/folder</li> </ul>
Qualification Packaging Rules:	Students will be required to complete three (2) core and ten (10) Elective Units of Competency over one year (two semesters).
Core and Electives: Competencies covered: CORE ICPSUP2030 ICPSUP2160  ELECTIVES ICPDMT3210 ICPDMT3220 ICPPRP224 ICPPRP2110 ICPPRP2210 ICPPRP2250 ICPPRP2320 ICPPRP2520 ICPPRP2840 ICPPRP3210	Prepare and maintain the work area Inspect quality against required standards in a production environment  Capture digital images Edit digital images Produce pages using a page layout application Develop basic design concepts Select and apply type Produce graphics using graphics applications Electronically combine and assemble data for page layouts Output images Produce PDF files for online and screen display Produce typographic images
Learning experiences:	CLASS TIME / CONTACT - The course involves 3 x 70min sessions per week over one year. NON CONTACT - It is recommended that students complete at least 50+ hours of their own time completing course requirements Software and computer development has given people the ability to design, compile and output publications all from their desktop. Digital technologies are now the tool used almost universally to produce books, magazines, newspapers, brochures, posters and cards. Students complete four design projects and answer questions relevant to each process.
Assessment:	This nationally-recognised VET course involves three (3) Core Units of Competency and eight (8) Elective Units of Competency that include: <ul style="list-style-type: none"> <li>• input or create images for publication</li> <li>• use software to manipulate images to suit a design brief</li> <li>• exploring the use and arrangement of type styles</li> <li>• combining graphics and images to produce finished document</li> </ul>
Pathways	This qualification allows learners to develop skills and knowledge to prepare to work in the Music Industry. Possible jobs relevant to this qualification may include: <ul style="list-style-type: none"> <li>• Logo designer</li> <li>• Graphic designer</li> <li>• Desktop publisher</li> <li>• Assistant desktop publisher</li> <li>• Pre-press worker</li> <li>• Simulation visualiser</li> <li>• Animator</li> <li>• Game collaborator</li> <li>• LED Sign designer</li> </ul>



Heatley Secondary College  
(National Provider No: 30295)

# Certificate II in Hospitality & Certificate II in Kitchen Operations

Subject  
Fee  
Applies

VET

(Dual Qualification)

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: SIT20316	Certificate II Hospitality is ideal for students who have an interest in the hospitality industry and in particular the front of house preparation and service of food and beverages.
Entry Requirements:	There are no pre-requisites for this course. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging rules:	Total units = 12 (6 core units + 6 elective units from the list below).
Core and Electives Competencies covered:	<p>BSBWOR203 (C) Work effectively with others</p> <p>SITHIND002 (C) Source and use information on the hospitality industry</p> <p>SITHIND003 (C) Use hospitality skills effectively</p> <p>SITXCCS003 (C) Interact with customers</p> <p>SITXCOM002 (C) Show social and cultural sensitivity</p> <p>SITXWHS001 (C) Participate in safe work practices</p> <p>SITHIND001 (E) Use hygienic practices for hospitality services</p> <p>SITHACS001 (E) Clean premises and equipment</p> <p>BSBITU201 (E) Produce simple word-processed documents</p> <p>BSBITU202 (E) Create and use spreadsheets</p> <p>BSBCMM201 (E) Communicate in the workplace</p> <p>SITXCOM201 (E) Source and present information</p>
Learning experiences:	<p>Class time/contact – The course involves approx. 3 x 70 minutes per week.</p> <p>Non-contact – Students will need to spend some of their own time completing course requirements.</p>
Certification:	SIT20316 Certificate II in Hospitality will be awarded when requirements of the core and electives, have been met and the student has provided the school with a USI number. A learner will gain a Statement of Attainment if the full requirements for the issuing of the appropriate qualification, i.e. SIT20316 Certificate II in Hospitality, are not met as long as they have provided the school with their USI number.
Pathways:	Participation in SIT20316 Certificate II in Hospitality provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops.



Heatley Secondary College  
(National Provider No: 30295)

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: SIT20416	Certificate II in Kitchen Operations is ideal for students who have an interest in a career as a cook or looking for an introduction to kitchens. The course covers basic kitchen skills, which include knife handling, cutting techniques, food preparation, cooking and presentation of food.
Entry Requirements:	There are no pre-requisites for this course. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging rules:	Total units = 13 (8 core units + 5 elective units from the list below).
Core and Electives Competencies covered:  BSBWOR203 (C) SITHCCC001 (C) SITHCCC005 (C) SITHCCC011 (C) SITHKOP001 (C) SITXFSA001 (C) SITXINV002 (C) SITXWHS001 (C) SITHCCC002 (E) SITHCCC003 (E) SITHCCC007 (E) SITHCCC008 (E) SITXCCS003 (E)	Work effectively with others Use food preparation equipment Prepare dishes using basic methods of cookery Use cookery skills effectively Clean kitchen premises and equipment Use hygienic practices for food safety Maintain the quality of perishable items Participate in safe work practices Prepare and present simple dishes Prepare and present sandwiches Prepare stocks, sauces and soups Prepare vegetable, fruit, egg and farinaceous dishes Interact with customers
Learning experiences:	Class time/contact – The course involves approx. 3 x 70 minutes per week. Non-contact – Students will need to spend some of their own time completing course requirements.
Certification:	SIT20416 Certificate II in Kitchen Operations will be awarded when requirements of the core and electives, have been met and the student has provided the school with a USI number. A learner will gain a Statement of Attainment if the full requirements for the issuing of the appropriate qualification, i.e. SIT20416 Certificate II in Kitchen Operations, are not met as long as they have provided the school with their USI number.
Pathways:	Participation in SIT20416 Certificate II in Kitchen Operations provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.



Heatley Secondary College  
(National Provider No: 30295)

# Certificate II in Skills for Work and Vocational Pathways & Certificate II in Workplace Skills

VET

(Dual Qualification)

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: FSK20119	Certificate II in Skills for Work and Vocational Pathways provides opportunities for students to undertake a recognised program that is focused on acquiring knowledge and skills of a workplace. As well, it requires the student to apply these concepts in a range of workplace situations. Units of competency are delivered and assessed using competency-based assessment.
Entry Requirements:	There are no pre-requisites for this course. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging rules:	Total units = 14 (1 core unit + 13 elective units from the list below).
Core and Electives Competencies covered:	
FSKLRG011 (C)	Use routine strategies for work-related learning
FSKLRG009 (E)	Use strategies to respond to routine workplace problems
FSKRDG010 (E)	Read and respond to routine workplace problems
FSKWTG009 (E)	Write routine workplace texts
FSKOCM007 (E)	Interact effectively with others at work
FSKDIG003 (E)	Use digital technology for non-routine workplace tasks
FSKOCM009 (E)	Use oral communication skills to facilitate workplace meetings
BSBDAT201 (E)	Collect and record data
BSBTEC202 (E)	Use digital technologies to communicate in a work environment
BSBCRT201 (E)	Develop and apply thinking and problem-solving skills
FSKNUM014 (E)	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015 (E)	Estimate, measure and calculate with routine metric measurements for work
FSKNUM017 (E)	Use familiar and routine maps and plans for work
FSKNUM019 (E)	Interpret routine tables, graphs and charts and use information and data for work
Learning experiences:	Class time/contact – The course involves approx. 3 x 70 minutes per week. Non-contact – Students will need to spend some of their own time completing course requirements.
Certification:	FSK20119 Certificate II in Skills for Work and Vocational Pathways will be awarded when requirements of the core and electives, have been met and the student has provided the school with a USI number. A learner will gain a Statement of Attainment if the full requirements for the issuing of the appropriate qualification, i.e. Certificate II in FSK20119 in Skills for Work and Vocational Pathways, are not met as long as they have provided the school with their USI number.
Pathways:	Participation in FSK20119 Certificate II in Skills for Work and Vocational Pathways will provide learners moving into traineeship/apprenticeship arrangements with a range of experiences, knowledge and skills which will assist in a smooth transition into these arrangements.



Heatley Secondary College  
(National Provider No: 30295)

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: BSB20120	Certificate II in Workplace Skills provides opportunities for students to undertake a recognised program that reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.
Entry Requirements:	There are no pre-requisites for this course. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging rules:	Total units = 10 (5 core units + 5 elective units from the list below).
Core and Electives Competencies covered:  BSBCMM211 (C) BSBOPS201 (C) BSBPEF202 (C) BSBSUS211 (C) BSBWHS211 (C) BSBPEF201 (E) BSBPEF302 (E) BSBTEC201 (E) BSBTEC203 (E) BSBTWK201 (E)	Apply communication skills Work effectively in business environments Plan and apply time management Participate in sustainable work practices Contribute to the health and safety of self and others Support personal wellbeing in the workplace Develop self-awareness Use business software applications Research using the internet Work effectively with others
Learning experiences:	Class time/contact – The course involves approx. 3 x 70 minutes per week. Non-contact – Students will need to spend some of their own time completing course requirements.
Certification:	BSB20120 Certificate II in Workplace Skills will be awarded when requirements of the core and electives, have been met and the student has provided the school with a USI number. A learner will gain a Statement of Attainment if the full requirements for the issuing of the appropriate qualification, i.e. Certificate II in BSB20120 in Workplace Skills, are not met as long as they have provided the school with their USI number.
Pathways:	Participation in BSB20120 Certificate II in Workplace Skills will provide learners moving into traineeship/apprenticeship arrangements with a range of experiences, knowledge and skills which will assist in a smooth transition into these arrangements.



Heatley Secondary College  
(National Provider No: 30295)

# Certificate III in Business

VET

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Qualification description: BSB30120	This qualification is based on units of competency selected from the BSB Business Services Training Package. The course will teach you about business technology, word processing and spreadsheets, customer relationships, customer service, work practices and much more.
Entry requirements:	There are no entry requirements for this qualification.
Qualification Packaging rules:	Total units = 13 (6 core units + 7 elective units from the list below).
Core and Elective Competencies covered:  BSBCRT311 (C) BSBPFE201 (C) BSBSUS211 (C) BSBTWK301 (C) BSBWHS311 (C) BSBXCM301 (C) BSBTEC301 (E) BSBTEC302 (E) BSBTEC303 (E) BSBWRT311 (E) BSBPFE301 (E) BSBOPS304 (E) BSBOPS305 (E)	Apply critical thinking skills in a team environment Support personal wellbeing in the workplace Participate in sustainable work practices Use inclusive work practices Assist with maintaining workplace safety Engage in workplace communication Design and produce business documents Design and produce spreadsheets Create electronic presentations Write simple documents Organise personal work priorities Deliver and monitor a service to customers Process customer complaints
Learning experiences:	<ul style="list-style-type: none"> <li>• Face to face in a simulated workplace training environment for required skills</li> <li>• Face to face in a workplace</li> <li>• Online for some components of training for required knowledge</li> <li>• Classroom for some components of training for required knowledge</li> </ul>
Assessment:	<p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.</p> <p>Evidence gathering methods include:</p> <ul style="list-style-type: none"> <li>• Direct observation checklist</li> <li>• Portfolio</li> <li>• Assignments</li> <li>• Direct verbal or written questioning checklist</li> <li>• Role play</li> <li>• Case studies</li> </ul>
Pathways:	Possible career pathways include business owner, business manager, customer services, event management, marketing.
Qualification description:	The Certificate III in Business BSB30120 is based on units of competency selected from the BSB Business Services Training Package. The BSB30120 Certificate III in Business course will teach you about business technology, word processing and spreadsheets, customer relationships, customer service, work practices and much more.



Heatley Secondary College  
(National Provider No: 30295)

# Certificate III in Early Childhood Education and Care

Subject  
Fee  
Applies

VET

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Cairns Training Academy (RTO 30857)
Qualification description: CHC30113	This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously. The course is designed for students who have a strong interest in early childhood education.
Entry requirements:	To complete this qualification, students must demonstrate a satisfactory level of skills and knowledge required for each of the 18 units of competency in this course. In addition, 120 hours minimum of mandatory industry placement must be completed over the two year course.
Qualification Packaging rules:	Total units = 18 (15 core units + 3 elective units from the list below).
Core and Elective Competencies covered:	
CHCLEG001 (C)	Work legally and ethically
CHCDIV002 (C)	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001 (C)	Develop cultural competence
CHCECE002 (C)	Ensure the health and safety of children
CHCECE003 (C)	Provide care for children
CHCECE004 (C)	Promote and provide healthy food and drinks
CHCECE005 (C)	Provide care for babies and toddlers
CHCECE007 (C)	Develop positive and respectful relationships with children
CHCECE009 (C)	Use an approved learning framework to guide practice
CHCECE010 (C)	Support the holistic development of children in early childhood
CHCECE011 (C)	Provide experiences to support children's play and learning
CHCECE013 (C)	Use information about children to inform practice
CHCPRT011 (C)	Identify and respond to children and young people at risk
HLTAID004 (C)	Provide an emergency first aid response in an education and care setting
HLTWHS001 (C)	Participate in workplace health and safety
CHCECE006 (E)	Support behaviour of children and young people
CHCECE012 (E)	Support children to connect with their world
BSBWOR301 (E)	Organise personal work priorities and development
Learning experiences:	Students will have access to a variety of theory and practical learning resources, including industry placement, which equips students with the necessary resources to learn, practice and demonstrate the required skills to gain employment.
Fees:	Fees apply. Students may access VETiS funding to complete course.
Pathways:	Pathways include Early childhood educator or School age education and care provider.



Cairns Training Academy  
(National Provider No: 30857)

# Certificate III in Fitness

Subject  
Fee  
Applies

VET

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Binnacle Training (RTO Code: 31319)
Entry requirements: SIS30315	There are no entry requirements for this qualification. This course caters for students interested in working within the fitness industry as fitness instructors, personal trainers and group exercise instructors. Sound literacy skills are required. Students are required to have a Unique Student Identifier (USI) prior to enrolment.
Qualification Packaging Rules:	Students will be required to complete sixteen (16) Units of Competency to complete the qualification
Core and Electives: Competencies covered: HLTWHS001 BSBRK401 SISXEMR001 SISFFIT011 SISXCCS001 SISXFAC001 SISXIND001 SISXIND002 SISFFIT001 SISFFIT003 SISFFIT004  SISFFIT006 SISFFIT002  SISFFIT005 SISFFIT014 HLTAID003	Participate in workplace health and safety Identify risk and apply risk management processes Respond to emergency situations Instruct approved community fitness programs Provide quality service Maintain equipment for activities Work effectively in sport, fitness and recreation environments Maintain sport, fitness and recreation industry knowledge Provide health screening and fitness orientation Instruct fitness programs Incorporate anatomy and physiology principles into fitness programming Conduct fitness appraisals Recognise and apply exercise considerations for specific populations Provide healthy eating information Instruct exercise to older clients Provide First Aid
Learning experiences	These qualifications are nationally recognised qualifications delivered by Binnacle Training. Students will acquire the following skills: <ul style="list-style-type: none"> <li>• Client screening and health assessment</li> <li>• Instructing and monitoring fitness programs</li> <li>• Working with specific population clients</li> <li>• Exercise science and nutrition</li> </ul>
Assessment:	A range of teaching/learning strategies will be used to deliver the competencies through class-based tasks, with practical activities and practical assessment. These include: <ul style="list-style-type: none"> <li>• Multiple choice, true/false and short answer questions (online)</li> <li>• Practical activities and scenarios</li> <li>• Practical Learning Log</li> <li>• Observation Report</li> <li>• Assessor sign offs</li> <li>• Learner Questionnaire</li> <li>• Additional Activities</li> </ul> <p>HLTAID003 Provide First Aid is delivered as a short course within the program.</p>
Pathways:	Students gain the entry-level skills required of a Fitness Professional. Pathway into Certificate IV in Fitness.



RTO: Binnacle Training  
(National Provider Number: 31319)

# Certificate III in Health Services Assistance (including Certificate II in Health Support Services)

Subject  
Fee  
Applies

VET

(Dual Qualification)

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Connect 'n' Grow (RTO: 40518)
Qualification description: HLT33115 HLT23215	Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, inspection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.
Entry Requirements:	There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.
Duration:	This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow.
Core and Electives Competencies covered: HLTWHS001 BSBWOR202 BSBINM201 HLTINF001 HLTHSS003 HLTHSS005 CHCCOM005 BSBCUS201 CHCCOM001 CHCCCS010 CHCCCS020 CHCDIV001  HLTAAP001 BSBMED301 CHCCCS015 BSBWOR301 HLTAID011 HLTAID009 BSBMED303 CHCCCS009 CHCDIV002	<p>Certificate II Units</p> <ul style="list-style-type: none"> <li>Participate in workplace health and safety</li> <li>Organise and complete daily work activities</li> <li>Process and maintain workplace information</li> <li>Comply with infection prevention and control policies and procedures</li> <li>Perform general cleaning tasks in a clinical setting</li> <li>Undertake routine stock maintenance</li> <li>Communicate and work in health or community services</li> <li>Deliver a service to customers</li> <li>Provide first point of contact</li> <li>Maintain a high standard of service</li> <li>Respond effectively to behaviours of concern</li> <li>Work with diverse people</li> </ul> <p>Certificate III Units</p> <ul style="list-style-type: none"> <li>Recognise healthy body systems</li> <li>Interpret and apply medical terminology</li> <li>Provide individualised support</li> <li>Organise personal work priorities and development</li> <li>Provide first aid</li> <li>Provide cardiopulmonary resuscitation</li> <li>Maintain patient records</li> <li>Facilitate responsible behaviour</li> <li>Promote Aboriginal and/or Torres Strait Islander cultural safety</li> </ul>
Learning experiences:	A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face training; practicals and scenarios and online learning.
Fees:	The total cost of these courses is \$798. Students may be able to access VETiS funding to help subsidise the cost of their training.
Pathways:	Pathways may include: Various Certificate IV qualifications, Diploma of Nursing, Bachelor degrees and entry level employment within the health industry.



RTO: Connect 'n' Grow  
(National Provider Number: 40518)

# Certificate III in Information Technology

Subject  
Fee  
Applies

VET

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: ICT30120	A wide range of projects will include topics such as creating webpages, developing your web presence using social media, basic programming and how to build your own computer and make it run to maximum efficiency.
Entry requirements:	This course provides the skills and knowledge for an individual to be competent in supporting the design, development and programming of basic digital games briefs as part of a larger development team. Students are required to have: <ul style="list-style-type: none"> <li>• Unique Student Identifier (USI)</li> <li>• Year 10 level Education is necessary.</li> <li>• Passion for IT</li> <li>• USB storage/drive (16G min)</li> <li>• Headphones</li> <li>• Notebook/folder</li> </ul>
Qualification Packaging Rules:	Students will be required to complete six (6) core and six (6) Elective Units of Competency over two years (four semesters).
Core and Electives: Competencies covered: CORE BSBCRT301 BSBXCS303  BSBXTW301 ICTICT313 ICTPRG302 ICTSAS305  ELECTIVES ICWEB304 ICTWEB305 ICTWEB306 ICTWEB431 ICTICT302 ICTSAS308	<p>Develop and extend critical and creative thinking skills</p> <p>Securely manage personally identifiable information and workplace information</p> <p>Work in a team</p> <p>Identify IP, ethics and privacy policies in ICT environments</p> <p>Apply introductory programming techniques</p> <p>Provide ICT advice to clients</p> <p>Build simple web pages</p> <p>Produce digital images for the web</p> <p>Develop web presence using social media</p> <p>Create and style simple markup language documents</p> <p>Install and optimise operating system software</p> <p>Run standard diagnostic tests</p>
Learning experiences:	<p>CLASS TIME / CONTACT - The course involves 3 x 70min sessions per week over two years.</p> <p>NON CONTACT - It is recommended that students complete at least 75+ hours of their own time completing course requirements</p> <ul style="list-style-type: none"> <li>• Maximum hands-on experience with the industry standard programs</li> <li>• Using industry standard software to develop a webpage</li> <li>• Using industry standard software to manipulate images</li> <li>• Programming for computer applications/games</li> <li>• Programming for mobile devices (iPhone)</li> <li>• Using peripheral devices (tablets)</li> </ul>



Heatley Secondary College  
(National Provider No: 30295)

Assessment:	<p>This nationally-recognised VET course involves six (6) Core Units of Competency and six (6) Elective Units of Competency that include:</p> <ul style="list-style-type: none"> <li>• Run standard diagnostic tests</li> <li>• Install and operate operating system software</li> <li>• Programming foundations for games and mobile devices</li> <li>• Creating a web page</li> <li>• Creating an on-line presence</li> </ul>
Pathways	<p>This qualification allows learners to develop skills and knowledge to prepare to work in the ICT Industry. Possible jobs relevant to this qualification may include:</p> <ul style="list-style-type: none"> <li>• assistant designer</li> <li>• support games developer</li> <li>• assistant graphic/media designer</li> <li>• interaction media developer</li> <li>• assistant PC games programmer</li> <li>• support web designer</li> <li>• support digital media developer</li> <li>• support social media developer</li> <li>• support IT technician</li> </ul>



Heatley Secondary College  
(National Provider No: 30295)

# Certificate III in Visual Arts (Photography)

Subject  
Fee  
Applies

VET

This course gives students up to eight (8) credits towards QCE and is completed over 2 years.

Registered Training Organisation	Heatley Secondary College (RTO Code 30295)
Qualification description: CUA31120	A wide range of projects will include topics such as capturing photographic images, processing and printing; compositional techniques; use of colour in photographic images; creating a folio of work for exhibition
Entry requirements:	This course provides the skills and knowledge for an individual to be competent in supporting the capture and production of high res images for commercial and exhibition purposes. Students are required to have: <ul style="list-style-type: none"> <li>• Unique Student Identifier (USI)</li> <li>• Year 10 level Education is necessary.</li> <li>• Experience using DSLR cameras and Photoshop an advantage</li> <li>• USB storage/drive (16G min)</li> <li>• Notebook/folder</li> </ul>
Qualification Packaging Rules:	Students will be required to complete four (4) core and eight (8) Elective Units of Competency over two years (four semesters).
Core and Electives: Competencies covered: CORE BSBWHS201 CUAACD201 CUAPPR301 CUARES301  ELECTIVES CUAPHI302 BSBDES301 CUADIG305 CUAPPR304 CUAPPR302 CUAPPR407 CUAPHI303 CUAPHI402	<p>Contribute to health and safety of self and others Develop drawing skills to communicate ideas Produce creative work Apply knowledge of history and theory to own arts practice</p> <p>Capture photographic images Explore the use of colour Produce digital images (release 2) Participate in collaborative creative projects Document the creative work progress Select and prepare creative work for exhibition Process photo images to work-print and file stage Apply photo imaging lighting techniques</p>
Learning experiences:	<p>CLASS TIME / CONTACT - The course involves 3 x 70min sessions per week over two years.</p> <p>NON CONTACT - It is recommended that students complete at least 75+ hours of their own time completing course requirements</p> <ul style="list-style-type: none"> <li>• Capture a variety of photo images such a landscapes, buildings, food/commercial products and people</li> <li>• Edit and process images to enhance quality</li> <li>• Set up interior controlled lighting shoots</li> <li>• Prepare images for exhibition</li> </ul>
Assessment:	<p>This nationally-recognised VET course involves four (4) Core Units of Competency and eight (8) Elective Units of Competency that include:</p> <ul style="list-style-type: none"> <li>• developing drawing skills to communicate ideas</li> <li>• assess the relevance of historical and theoretical understanding of photography to own arts practice.</li> <li>• Effect of colour and composition</li> <li>• Managing location and studio shoots</li> <li>• Health and safety requirements</li> <li>• contribute to the production of a collaborative creative project contributing to the project set-up and development</li> </ul>
Pathways	<p>This qualification allows learners to develop skills and knowledge to prepare to work in the Music Industry. Possible jobs relevant to this qualification may include:</p> <ul style="list-style-type: none"> <li>• Event videographer</li> <li>• Retail assistant in art</li> <li>• Marketing and promotion</li> <li>• Digital photographer</li> <li>• Journalist</li> <li>• Camera operator/assistant</li> </ul>



Heatley Secondary College  
(National Provider No: 30295)

**Queensland  
Certificate  
of  
Individual  
Achievement  
(QCIA)**

# Introduction

Congratulations on your decision to undertake your senior studies at Heatley Secondary College. Our college provides quality secondary education for students of all ages and abilities, and our staff work very hard to support and encourage every learner.

The attainment of a QCIA is a qualification that you can be rightly proud of. The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the learning achievements of students whose learning is part of an **individualised learning program**.

Senior Schooling can be challenging, particularly in Year 11 Semester 1, but it can be immensely rewarding. You are in your final preparations for life beyond secondary schooling and this makes the next 2 years some of the most important ones of your life.

We have the highest expectations of your effort and behaviour.

## How the QCIA works

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.



Schools identify eligible students and decide the best certification option for each student. Consultation with students and their parents/carers is central to this decision-making process.



The individual learning program for the QCIA does not have credit value nor does it contribute toward the Queensland Certificate of Education (QCE).



If a student is eligible for the QCIA, they may record some QCE-contributing study in their learning account.



However, to receive the QCIA a student must be undertaking an individual learning program.

# Queensland Certificate of Individual Achievement

The QCIA adds to the suite of certificates that the Queensland Curriculum and Assessment Authority (QCAA) issues, and ensures that the educational achievement of all students can be recorded on a quality certificate.

The course for the QCIA is highly structured to meet the requirements of the set guidelines. Students undertaking the QCIA are enrolled in a combination of school subjects, TAFE courses and community access programs.



## School subjects

- The subjects developed by the school to meet recognised needs of students are generated from the Guidelines for Individual Learning (GIL).
- All subjects are created to cover the learning goals from the GIL.

## TAFE course (Year 11 only) delivered by TAFE Queensland Townsville, Pimlico Campus

- Certificate II in Hospitality

## Community access program (Year 12 only)

- a range of community programs accessed by students as a group e.g. Conservation Qld.
- Individualised programs with support from community organisations where appropriate.

# Frequently asked questions

## Who is eligible for the QCIA?

Students who:

- undertake studies that are part of an individual learning program
- have either an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

## What is an individual learning program?

An individual learning program is developed by the school to meet individual learning needs. It must be based on learning goals from the Guideline for Individual Learning (GIL).

## Does a student with an impairment or difficulties in learning have to receive this certificate?

No. The school will consult with the student and parents or carers to decide which educational program is best suited. There are several ways in which achievements can be reported.

## What achievements are included on the QCIA?

The certificate records educational achievement in two areas:

- Statement of Achievement
- Statement of Participation

## What achievements will not be included on the QCIA?

Authority subjects, Authority-registered subjects and vocational education and training (VET) are not included on the QCIA. These areas of learning can contribute toward the QCE and any achievements in these areas will be recorded on the Senior Statement.

## If a student obtains a QCIA, does it also contribute towards a QCE?

No. The QCE recognises broad learning options and confirms achievements of a significant amount of learning, a set standard of achievement, and the fulfilment of literacy and numeracy requirements.

## Can a QCIA student receive a Senior Statement?

Yes. The Senior Statement records any achievements that contribute toward the QCE that have been banked in the student's learning account.

## When a student leaves school at the end of Year 12, do they receive a QCIA and a QCE?

No. If a student meets the QCE requirements, a QCIA will not be issued. However, if a student receives a QCIA, they can continue to work towards a QCE — learning accounts remain open, regardless of age (however, credits expire after 9 years).

## What can the QCIA be used for?

The QCIA is a valuable record of student achievements. It:

- is an official record of completion of at least 12 years of education
- can be shown to employers as a summary of knowledge and skills
- can be used by training providers to help them decide the best training options to provide.

## Find out more

Visit the QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).

## What achievements are included on the QCIA

The Statement of Achievement shows achievement information under five curriculum organisers.

Communication and technologies (CT)	Students gain knowledge, understanding and skills in literacy and digital technologies. Students learn to use language to communicate with others through speaking, writing and creating. Technologies involves the student learning to operate digital and other technologies. They learn technical and social protocols for appropriate use of digital technologies to interact with others.
Community, citizenship and the environment (CCE)	Students develop knowledge, understanding and skills about communities, citizenship and environment. Students learn about active citizenship and participate in and contribute to their local and wider communities. They explore the world around them. They learn about how scientific understandings can inform decision making about people, environments and their relationships.
Leisure and recreation (LR)	Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities. They learn about different physical activities and the importance of lifelong physical activity. They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.
Personal and living dimensions (PLD)	Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy. Students learn about their own and others, identity, health and wellbeing. They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways to keep safe in the environment. They develop their ability to use numeracy skills in everyday situations.
Vocational and transition activities (VTA)	Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways. They learn how to set goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.

## Statement of Participation

This section could include the names or titles of activities the student has undertaken.

## Life English

The Life English course focuses on communication skills for life. Students engage with and create a range of texts for entertainment and work purposes.

### Focus areas include:

- Navigating reading, viewing and listening to a wide range of texts, including TV dramas, crime stories, work documents, novels, picture books, short stories, recipe books, anime, science fiction and fantasy texts.
- Interpreting and responding to texts.
- Interacting with and composing texts.
- Communicating to convey knowledge, understanding and opinions.
- Planning and presenting information, including dramatic readings, and informative speeches.

### Assessment:

- Reviews
- Reports
- Work related documents
- Short stories
- Journals
- Recipe Book

## Life Mathematics

The Life Mathematics course prepares students for meeting the functional numeracy demands of daily life. Mathematics is taught through symbolic, concrete and abstract applications in real life contexts for both personal and workforce applications.

### Focus areas include:

- Every day numeracy skills
- Understanding and using number values
- Applying patterns and relationships
- Using data
- Applying concepts of time
- Using money
- Household budgeting

### Assessment:

- Short tests
- Research assignments
- Exam

## Social Environment and Community Studies

This subject offers a broad range of learning opportunities related to personal health, community access and environmental studies. It is a practical Life Skills Social Sciences based subject that focuses on life-long learning.

### Focus areas include:

- Leisure activities in my community
- Health and well-being
- Local natural environments and conservation
- Team building and cooperation – building personal and community relationships
- Local, National and International Current Affairs issues
- Home budgeting and money management
- Cooperative work in a community garden
- How people live and work in Australia and other countries – including issues of gender, race, economics, culture, the arts, science, technology, law and history

### Assessment:

- Participation in activities and discussions
- Research assignments
- Short written tests
- Oral presentations

# Communication and Digital Technologies Skills

This course provides opportunities for students to undertake a subject that is focused on acquiring knowledge and skills of practical computing and use of a personal computer and hand held devices.

## Focus areas include:

Practical and knowledge skills in some areas of:

- Microsoft Office package including Word, PowerPoint, Excel and Outlook.
- Using the internet
- Digital media application including digital photography and video

## Assessment:

Assessment tasks are modified to suit student's abilities and requirements. Assessments are varied throughout the subject and combine to make up a folio of scaffolded and supported work including:

- Practical Tests
- Assignments
- Classroom Activities
- Observation of skills
- Questioning
- Presentations
- Demonstrations

# Work Ready Skills

Work Ready Skills is a course designed to prepare students for life beyond school.

## Focus areas include:

- Work Experience
- Workplace Health and Safety
- Basic job search and interview skills
- Communication in the Workplace
- Personal presentation in the Workplace
- Independence skills
- Maintaining a current resume
- Goal setting and decision making skills
- Access to Careers Expo
- Use of appropriate equipment in the Workplace
- Rights and Responsibilities: Employer-Employee
- Job site visits and guest speakers
- Transition to post-school life plan e.g. Path Plan
- Access to employment and volunteer agencies
- Access to community services programs that prepare students for post-school life

## Assessment:

Students are required to participate in school organised Work Experience and the TAFE Program as part of Work Ready Skills.

- Observations and log book entries for work experience
- Class activities and work books, questions checklists for knowledge

## Work Experience:

- Half a day each week
- Supported, structured work placement where students develop the necessary skills required for further employment

# Human Relationships Education

This subject is delivered in conjunction with the Family Planning framework and the resource *'High Talk and Everybody Needs to Know'*.

## Focus areas include:

- Physical and social development as adolescents become adults
- Understanding and managing emotions. Strategies to manage and moderate emotions in life contexts
- Interacting with others – personal and social skills, communication and conversation skills, cooperative behaviour
- Relationships
  - Relationships within and beyond family
  - Skills for developing and maintaining friendships
  - Intimate relationships and reproductive and sexual health

## Assessment:

- Classroom activities and discussion
- Worksheets to test knowledge of concepts

## Art Skills (Elective)

This course offers students the chance to design and create visual art pieces of work.

- Exhibit artworks
- Critique own and others' work

## Focus areas include:

- Sketching to Create Drawings
- Using grids and technology to create and enlarge designs
- Transposing designs
- Painting Techniques
- Exploring 3D with Sculpture
- Simple mould making and casting
- Understanding Elements and Principles of Design
- Understanding art styles and movement genres.
- Understanding art purposes

## Assessment:

- Production of practical artworks
- Exhibiting work
- Critical analyses and discussion

**OR**

## Workshop Skills (Elective)

The course is designed to build knowledge and practical skills in the areas of design, building and construction. Students will become familiar with materials, tools, and building processes in a safe & supportive learning environment.

## Focus areas include:

- Workplace health and safety processes and procedures
- Designing and planning various projects
- Cooperate in a group to complete community projects
- Budgeting and purchasing of materials
- Operating hand and powered tools
- Completing the construction of small personal projects using both metal and timber materials
- Familiarisation with workshop fixed bench tools e.g. drill press, drop saw and metal sheers

## Assessment:

- Practical assessment tasks
- Completion of specified projects
- Supervised written tests
- Participation

## TAFE Program Certificate II in Hospitality (Year 11)

- **Every Friday** this course provides opportunities for students to develop vocational skills for hospitality at an industry standard at TAFE and at work experience hospitality placement.
- The TAFE adult learning environment provides opportunities for students to develop and practice social skills through interaction with students and staff from other schools and TAFE.
- This Certificate II level course is delivered and assessed to accommodate individual student learning needs.
- Theory and practical tasks at Pimlico TAFE Campus every Friday.

## Life Skills (Year 12)

This subject offers a range of real life learning experiences offered in community contexts, with a focus on accessing the Townsville community for recreation and leisure, social welfare, potential work opportunities and the National Disability Insurance Scheme.

- Each Friday accessing:

### Focus areas include:

- Public Transport
- Health and well-being in my community
- Work on local projects as part of a team
- Skills for running and maintaining a home and garden
- Health and Fitness
- Community venues and programs

### Assessment:

- Journal – weekly journal feeds into ongoing power point presentation
- Participation in planning and reflection
- Participation and co-operation
- Skills checklist





## **HEATLEY SECONDARY COLLEGE**

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