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and persevering



RESPECT
RESILIENCE
ENGAGEMENT

Showing respect for
for the dignity of others,
our College, our world



Commitment
improvement
and the v

2025 YEAR 11 & 12 Curriculum Handbook



MURRUMBA
STATE SECONDARY
COLLEGE

Our engaged community, Learning for Life

DISCLAIMER: All information contained is accurate at the time of publication however subject to change.

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Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

Welcome to the Senior Phase of Learning

This booklet has been developed to assist students and their parents in making informed choices about senior subjects by providing general information about the Senior Phase of Learning, as well as subject descriptors and prerequisites for study in Years 11 and 12.

At Murrumba State Secondary College, students are able to pursue a rigorous tertiary pathway to prepare them directly for university studies. Alternatively, students are able to pursue a vocational pathway which may lead to further study at University or TAFE, an apprenticeship/traineeship or direct entry to the workforce.

Student achievement in Year 10 subjects provides the platform for entry into Years 11 and 12. Students and parents are encouraged to discuss demonstrated academic progress with classroom teachers and Leaders of Learning to ensure they are setting realistic and achievable goals for their Senior Years. **It is imperative that students understand that, to avoid compromising course completion, minimal subject changes will occur in years 11 and 12 and are subject to approval.** This is why it is important students choose their subjects based on their Senior Subject Eligibility letter.

Which pathway is right for me?

Students at Murrumba State Secondary College undertake either a tertiary or a vocational pathway in Years 11 and 12.

Students pursuing a tertiary pathway will seek direct entry into university at the conclusion of Year 12, using a competitive Australian Tertiary Admissions Rank for selection. Tertiary pathway students will choose General subjects and either one Applied subject or VET certificate. In Year 12, all students will meet a member of the College's leadership team to complete a QTAC application, nominating University course preferences.

Students engaging in a vocational pathway will pursue post-school options, including: University or TAFE; an apprenticeship/traineeship; or employment. Vocational pathway students will choose Applied subjects and/or VET qualifications. Students pursuing a vocational pathway may seek university entrance through a completed Certificate III or higher qualification, TAFE Diploma program, University bridging and/or preparation programs. Students may choose to complete a QTAC application, nominating TAFE or University course preferences.

Regardless of the pathway they choose, all Senior students at Murrumba State Secondary College are required to meet the high standards set for: attendance, behaviour, effort, and submission of assessment.

How do I know which subjects are right for me?

Students choose subjects based on their Track Ed eligibility letter which is based on their academic achievement for Semester 1 Year 10. This letter outlines the subjects for which students have met pre-requisites, and therefore are eligible to select in year 11.

When choosing subjects, students should consider their post-schooling pathway and select subjects accordingly.

All students should select subjects in alignment with their Senior Education and Training (SET) Plan, their goals for the future and current achievement levels.

ALL STUDENTS MUST BE ELIGIBLE FOR A QUEENSLAND CERTIFICATE OF EDUCATION AND EITHER AN AUSTRALIAN TERTIARY ADMISSIONS RANK OR A VOCATIONAL AND EDUCATION CERTIFICATE OUTCOME.

Students should choose subjects:

- which they have met pre-requisites for,
- that they enjoy,
- in which they have shown ability or aptitude,
- which they have experienced success with,
- which will develop skills, knowledge and attitudes useful throughout their lives,
- optimise opportunities to reach their potential,
- that are pre-requisites for tertiary or further studies.

Choosing Senior Subjects

Students must choose six (6) subjects. It is important to choose senior subjects carefully as decisions may affect not only their ATAR eligibility and meeting university pre-requisites, but also their success at school and their feelings about school.

CHOOSING SENIOR SUBJECTS

(Please note: All pathways require students to choose 1 English and at least 1 Maths subject)

ATAR Pathway	Vocational Pathway	QLD Certificate of Individual Achievement QCIA (special entry only)
<p>Students must select 6 subjects from the following options:</p> <p>6 General subjects or</p> <p>5 General subjects and 1 applied or certificate III or higher course</p> <p>No Traineeships / Apprenticeships / TAFE @ School courses</p> <p><i>Note: an ATAR can be obtained by selecting 4 general subjects and an applied/certificate course, however with inter subject scaling this is not the most effective method to obtain a competitive ATAR.</i></p>	<p>Students must select six (6) subjects:</p> <p>Essential English</p> <p>Essential Maths or General Maths if Year 10 prerequisite is met</p> <p>Plus four (4) other Applied or Certificate Courses</p>	<p>Student courses under this pathway will be constructed as part of the Education Adjustment program in consultation with the Leader of Learning of Diversity and Inclusion.</p>

Senior Education Profile

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

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

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

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 Individual Achievement (QCIA)

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

Senior subjects

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

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

Short Course syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

QCE eligibility

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

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five scaled 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 C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

Applied and Applied (Essential) syllabuses

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

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

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

Course structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

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

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

Assessment

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

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

Schools have autonomy to decide:

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

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

More information about assessment in Applied senior syllabuses is available in [Section 7.3.1](#) of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

Students should complete Units 1 and 2 before starting Units 3 and 4.

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

VET Courses

Vocational Education and Training courses are qualifications students can study on either a Vocational or ATAR pathway. Fees for these courses are paid directly to the Registered Training Organisation responsible for each certificate. VET courses can contribute anywhere between 2 to 8 credit points towards a student's Queensland Certificate of Education. Students are assessed in these subjects as Working Towards Competency (WTC), Competency Not Achieved (CNA) or Competency Achieved (CA) and may be given more than one opportunity to demonstrate their acquisition of required competencies.

Curriculum Offerings

FACULTY	GENERAL SUBJECTS	APPLIED or VET SUBJECTS
Mathematics Leader of Learning: Matthew Plekker mplek2@eq.edu.au		
MATHEMATICS	General Mathematics	Essential Mathematics
	Mathematical Methods	
	Specialist Mathematics	
English Leader of Learning: Peter Morris - pmorr15@eq.edu.au		
ENGLISH	English	Essential English
	Literature	
Humanities/LOTE Leader of Learning: Renee Hayes – rxhay1@eq.edu.au		
HUMANITIES	Ancient History	Tourism
	Modern History	Social and Community Studies
LOTE	Spanish	
eLearning\Entrepreneurship and Innovation Leader of Learning: Rhiann Nelson – rnels37@eq.edu.au		
ENTREPRENEURSHIP & INNOVATIONS	Legal Studies	Diploma of Business (BSB502120) Certificate IV in Justice Studies (10971NAT)
Senior Secondary Leader of Learning: Briony Hendrickson bhend95@eq.edu.au		
SENIOR SECONDARY		Certificate III in Active Volunteering (CHC34015)
Applied Technologies Leaders of Learning: Fiona Wake – fwake1@eq.edu.au		
TECHNOLOGY	Design	Fashion Certificate II in Furniture Making Pathways (MSF20522)
	Digital Solutions	Certificate II in Engineering Pathways (MEM20422) Certificate II in Hospitality (SIT20322)
	Engineering	Certificate III in Early Childhood Education and Care (CHC30121) Certificate III in Information Technology (ICT30120)
Health and Physical Education Leader of Learning: Scott Forester – sfore7@eq.edu.au		
HEALTH AND PHYSICAL EDUCATION	Health Education	Sport & Recreation Certificate II in Sport Coaching (SIS20321) & III in Sport Coaching (SIS30521) - Football Academy
	Physical Education	Certificate III in Sport, Aquatics and Recreation (SIS30122) Certificate III in Fitness (SIS30321) Certificate III in Health Services Assistance (HLT33115) (including HLT23221 Certificate II in Health Support Services)
Science Leader of Learning: Gemma Hammond – gpark30@eq.edu.au		
SCIENCE	Biology	Certificate III in Laboratory Skills (MSL20122)
	Chemistry	
	Physics	
	Psychology	
Creative Industries Leader of Learning: Courtney Fegan crfeg0@eq.edu.au		
CREATIVE INDUSTRIES	Dance	Certificate II in Visual Arts (CUA20720)
	Drama	Certificate II in Creative Industries (CUA20220)
	Film, Television & New Media	
	Music	
	Visual Art	

Prerequisites for Senior Subjects 2025/26

SUBJECT	MANDATORY	RECOMMENDED
General Mathematics	Minimum B result in Maths	Minimum C in English or English Extension
Mathematical Methods	Minimum B result in Maths Extension (MAX) or minimum A result in Maths Immersion (MAI) or minimum C in Specialist Mathematics (MAS)	Minimum B in English or English Extension
Specialist Mathematics Required companion: Mathematical Methods	Minimum C in Specialist Mathematics (MAS)	Minimum C in Specialist Mathematics (MAS) Minimum B in English or English Extension
Essential Mathematics	Nil.	
English	Minimum B result in English or English Extension	Minimum A result in English or English Extension
Literature	Minimum B result in English or English Extension	Minimum A result in English or English Extension
Essential English	Nil.	
Ancient History	Minimum B result in History, History Extension or History Immersion AND C in English or English Extension Note: For students who did not study History in Semester 1, a minimum B result in English or English Extension can be used as a pre-requisite. Previous results in History should show a minimum B result.	
Modern History	Minimum B result in History, History Extension or History Immersion AND C in English or English Extension Note: For students who did not study History in Semester 1, a minimum B result in English or English Extension can be used as a pre-requisite. Previous results in History should show a minimum B result.	
Tourism	Nil.	
Social & Community Studies	Nil	
Legal Studies	Minimum B in English or English Extension.	Minimum B result in Year 10 Legal Studies
Digital Solutions	Minimum B in Digital Solutions	Minimum B result in English or English Extension AND Minimum B result in Maths or C in Mathematical Extension
Engineering	Minimum B in Maths or C result in Maths Extension AND minimum B in Science or C result in Science Extension.	Minimum C result in Engineering
Design	Minimum C result in any Maths AND B result in any English	Minimum B result in Design
Fashion	Nil.	
Health Education	Minimum B result in English or English Extension AND minimum C in Physical Education Extension or Health Extension or minimum B in HPE. Note: For students who did not study HPE in Semester 1, a minimum B in English or English Extension can be used as a pre-requisite along with previous B results in HPE.	
Physical Education	Minimum B result in English or English Extension AND minimum C in Physical Education Extension or Health Extension or minimum B in Year 10 HPE. Note: For students who did not study HPE in Semester 1, a minimum B in English or English Extension can also be used as a pre-requisite along with previous B results in HPE.	
Sport and Recreation	Nil.	
Biology	Minimum B result in Extension Science <u>or</u> Minimum A result in Core Science	<i>Recommended companions: General Maths and General English or Literature.</i>

Chemistry	Minimum B result in Extension Science <u>or</u> Minimum A result in Core Science.	<i>Recommended companions: General Maths and General English or Literature.</i>
Physics Required companion: Mathematical Methods.	Minimum B result in Extension Science.	<i>Recommended companions: General English or Literature.</i>
Psychology	Minimum C result in Extension Science or Minimum B result in Core Science.	<i>Recommended companions: General Maths and General English or Literature.</i>
Spanish	Minimum C result in Year 10 Spanish or Spanish Immersion AND minimum C result in English or English Extension.	Minimum B result in Spanish or Spanish Immersion.
Dance	Minimum C result in a Year 10 Creative Industry subject. Note: Successful completion will require students to perform on stage in front of an audience.	Minimum C result in English or English Extension Private Dance lessons
Drama	Minimum C result in Year 10 Drama <u>or</u> minimum B result in a Creative Industries course. Note: Successful completion will require students to perform on stage in front of an audience.	Minimum C result in English or English Extension
Film, Television & New Media	Minimum C result in English or English Extension	
Music	Minimum C result in Music <u>or</u> minimum C result in High Performance Music. Note: Successful completion will require students to perform on stage in front of an audience.	Minimum C result in English or English Extension Instrumental music lessons through the College or private music lessons A standard performance equivalent to AMEB Grade 3-4
Visual Art	Minimum B result in Visual Art or minimum A in Year 9 Visual Art Extension.	Minimum C result in English or English Extension
Certificate II in Visual Arts	Nil.	
Certificate II Hospitality	Special entry requirements may apply for this subject due to limited places.	A part time or casual job in the industry will help with mandatory placement hours.
Certificate III in Fitness	Nil.	
Certificate II + III in Sport Coaching (Football Academy)	Students must have participated in the Football Academy in Year 10.	
Certificate III in Sport, Aquatics and Recreation	Nil.	
Certificate III in Health Services Assistance	Nil.	
Certificate II in Engineering Pathways		Special entry requirements may apply for this subject due to limited places from Murrumbidgee SSC.
Cert III in Active Volunteering	Nil.	To complete mandatory hours of volunteering at Undurba SS, student must be able to obtain a Blue Card.
Diploma of Business	An average effort grade of a B across all subjects AND minimum C result in Entrepreneurship Education OR minimum C result in English or English Extension	
Certificate III in Early Childhood Education and Care	Students must be able to obtain a Working with Children Blue Card.	
Certificate III in Information Technology	Nil	
Certificate II in Furniture Making (Pathways)		Special entry requirements may apply for this subject due to limited places.
Certificate II in Creative Industries	Nil	
Certificate III in Laboratory Skills	Nil	
Certificate IV in Justice Studies	Minimum C in English or English Extension AND minimum C in 10 Legal Studies or minimum B in History, History Extension or History Immersion. Note: For students who did not study Legal Studies or History in Semester 1, a minimum B result in English or English Extension can be used as a pre-requisite.	An average effort grade of a B across all subjects

NB: Please note that subjects may not proceed if there are insufficient numbers. If student numbers exceed class capacity, student pathways as recorded in their OneSchool SETP will be considered to determine placement in class.

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

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

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Formative internal assessment: <ul style="list-style-type: none"> • Extended response — Multimodal response
Formative internal assessment: <ul style="list-style-type: none"> • Short response examination 	Formative internal assessment: <ul style="list-style-type: none"> • Extended response — Written response

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Spoken response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Written response

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

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a high level (B) of achievement in English or English Extension.

Recommended

It is recommended for students to have achieved a very high level (A) of achievement in Year 10 English or English Literature.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and 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.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts. 	Close study of literary texts <ul style="list-style-type: none"> • Creative responses to literary texts • Critical responses to literary texts

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:	25%	Formative internal assessment:	25%
<ul style="list-style-type: none"> • Extended response — written response for a public audience 		<ul style="list-style-type: none"> • Examination — imaginative written response 	
Formative internal assessment:	25%	Formative internal assessment:	25%
<ul style="list-style-type: none"> • Extended response — persuasive spoken response 		<ul style="list-style-type: none"> • Examination — analytical written response 	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Spoken persuasive response 		<ul style="list-style-type: none"> • Examination — extended response 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Written response for a public audience 		<ul style="list-style-type: none"> • Examination — extended response 	

Literature

General senior subject

General

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

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a high level (B) of achievement in English or English Extension.

Recommended

It is recommended for students to have achieved a very high level (A) of achievement in English or English Extension.

Pathways

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

Objectives

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

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

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:	25%	Formative internal assessment:	25%
<ul style="list-style-type: none"> • Examination — analytical written response 		<ul style="list-style-type: none"> • Extended response — imaginative written response 	
Formative internal assessment:	25%	Formative internal assessment:	25%
<ul style="list-style-type: none"> • Extended response — imaginative spoken/multimodal response 		<ul style="list-style-type: none"> • Examination — analytical written response 	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — extended response 		<ul style="list-style-type: none"> • Imaginative response 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Imaginative response 		<ul style="list-style-type: none"> • Examination — extended response 	

Sport & Recreation

Applied senior subject

Applied

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study. MSSC delivers the following unit:

Unit option	Unit title
Unit option H	Fitness for sport and recreation
Unit option C	Challenge in the outdoors
Unit option G	Event management
Unit option F	Emerging trends in sport, fitness and recreation

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Performance Performance: up to 4 minutes</p> <p>Planning and evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Investigation and session plan One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words <p>Performance Performance: up to 4 minutes</p> <p>Evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

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

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

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

strategies that mediate, enable and advocate change through health promotion.

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

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

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

Minimum B result in English or English Extension AND minimum C in Physical Education Extension, Health Extension or minimum B in HPE.

Note: For students who did not study HPE in Semester 1, a minimum B in English or English Extension can be used as a pre-requisite along with previous B results in HPE.

BYOD

As this subject is heavily based on research, students will be required to have their own device to complete class and assignment work.

Students who do not have their own device will be required to complete a large amount of work at home.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> • Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> • Transport safety (elective) 	Respectful relationships in the post-schooling transition

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none"> • Investigation — analytical exposition 	Formative internal assessment: <ul style="list-style-type: none"> • Investigation — action research
Formative internal assessment: <ul style="list-style-type: none"> • Examination — extended response 	Formative internal assessment: <ul style="list-style-type: none"> • Examination

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Action research 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination — extended response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — extended response 	25%

Physical Education

General senior subject

General

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

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

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

establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

Minimum B result in English or English Extension AND minimum C in Physical Education Extension, Health Extension or minimum B in Year 10 HPE.

Note: For students who did not study HPE in Semester 1, a minimum B in English or English Extension can also be used as a pre-requisite along with previous B results in HPE.

BYOD

As this subject is heavily based on research, students will be required to have their own device to complete class and assignment work.

Students who do not have their own device will be required to complete a large amount of work at home.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity <ul style="list-style-type: none">Motor learning in physical activityFunctional anatomy and biomechanics in physical activity	Sport psychology and equity in physical activity <ul style="list-style-type: none">Sport psychology in physical activityEquity — barriers and enablers	Tactical awareness and ethics in physical activity <ul style="list-style-type: none">Tactical awareness in physical activityEthics and integrity in physical activity	Energy, fitness and training in physical activity <ul style="list-style-type: none">Energy, fitness and training integrated in physical activity

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment: <ul style="list-style-type: none">Project — folio		Formative internal assessment: <ul style="list-style-type: none">Project — folio	
Formative internal assessment: <ul style="list-style-type: none">Examination — combination response		Formative internal assessment: <ul style="list-style-type: none">Investigation — report	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Project — folio	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Project — folio	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Investigation — report	25%	Summative external assessment (EA): <ul style="list-style-type: none">Examination — combination response	25%

SIS30122 Certificate III in Sport, Aquatics and Recreation

RTO Provider: Binnacle Training RTO: 31319

VET

2025 EDITION

SIS30122 CERTIFICATE III IN SPORT, AQUATICS AND RECREATION + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals with well-developed skills and knowledge to deliver recreational services.

Students assist with facilitation of sport and recreation programs within their school community including:

- › Officiating games
- › Conducting coaching sessions
- › Community sport, fitness and recreation programs

Available with a 'General' or 'Sport Specialty' Coaching and Officiating outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

WHAT DO STUDENTS ACHIEVE?

- › SIS30122 Certificate III in Sport, Aquatics and Recreation (max. 7 QCE Credits). Completing the 'Term 7 Part 2 Add-On' as well can result in a maximum 8 QCE Credits
- › Entry qualification: SIS20122 Certificate II in Sport and Recreation (only in Dual Qualification)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › A range of career pathway options including Club Level Official and/or Coach
- › Successful completion of the Certificate III in Sport, Aquatics and Recreation may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS



SKILLS ACQUIRED

- › Officiating games or competitions
- › Coaching beginner participants to develop fundamental skills
- › Effective communication skills
- › Use digital technologies in sports environments

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



Binnacle
Training
RTO CODE 31319



1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au



SIS30122 CERTIFICATE III IN SPORT, AQUATICS AND RECREATION + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:
SIS30122 Certificate III in Sport,
Aquatics and Recreation)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 3 Units*

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
\$335.00 per person (Cert II entry qualification
= \$265.00 + Cert III Gap Fee = \$70.00)
(+ First Aid \$55.00)

QCE Outcome:
Maximum 7 QCE Credits.
* Completing the Optional Term 7 Add-on as well can result in a maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	TOPICS
	<ul style="list-style-type: none"> Introduction to the Sport, Fitness and Recreation (SFR) Industry Introduction to Coaching Programs
TERM 2	PROGRAMS
	<ul style="list-style-type: none"> SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
TERM 3	TOPICS
	<ul style="list-style-type: none"> Introduction to Community Programs Introduction to Conditioning Programs
TERM 4	PROGRAMS
	<ul style="list-style-type: none"> Community SFR Program: Assist with Delivering Community SFR Sessions Conditioning Program: Participate in Conditioning Sessions
TERM 5	TOPICS
	<ul style="list-style-type: none"> Working in the SFR Industry Providing Quality Service in the SFR Industry
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> Group Conditioning Program: Plan and Deliver Group Conditioning Sessions One-on-one Cardio Program: Plan and Deliver a Cardio Program
TERM 7	TOPICS
	<ul style="list-style-type: none"> Recreational Exercise in the SFR Industry First Aid Course: HLTAID011 Provide First Aid
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> Recreation Program (Teacher Facilitated): Assist with Recreational Activity (Bootcamp)
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	TOPICS
	<ul style="list-style-type: none"> Deliver Outdoor Recreation Sessions
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> Deliver Outdoor Recreation Sessions
TERM 7	TOPICS
	<ul style="list-style-type: none"> Sport-Specific Coaching Program Developing Self-Awareness
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> Plan and Deliver a Sport Development Program Plan and Deliver a Community Recreation Session for Children
TERM 9	TOPICS
	<ul style="list-style-type: none"> Round-Robin Tournaments Working Effectively with Others Responding to Interpersonal Conflict
TERM 10	PROGRAMS
	<ul style="list-style-type: none"> Plan and Deliver a Round-Robin Tournament Role-play Conflict Scenarios
TERM 11	TOPICS
	<ul style="list-style-type: none"> Officiating Sports
TERM 12	PROGRAMS
	<ul style="list-style-type: none"> Officiate Modified Games

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	BSBPEF302	Develop self-awareness
SISXIND011	Maintain sport, fitness and recreation knowledge	BSBTWK201	Work effectively with others
BSBPEF301	Organise personal work priorities	SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSPAR009	Participate in conditioning for sport	SISOFLD001	Assist in conducting recreation sessions*
BSBPEF202	Plan and apply time management*	SISXPLD004	Facilitate groups
BSBSUS211	Participate in sustainable work practices*	BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
HLTWHS001	Participate in workplace health and safety	SISXIND009	Respond to interpersonal conflict
SISXFAC006	Maintain activity equipment	SISXPLD002	Deliver recreation sessions
SISXCCS004	Provide quality service	TERM 7 ADD-ON UNITS OF COMPETENCY	
SISXEMR003	Respond to emergency situations	SIRXWHS001	Work safely
* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)		HLTAID009	Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011)

Please note this 2025 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Approval for advertising granted.

Football Academy

Certificate II / III in Sport Coaching (Football)

Qualification offered by TAFE Queensland (RTO 0275)

VET

With a focus on football, students will study the Certificate II in Sport Coaching SIS20321 and Certificate III in Sport Coaching SIS30521 over 2 years (year 11 & 12). Students will undertake regular football-specific coaching sessions with a balance of theory and practical hands-on delivery to advance the learning experience. Take your game and football knowledge to the next level while earning up to 8QCE points in this engaging program.

Subject Costs

Cost of delivery of this course is \$400 plus VETiS Funding eligibility A co-branded MSSC Football Queensland Academy of Sport training shirt is included as part of the program.

Prerequisites

Students must have participated in the Football Academy in Year 10.

Units of Competency

Certificate II in Sport Coaching

Unit Code	Unit Title	Core or Elective
SISSSCO002	Work in a community coaching role	Core
SIRXWHS001	Work safely	Core
HLTAID011	Provide First Aid	Core
SISPAR009	Participate in conditioning for sport	Elective
SISSPAR008	Maintain wellbeing as an athlete	Elective
SISSSCO001	Conduct sport coaching sessions with foundation level participants	Elective
SISXCAI001	Provide equipment for activities	Elective

Units of Competency

Certificate III in Sport Coaching

Unit Code	Unit Title	Core or Elective
BSBOPS403	Apply business risk management processes	Core
SISSSCO005	Continuously improve coaching skills and knowledge	Core
SISSSCO003	Meet participant coaching needs	Core
HLTWHS001	Participate in workplace health and safety	Core
SISSSCO012	Coach sport participants up to an intermediate level	Elective
SISSSPT001	Implement sport injury prevention and management strategies	Elective



Approval for advertising granted.

SIS30321 Certificate III in Fitness

RTO Provider: Binnacle Training RTO: 31319

VET

2025 EDITION

SIS30321 CERTIFICATE III IN FITNESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

- › Community fitness programs
- › Strength and conditioning for athletes and teams
- › 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS



SKILLS ACQUIRED

- › Client screening and health assessment
- › Planning and instructing fitness programs
- › Deliver 1-on-1 and group fitness programs
- › Exercise science and nutrition
- › Anatomy and physiology

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au



SIS30321 CERTIFICATE III IN FITNESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
15 Units

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
\$365.00 per person (+ First Aid \$55.00)

QCE Outcome:
Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	TOPICS
	<ul style="list-style-type: none"> Introduction to the Sport, Fitness and Recreation (SFR) Industry Introduction to Coaching Programs
TERM 2	PROGRAMS
	<ul style="list-style-type: none"> Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 3	TOPICS
	<ul style="list-style-type: none"> Working in the SFR Industry Providing Quality Service in the SFR Industry
TERM 4	PROGRAMS
	<ul style="list-style-type: none"> Group Conditioning Program: Plan and Deliver Group Conditioning Sessions One-on-one Cardio Program: Plan and Deliver a Cardio Program
TERM 5	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology - The Musculoskeletal System First Aid Course: HLTAID011 Provide First Aid
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> Recreational Group Exercise Program
TERM 7	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology Health and Nutrition Consultations
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Gym Program: Adolescent Client Conduct Consultations with a Client (Peer) Plan and Conduct Sessions (Scenario Clients)
TERM 9	TOPICS
	<ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients Older Clients
TERM 10	PROGRAMS
	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Gentle Exercise Program: Participate in Gentle Exercise Sessions Mobility Program: Plan and Instruct Mobility Sessions
TERM 11	TOPICS
	<ul style="list-style-type: none"> Older Clients Specific Populations
TERM 12	PROGRAMS
	<ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One Sessions: Female and Male Adults aged 18+; and Older adults aged 55+

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	SISFFIT035	Plan group exercise sessions
HLTWHS001	Participate in workplace health and safety	SISFFIT036	Instruct group exercise sessions
SISXEMR001	Respond to emergency situations	SISFFIT032	Complete pre-exercise screening and service orientation
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT033	Complete client fitness assessments
SISCCS004	Provide quality service	SISFFIT052	Provide healthy eating information
BSBSUS211	Participate in sustainable work practices	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBOPS304	Deliver and monitor a service to customers	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities		

Please note this 2025 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Approval for advertising granted.

HLT23221 Certificate II in Health Support Services + HLT33115 Certificate III in Health Services Assistance

RTO Provider: TAFE RTO No 0275 and IVET Institute RTO No 40548

VET

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people. This is a two-year course delivered on site to senior school students in conjunction partnership with Tafe Queensland and IVet. Successful completion of the Certificate III in Health Services Assistance contributes a maximum 8 credits towards a student's QCE (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III). Refer to training.gov.au for specific information about the qualification.

Prerequisites

No prerequisites are required for the general class 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. At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

Resource requirements

- Bring your own Device – ICT access for VET students
- Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should have a device that meets the requirements of the College BYOD policy.

Subject Costs

Please refer to the Fee Matrix on the College website.

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Certificate III in Health Services Assistance (HLT33115)

This certificate allows students to be educated and engaged in the Health Services Industry.

IVET have developed an interactive simulated work environment which allows students to assume numerous roles and tasks in the health services assistance field.

Throughout the learning process students will have access to a purpose built simulated workplace practice via the 'IVET Super Clinic'. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Health Service Industry.

Note: Completion of assessment will require a structured school excursion to a clinical facility, or individual work placement in a clinical environment.



Learning Areas

- Australian health care system
- Interpreting and applying medical terminology
- Healthy body systems
- Assisting with movement
- Communicating with clients
- Infection prevention and control



Job Opportunities

- Nursing Assistant
- Ward Assistant and Orderly
- Health professional assistants, such as Medical Receptionists and Dental Assistants
- Allied Health Roles



Pathways



Diploma of Nursing, Diploma of Paramedicine and Higher Education



Vocational Education and Training Delivered to Secondary Students (VETDSS) is unique in that it provides flexible pathways, either into employment or further studies (post-compulsory schooling), all while formally contributing to the Queensland Certificate of Education.

All VET qualifications are nationally recognised - by both employers and industries, and further education providers (like TAFE institutes or private training organisations).



QCAA recognition and QCE Credit arrangements



IVET PROGRAM

POSSIBLE QCE POINTS*

Certificate III in Health Services Assistance (HLT33115)

8

This course, when combined with four General subjects, may also contribute to your ATAR*.

*Further information on VET in QCE can be found on the Queensland Curriculum and Assessment Authority's website here: <https://myqce.qcaa.qld.edu.au/subjects-and-courses/vocational-education-and-training>



ivet.edu.au

1300 00 IVET

admin@ivet.edu.au

IVET Institute: RTO ID: 40548

Approval for advertising granted.

Social & Community Studies

Applied senior subject

Applied

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

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

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

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

networks, and to be active and informed citizens.

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

Pathways

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

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	Item of communication One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 4 minutes, or signed equivalent• Written: up to 600 words Evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words

Tourism

Applied senior subject

Applied

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

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

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

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

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic

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

Pathways

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

Objectives

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

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

Subject Costs

Please refer to the Fee Matrix on the College website

Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option E	Tourism industry and careers

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	<p>Product</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Ancient History

General senior subject

General

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

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

context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

Prerequisites

Mandatory

Minimum B result in History, History Extension or History Immersion AND C in English or English Extension

Note: For students who did not study History in Semester 1, a minimum B result in English or English Extension can be used as a pre-requisite. Previous results in History should show a minimum B results.

Pathways

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

Objectives

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

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

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World <ul style="list-style-type: none">• Digging up the past• Ancient societies	Personalities in their time <ul style="list-style-type: none">• Cleopatra• Boudica (not assessed)	Reconstructing the Ancient World <ul style="list-style-type: none">• Fifth Century Athens (BCE)• Macedonian Empire from Philip II to Alexander III	People, power and authority <ul style="list-style-type: none">• Ancient Carthage and/or Rome — the Punic Wars• Julius Caesar (EA topic)

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment: <ul style="list-style-type: none">• Examination — essay in response to historical sources	25%	Formative internal assessment: <ul style="list-style-type: none">• Investigation — historical essay based on research	25%
Formative internal assessment: <ul style="list-style-type: none">• Investigation — independent source investigation	25%		

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — extended response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — short responses	25%

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

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning.

They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

Pathways

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

Prerequisites

Mandatory

Minimum B in English or English Extension.

Recommended

It is recommended for students to have achieved a B in Legal Studies

Objectives

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

- comprehend legal concepts, principles and processes

- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment: <ul style="list-style-type: none">• Examination — combination response	25%	Formative internal assessment: <ul style="list-style-type: none">• Investigation — argumentative essay	25%
Formative internal assessment: <ul style="list-style-type: none">• Investigation — inquiry report	25%	Formative internal assessment: <ul style="list-style-type: none">• Examination — combination response	25%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — analytical essay	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — inquiry report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

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

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

sources, and communicating the outcomes of their historical thinking.

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

Pathways

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

Prerequisites

Mandatory

Minimum B result in History, History Extension or History Immersion AND C in English or English Extension

Note: For students who did not study History in Semester 1, a minimum B result in English or English Extension can be used as a pre-requisite. Previous results in History should show minimum B results.

Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues

- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) 	Movements in the Modern World <ul style="list-style-type: none"> • African-American civil rights movement since 1954 • Women's movement since 1893 (not assessed) 	National experiences in the Modern World <ul style="list-style-type: none"> • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Germany since 1914 (World War I begins – WWII ends) 	International experiences in the Modern World <ul style="list-style-type: none"> • Cold War and its aftermath, 1945–2014 • Australian engagement with Asia since 1945 (EA topic)

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:	25%	Formative internal assessment:	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation — historical essay based on research 	
Formative internal assessment:	25%		
<ul style="list-style-type: none"> • Investigation — independent source investigation 			

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — extended response 		<ul style="list-style-type: none"> • Investigation 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation 		<ul style="list-style-type: none"> • Examination — short response 	

BSB50120 Diploma of Business

RTO Provider: Get Set Education RTO No: 45252

VET



The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills.

This nationally recognised qualification is offered through a partnership with an external provider and the School. Training is delivered in a blended model of face-to-face training and online modules and assessment.

Pathways

Upon successful completing of the BSB50120 Diploma of Business, student career options could be:

- Business Manager
- Business Development Manager
- Administrator
- Executive Officer
- Program Consultant

- Program Coordinator
- Business Owner

Prerequisites

An average effort grade of a B across all subjects AND minimum C result in Entrepreneurship Education OR

minimum C result in English or English Extension.

Objectives

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management and business administration
- Develop and implement business plans
- Describe and explain concepts and ideas regarding delivering a product and service to customers
- Apply strategies to manage financial plans and resources and control risks within a business
- Identify and evaluate marketing opportunities and develop social media engagement plans.

Resource requirements

Vocational Education and Training (VET) students have a **significant component of related online theory work to complete**. VET students should have a device that meets the requirements of our College Bring Your Own Device (BYOD) policy.

Assessment

Students will have both theoretical and practical assessments throughout the course. Students are assessed through:

- Practical tasks/ observations
- Written reports
- Group Projects
- eLearning Projects
- Learner portfolio

Subject Costs

Course Costs

Please refer to the Fee Matrix on the College website.

Units of competency

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency:

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

DISCLAIMER: All information contained is accurate at the time of publication but subject to change

Further details can be found in the Course Outline and at www.getset.edu.au



Approval for advertising granted.

10971NAT Certificate IV in Justice Studies

RTO Provider: Unity College RTO No: 32123

VET



Certificate IV in Justice Studies is an accredited course. The

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

Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to-face/Zoom meetings. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops.

Pathways

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

Objectives

The Certificate IV in Justice Studies course is designed to:

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

Prerequisites

Minimum C in English or English Extension AND minimum C in 10 Legal Studies or minimum B in History, History Extension or History Immersion.

Note: For students who did not study Legal Studies or History in Semester 1, a minimum B result in English or English Extension can be used as a pre-requisite.

Attitude – students need to demonstrate independent learning skills.
Students may be required to undertake an LLN test to determine suitability and any support needs.

Resource requirements

Vocational Education and Training (VET) students have a **significant component of related online theory work to complete**. VET students should have a device that meets the requirements of our College BYOD policy.

Assessment

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

Subject Costs

Please refer to the Fee Matrix on the College website.

Units of competency

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

Unit Code	Unit Name	
NAT10971001	Provide information and referral advice on justice-related issues	Core
NAT10971002	Prepare documentation for court proceedings	Core
NAT10971003	Analyse social justice issues	Core
BSBXCM401	Apply communication strategies in the workplace	Core
PSPREG033	Apply Regulatory Powers	Core
BSBLEG421	Apply understanding of the Australian Legal System	Core
BSBPEF402	Develop personal work priorities	Elective
BSBLEG523	Apply legal principles in tort law matters	Elective
PSPREG010	Prepare a brief of evidence	Elective
BSBLDR414	Lead team effectiveness	Elective
PSPREG039	Gather Information through interviews	Elective

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.



Approval for advertising granted.

CHC34015 Certificate III in Active Volunteering

RTO Provider: Murrumba State Secondary College RTO No: 40758

VET

Students will develop an understanding of the concepts of service learning, volunteering and community work through engagement with the community both within and external to the College.

They will learn how to identify an area of need within the community and plan a program that will enable them to utilise their knowledge and skills for the benefit of others.

Students who study a Certificate III in Active Volunteering complete 10 units of competency and 20 hours of volunteer work. For most students, these volunteering hours are completed during class time.

Pathways

The Certificate III in Active Volunteering can support students in gaining essential skills for the following pathways: policing, nursing, community health, youth work and social work. The certificate also increases employability skills.

Prerequisites

Students who completed Certificate II in Active Volunteering in Year 10 are not able to select the Certificate III.

No prerequisites are required to study this subject however students must be eligible for a Working with Children Blue Card to volunteer at Undurba State School.

Objectives

Students develop a range of skills through the course which include:

- Building work and real world skills, experience and confidence that is required in today's workplaces
- Add value to their school studies and develop employability skills
- Learn to transition from school to life in employment and further study and the community
- Develop workplace networks.

Resource requirements

- Bring your own Device - ICT access for VET students
- Vocational Education and Training (VET) students have a **significant component of related online theory work to complete**. VET students should have a device that meets the requirements of our College BYOD policy.

Assessment

Students will have both theoretical and practical assessments throughout the course. Students will be required to complete volunteer work (off campus) as part of the certificate requirements.

Subject Costs

Please refer to the Fee Matrix on the College website.

Units of Competency

Unit Code	Unit Title	
BSBWOR301	Organise personal work priorities and development	Core
CHCLEG001	Work legally and ethically	Core
CHCVOL001	Be an effective volunteer	Core
CHCCOM002	Use communication to build relationships	Core
HLTWHS001	Participate in workplace health and safety	Core
CHCDIV001	Work with diverse people	Core
CHCEDU006	Improve clients' fundamental financial literacy	Elective
CHCVOL002	Lead volunteer teams	Elective
HLTAID011	Provide first aid	Elective
FNSFLT213	Develop a knowledge of debt and consumer credit	Elective

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum. Course enrolment does not guarantee completion.



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

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to

develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a sound level (C) of achievement in Spanish or Spanish Immersion AND minimum C result in English or English Extension

Recommended

It is recommended for students to have achieved a high (B) level in Spanish or Spanish Immersion.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo — My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	La exploración de nuestro mundo — Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Spanish influences around the world 	Nuestra sociedad; cultura e identidad — Our society; culture and identity <ul style="list-style-type: none"> • Lifestyle and leisure • The arts, entertainment and sports • Groups in society 	Mi presente; mi futuro — My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:	15%	Formative internal assessment:	35%
• Examination — short response		• Extended response	
Formative internal assessment:	35%	Formative internal assessment:	25%
• Examination — combination response		• Examination — combination response	

Summative assessments

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

Essential Mathematics

Applied senior subject

Applied

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none">• Problem-solving and modelling task	Formative internal assessment: <ul style="list-style-type: none">• Problem-solving and modelling task
Formative internal assessment: <ul style="list-style-type: none">• Examination	Formative internal assessment: <ul style="list-style-type: none">• Examination

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination — short response

General Mathematics

General senior subject

General

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

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

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

collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Subject Costs

Please refer to the Fee Matrix on the College website.

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a high level (B) of achievement in Mathematics (MAT).

Recommended

It is recommended for students to have achieved a sound level (C) of achievement in English or English Extension.

Structure

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

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment: • Examination	15 marks	Formative internal assessment: • Problem-solving and modelling task	20 marks
Formative internal assessment: • Examination	20 marks	Formative internal assessment: • Examination	15 marks

Summative assessments

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

Mathematical Methods

General senior subject

General

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

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

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

and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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

Pathways

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

science (including electronics and software design), psychology and business.

Objectives

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

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

- solve mathematical problems.

Prerequisites

Mandatory: Minimum B result in Maths Extension (MAX) or minimum A result in Maths Immersion (MAI) or minimum C in Specialist Mathematics (MAS)

Recommended: It is recommended for students to have achieved a sound level (B) of achievement in English or English Extension.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables 	Further calculus, trigonometry and statistics <ul style="list-style-type: none"> • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:	15 marks	Formative internal assessment:	20 marks
• Examination		• Problem-solving and modelling task	
Formative internal assessment:	15 marks	Formative internal assessment:	15 marks
• Examination		• Examination	

Summative assessments

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

Specialist Mathematics

General senior subject

General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a sound level (C) of achievement in Specialist Mathematics.

Companion subject

This subject must be studied in conjunction with Mathematical Methods.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment: • Problem-solving and modelling task	20 marks	Formative internal assessment: • Examination	15 marks
Formative internal assessment: • Examination	15 marks	Formative internal assessment: • Examination	15 marks

Summative assessments

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

Biology

General senior subject

General

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

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

Biology aims to develop students':

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

- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a high level (B) of achievement in Extension Science or a very high (A) result in Core Science.

Recommended Companion Subjects

General Mathematics and General English and/or Literature are recommended companion subjects.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> Cells as the basis of life Exchange of nutrients and wastes Cellular energy, gas exchange and plant physiology 	Maintaining the internal environment <ul style="list-style-type: none"> Homeostasis — thermoregulation and osmoregulation Infectious disease and epidemiology 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity and populations Functioning ecosystems and succession 	Heredity and continuity of life <ul style="list-style-type: none"> Genetics and heredity Continuity of life on Earth

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:	25%	Formative internal assessment:	25%
<ul style="list-style-type: none"> Student experiment 		<ul style="list-style-type: none"> Research investigation 	
Formative internal assessment:	25%	Formative internal assessment:	25%
<ul style="list-style-type: none"> Data test 		<ul style="list-style-type: none"> Examination 	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> Data test 		<ul style="list-style-type: none"> Research investigation 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> Student experiment 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination — combination response 			

Chemistry

General senior subject

General

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

Chemistry aims to develop students':

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

to solve problems and generate informed, responsible and ethical conclusions

- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a high level (B) of achievement in Extension Science or a very high (A) result in Core Science.

Recommended Companion Subjects

General Mathematics and General English and/or Literature are recommended companion subjects.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:	25%	Formative internal assessment:	25%
• Research investigation		• Student experiment	
Formative internal assessment:	25%	Formative internal assessment:	25%
• Data test		• Examination	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
• Data test		• Research investigation	
Summative internal assessment 2 (IA2):	20%		
• Student experiment			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination — combination response 			

Physics

General senior subject

General

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a high level (B) of achievement in Extension Science.

Companion subject

It is a requirement of selecting Physics that Mathematical Methods be selected for Year 11 and 12.

Recommended

It is recommended for students to study General English and/or Literature.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment: <ul style="list-style-type: none">• Research investigation	25%	Formative internal assessment: <ul style="list-style-type: none">• Student experiment	25%
Formative internal assessment: <ul style="list-style-type: none">• Data test	25%	Formative internal assessment: <ul style="list-style-type: none">• Examination	25%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination — combination response			

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

Psychology aims to develop students':

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

- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a high level (B) of achievement in Year 10 Extension Science or a very high (A) result in Year 10 Core Science.

Recommended Companion Subjects

General Mathematics and General English and/or Literature are recommended companion subjects.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • The role of the brain • Cognitive development • Consciousness, attention and sleep 	Individual behaviour <ul style="list-style-type: none"> • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Brain function • Sensation and perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:	25%	Formative internal assessment:	25%
• Data test		• Research investigation	
Formative internal assessment:	25%	Formative internal assessment:	25%
• Student experiment		• Examination	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination — combination response			

MSL30122 Certificate III in Laboratory Skills

RTO Provider: Murrumba State Secondary College RTO No: 40758

VET

This qualification reflects the role of workers who perform a limited range of laboratory operations and is the entry-level qualification required for laboratory personnel across all industry sectors. Job roles include laboratory technicians, instrument operators and similar personnel.

Laboratory technicians perform straightforward laboratory work involving a predictable flow of parallel or similar tasks, usually within one scientific discipline. They follow set procedures and recipes using well-developed technical skills and basic scientific knowledge. Technicians generally work inside a laboratory but may also perform technical tasks in the field or within production plants. They may also perform laboratory maintenance and office tasks.

Prerequisites

No prerequisites are required to study this qualification.

Due to safety issues, students will be required to follow teacher instructions at all times.

Resource Requirements

- Bring your own device (BYOD) – ICT access for VET students. VET students should have a device that meets the requirements of our College BYOD policy.
- All resources are provided through the SRS scheme for all participating students.
- A USB is essential.

Projects

Over the course of this qualification, students will undertake a number of projects. These projects include:

Project 1 – Induction and Consumer Testing

Students will complete a tour and induction of the laboratory and preparatory laboratory.

Students will complete a safety induction checklist, safety test, and be observed working safely in a variety of experiments testing consumer products.

Project 2 – Food Science

Students will complete a variety of work tasks in the laboratory related to Food Science e.g., caffeine extraction, Vitamin C titrations.

Project 3 – Cider

Students will learn about the basic chemistry of cider and the tests that are performed during the cider-making process. Skills learnt will be used in the production of the cider.

Project 4 – Forensics

Students will participate in forensic testing based in the laboratory. Students will learn about and then complete the following forensic testing/analysis: Fingerprinting, blood spatters, ballistics, blood typing, white powder identification, fibre identification, foot-printing and tyre casting.

Project 5 – Health

Students are based in the laboratories and will learn about health and health testing techniques. Activities students will complete include: general anatomy, heart rates and blood pressure, fitness testing, types of pathogens, agar plate techniques, sampling of surfaces and hearing health.

Project 6 – Environmental Science

Students will perform an environmental audit of the school's laboratories. The audit will include resource usage within the laboratories and provide possible ways to improve resource efficiency and workplace practices.

Subject Costs

Please refer to the Fee Matrix on the College website.

Units of Competency

Students will undertake a total of 13 units of competency.

Unit Code	Unit Title	Core or Elective
BSBCMM211	Apply communication skills	Core
MSL913004	Plan and conduct laboratory/field work	Core
MSL922002	Record and present data	Core
MSL933009	Contribute to the achievement of quality objectives	Core
MSL943004	Participate in laboratory or field workplace safety	Core
MSL912002	Work within a laboratory or field workplace	Elective
MSL924005	Process and interpret data	Elective
MSL953005	Receive and prepare samples for testing	Elective
MSL972002	Take routine site measurements	Elective
MSL973025	Perform basic tests	Elective
MSL973026	Prepare working solutions	Elective
MSL973028	Perform microscopic examination	Elective
MSMENV272	Participate in environmentally sustainable work practices	Elective

Note: Units are subject to change prior to the commencement of the course. This is to ensure alignment to current industry practices.

Assessment

Students will have both theoretical and practical observations throughout the course. Practical observations will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.



Fashion

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections

Assessment

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

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

Design

General senior subject

General

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

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

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

Students will learn how design has influenced the economic, social and cultural

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

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

Pathways

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a sound level (C) of achievement in any Year 10 Mathematics and a high (B) level of achievement in Year 10 English or English Extension.

Recommended

It is highly recommended that students have achieved a high level (B) of achievement in Year 10 Design.

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems

- evaluate ideas to make refinements
- propose design concepts in response to design problems
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design <ul style="list-style-type: none">• Designing for others	Commercial design influences <ul style="list-style-type: none">• Responding to needs and wants	Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design influences <ul style="list-style-type: none">• Responding to opportunities

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment: <ul style="list-style-type: none">• Examination — design challenge	20%	Formative internal assessment: <ul style="list-style-type: none">• Project	25%
Formative internal assessment: <ul style="list-style-type: none">• Project	30%	Formative internal assessment: <ul style="list-style-type: none">• Examination — design challenge	25%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Design challenge	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project	30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response	25%

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

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

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

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect

people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

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

Pathways

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

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions

- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a high level (B) of achievement in Year 10 Digital Solutions.

Recommended

It is recommended that students have achieved a high level (B) of achievement in Year 10 English or English Extension and Year 10 Mathematics.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:	25%	Formative internal assessment:	25%
• Technical proposal		• Digital Solution	
Formative internal assessment:	25%	Formative internal assessment:	25%
• Digital Solution		• Examination	

Summative assessments

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

ICT30120 Certificate III in Information Technology

Provider: Murrumba State Secondary College RTO No: 40758

VET

The qualification provides the foundation skills and knowledge in the Information Technology industry. The course covers the basics in photography, programming, 3D modelling and web development. In all areas students will learn how to provide effective advice and support to clients using appropriate communication skills. The course includes a focus on security and ethics within the IT industry.

Upon successful completion of this qualification, students will have a greater understanding of ICT practices and be able to apply them in any workplace. Qualified staff at the College deliver all of the training for this nationally recognised qualification. There are both practical and theoretical components to this course.

Pathways

A Certificate III in Information Technology provides a pathway to work in the IT industry.

Prerequisites

No prerequisites are required to study this subject.

Objectives

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

- Work effectively in an IT environment
- Participate in a safe working environment
- Be able to use critical and creative thinking skills in a variety of IT environments
- Use technical techniques to meet client and design requirements
- Operate a range software packages
- Use programming skills to achieve required objectives in multiple technical contexts

Resource requirements

Bring your own Device - ICT access.

Vocational Education and Training (VET) students have a **significant component** of related online theory work to complete. VET students should have a device that meets the requirements of our College BYOD policy.

Projects

Project 1 - Photography

Project 2 - Introduction to Programming

Project 3 - Providing IT Advice

Project 4 - 3D Modelling

Project 5 - Security and Ethics in IT

Project 6 - Web Development

Assessment

Students will have both theoretical and practical observations throughout the course. Practical observations will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.

Subject Costs

Please refer to the Fee Matrix on the College website.

Units of Competency

Unit Code	Unit Title	Core or Elective
BSBCRT301	Develop and extend critical and creative thinking skills	Core
BSBXCS303	Securely manage personally identifiable information and workplace information	Core
BSBXTW301	Work in a team	Core
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Core
ICTPRG302	Apply introductory programming techniques	Core
ICTSAS305	Provide ICT advice to clients	Core
ICTWEB431	Create and style simple mark up language documents	ELECTIVE
ICTWEB304	Build simple web pages	ELECTIVE
CUADIG303	Produce and prepare photo images	ELECTIVE
ICPDMT3210	Capture digital images	ELECTIVE
CUADIG304	Create visual design components	ELECTIVE
ICTGAM304	Develop three-dimensional (3D) models for digital games	ELECTIVE

NOTE: Units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.



MSF20522 Certificate II in Furniture Making Pathways

RTO Provider: Murrumba State Secondary College RTO No: 40758

VET

This entry level qualification is intended for people interested in exposure to a furniture making or related working environment with a view to entering into employment in that area.

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

There are both practical and theoretical components to this course. This will include practical skills including the use of industry standard tools and equipment to produce furnishing products to specifications.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available.

Prerequisites

While no prerequisites are required to study this subject, special entry requirements may apply due to limited places.

It is recommended for students to have successfully completed their Certificate I in Furnishings in Year 10.

Objectives

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

- Work effectively in a Furnishing workshop

- Participate in a safe working practice
- Select & apply suitable furnishing finishes
- Select suitable timbers and hardware for products specification

Projects

Project 1 - Wooden Puzzle

Project 2 – Deck Chair

Project 3 - Dartboard Cabinet

Project 4 - Picture frame

Project 5 - Bedside Table

Resource Requirements

Bring your own Device - ICT access.

Vocational Education and Training (VET) students have a **significant component** of related online theory work to complete. VET students should have a device that meets the requirements of our College BYOD policy.

Assessment

Over the course of this qualification, students will undertake a number of projects.

These projects include topics such as:

- Work, Health & Safety and Sustainability practices in a Furnishing industry
- Production management
- Tool use and maintenance
- Furnishing product construction

Subject Costs

Please refer to the Fee Matrix on the College website.

Units of Competency

Unit Code	Unit Title	Core or Elective
MSFGN2001	Make measurements and calculations	Core
MSMPCI103	Demonstrate care and apply safe practices at work	Core
MSMENV272	Participate in environmentally sustainable work practices	Core
MSFFP2020	Undertake a basic furniture making project	Core
MSFFP2017	Develop a career plan for the furnishing industry	Core
MSFFP2012	Join furnishing materials	Group A
MSFFM2019	Assemble furnishing products	Group A
MSFFM2013	Use furniture making hand and power tools	Group A
MSFFP2014	Use basic finishing techniques on timber surfaces	Group A
MSFFP2018	Source and review information about furnishing product materials	Group A
MEM13015	Work safely and effectively in manufacturing and engineering	Group A
MSMSUP106	Work in a team	Group B

NOTE: Units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.



MEM20422 Certificate II in Engineering Pathways

RTO Provider: Blue Dog Training RTO No: 31193

VET



QCE Credits: 4

Description

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

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

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

Application

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

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides

funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Core

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

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

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



BLUEDOGTRAINING

Approval for advertising granted.

SIT20322 Certificate II in Hospitality

RTO Provider: Blueprint Career Development PTY Ltd

RTO No: 30978

VET

SIT20322 – Certificate II in Hospitality

The opportunities in hospitality are as diverse as your favourite playlist! Imagine working in trendy restaurants, chill coffee spots, 5 star hotels, the latest nightclub or sizzling kitchen - Anywhere in the world!

This qualification is perfect for school students who are just getting started in hospitality. It develops basic skills to handle routine operational tasks, all under direct supervision.



Learning Zones

- Beverage preparation
- Customer interactions
- Food hygiene
- Preparing & presenting simple food
- Team collaboration & communication
- Responsible service practices
- Safe work routines
- Social & cultural awareness



Job Opportunities

- Barista
- Bartender
- Concierge
- Event assistant
- Food and beverage assistant
- Gaming assistant
- Kitchen assistant
- Receptionist



The program goes beyond the classroom, immersing students in thrilling real-world experiences. They will dive into hands-on projects and activities that connect them with their school's dynamic community while simulating actual business and hospitality settings. It's an adventure waiting to happen!

This program also includes the following:

- Develop key competencies for immediate employability in a licensed venue - RSA & RSG
- Engage in a minimum of 12 hospitality service periods
- Exclusive access to our immersive learning environment – Bluey's Café
- Student opportunities to take part in a 5-star Hospitality Experience Program

Program Structure - 12 units in total

(maximum of 4 QCE credits available)

	Units of Competency		TYPE
TERM 1	SITXFSA005	Use hygienic practices for food safety	Group A
	SITXWHS005	Participate in safe work practices	Core
	BSBTWK201	Work effectively with others	Core
TERM 2	SITHCCC024	Prepare and present simple dishes	Group B
	SITXCCS011	Interact with customers	Core
	SITHFAB021	Provide responsible service of alcohol	Group B
TERM 3	SITXCOM007	Show social and cultural sensitivity	Core
	SITHFAB025	Prepare and serve espresso coffee	Group B
	SITHCCC025	Prepare and present sandwiches	Group B
TERM 4	SITHFAB024	Prepare and serve non-alcoholic beverages	Group B
	SITHIND006	Source and use information on the tourism and travel industry	Core
	SITHIND007	Use hospitality skills effectively	Core

This is an example delivery plan only and is subject to change to meet individual school requirements.

Study Modes

Learning modes may include classroom, online, self-paced, simulated environment, projects and work placement. Requirements for student in-class and independent learning commitments are detailed in the program's Master Training & Assessment Strategy.

Customised Learning Options

Blueprint offers a wide selection of units and those listed below can be integrated into this program to support the unique requirements of specific cohorts. Any adjustments to the core program structure may require a recalculation of the expected training duration and must be guided by job outcome, local industry requirements and AQF level.

These elective units can be swapped with other Group B units from the main course structure only, they cannot be added – the total number of units cannot be increased.

Optional units of competency		
BSBPEF101	Plan and prepare for work readiness	
HLTAID011	Provide first aid	
SITHCCC028	Prepare appetisers and salads	
SITHFAB027	Serve food and beverage	
SITHGAM022	Provide responsible gambling services	
SITHIND005	Use hygienic practices for hospitality service	
SITXCCS010	Provide visitor information	
SITXFIN007	Process financial transactions	

NOTE: The Core and Group A unit cannot be swapped - the program must include at least 3 Group B units.

CHC30121 Certificate III Early Childhood Education and Care

RTO Provider – Deception Bay State High School RTO No: 30380

VET

Qualification Description

This is an entry level qualification for anyone wishing to commence a career in the early childhood sector. It provides students with an understanding of fundamental skills and knowledge relating to the care of children.

Entry Requirements

Students must have a blue card for Working with Children prior to enrolment or commencement of training and have a desire to work with children.

Duration and location

This is a two to three year course delivered in Years 10, 11 and 12 onsite at Deception Bay State High School.

The course is also offered onsite at and in partnership with Beerwah State High School, Bracken Ridge State High School, Chancellor State College, Tullawong State High School, Morayfield State High School, Mountain Creek State High School, Murrumba State Secondary College, Narangba State High School, Sandgate District State High School and Wavell State High School.

Delivery Modes

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

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

Course Units

Unit code	Title
CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRP003	Reflect on and improve own professional practice
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting
HLTFSE001	Follow basic food safety practices
HLTWHS001	Participate in workplace health and safety

RTO obligation

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

Students who are deemed competent in all 17 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Fees

Fees for this course are included in total student fees for full time students enrolled at DBSHS.

Students at our Partnership Schools are enrolled part-time at Deception Bay SHS and pay \$200 for the cost of the course.

Assessment

Assessment is competency based. Units of competency are cluster red and assessed in this way to replicate what occurs in a childcare centre as closely as possible.

Assessment techniques include:

- observation
- questioning
- third party reports from vocational placement
- written and practical tasks.

Work placement

Students must complete 160 hours of structured workplace learning in a regulated education and care setting. Certain units have practical work placement hours that are required to be completed before the student is deemed competent for the unit.

The school will assist in organising work placements for students. Students may also source their own placements, which will need to be approved by the school RTO.

Pathways

This qualification may articulate into:

- Diploma in Early Childhood Education and Care
- work in the industry as a child care assistant, nanny or after school hours care worker
- School-based traineeship

See other community services qualifications at training.gov.au.

Approval for advertising granted.

Dance

General senior subject

General

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

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

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

Pathways

This subject prepares young people for participation in the 21st century. Dance has

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

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

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a sound level (C) of achievement in a Year 10 Creative

Industries subject. Successful completion of this course will require students to perform on stage in front of an audience.

Recommended

It is recommended that students have achieved a sound (C) of achievement in Year 10 English or English Extension and be

involved in private dance lessons outside of school. A moderate degree of physical fitness, endurance and flexibility is required.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none"> • Performance 	Formative internal assessment: <ul style="list-style-type: none"> • Extended analytical response under examination conditions
Formative internal assessment: <ul style="list-style-type: none"> • Choreography 	Formative internal assessment: <ul style="list-style-type: none"> • Project — dance work

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Performance 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Dance work
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Choreography 	
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 	

Drama

General senior subject

General

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

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

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on

their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists.

Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

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

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a sound level (C) of achievement in a Year 10 Creative Industries subject. Successful completion of this course will require students to perform on stage in front of an audience.

Recommended

It is recommended that students have achieved a sound (C) of achievement in Year 10 English or English Extension and be involved in private dance lessons outside of

school. A moderate degree of physical fitness, endurance and flexibility is required.

Objectives

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

- demonstrate skills of drama
- apply literacy skills

- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: • Performance	Formative internal assessment: • Extended analytical response under examination conditions
Formative internal assessment: • Choreography	Formative internal assessment: • Project — dance work

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Performance	Summative internal assessment 3 (IA3): • Practice-led project
Summative internal assessment 2 (IA2): • Dramatic concept	
Summative external assessment (EA): 25% • Examination — extended response	

Film, Television & New Media

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a sound level (C) of achievement in a Year 10 English.

Recommended

It is recommended that students have achieved a sound (C) of achievement in Year 10 Media Arts or in any Creative Industries course.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation <ul style="list-style-type: none"> Technologies Institutions Languages 	Stories <ul style="list-style-type: none"> Representations Audiences Languages 	Participation <ul style="list-style-type: none"> Technologies Audiences Institutions 	Artistry <ul style="list-style-type: none"> Technologies Representations Languages

Assessment

Formative assessments

Unit 1		Unit 2	
Formative internal assessment:		Formative internal assessment:	
<ul style="list-style-type: none"> Case study investigation 		<ul style="list-style-type: none"> Project 	
Formative internal assessment:		Formative internal assessment:	
<ul style="list-style-type: none"> Project 		<ul style="list-style-type: none"> Examination — extended response 	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> Case study investigation 		<ul style="list-style-type: none"> Stylistic production 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> Multi-platform content project 			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> Examination — extended response 			

Music

General senior subject

General

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

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in

Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

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

Objectives

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

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

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a sound level (C) of achievement in a Year 10 Music or a sound level (C) of achievement in Year 10 High Performance Music.

Successful completion of this course will require students to perform on stage in front of an audience.

Recommended

It is recommended that students are studying an instrumental through the College instrumental music program, or taking private music lessons. A standard performance equivalent to AMEB Grade 3-4 is recommended, a sound level (C) of achievement in Year 10 English.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

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

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: • Composition	Formative internal assessment: • Integrated project
Formative internal assessment: • Performance	Formative internal assessment: • Examination – extended response

Summative assessments

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

Visual Art

General senior subject

General

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

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

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future

artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Prerequisites

Mandatory

At a minimum, it is compulsory for students to have achieved a high level (B) of achievement in a Year 10 Art or a very high level (A) of achievement in Year 9 Extension Art.

Recommended

It is recommended that students have achieved a sound level (C) of achievement in Year 10 English.

Subject Costs

Please refer to the Fee Matrix on the College website.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects 	Art as code <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions 	Art as knowledge <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed 	Art as alternate <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: <ul style="list-style-type: none"> • Making: Experimental Folio 	Formative internal assessment: <ul style="list-style-type: none"> • Making: Experimental Folio
Formative internal assessment: <ul style="list-style-type: none"> • Responding: Investigation 	Formative internal assessment: <ul style="list-style-type: none"> • Responding: Examination – extended written response

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Investigation — inquiry phase 1 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project — inquiry phase 3
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Project — inquiry phase 2 	
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 	

CUA20220 Certificate II in Creative Industries

RTO Provider: Murrumba State Secondary College RTO No: 40758

VET

This qualification will provide practical skills and knowledge for students interested in the creative industry sector. Students will learn how to create amazing content, gain familiarity using recording and broadcasting equipment, DSLR cameras, photography and video production, lighting and sound engineering.

The Certificate II in Creative Industries is the perfect choice for students interested in working within the live and broadcast creative entertainment industries e.g., radio and studio production, event technical crew, stage crew, audio and lighting design and event design. The course provides students with fundamental industry and basic knowledge. The course is also an excellent choice for students wanting to develop general employability skills such as problem solving, group work and creative response. Students get to work with Industry-Standard equipment, developing skills in video production and photography. Enhance your creativity, explore the world and tell your story.

Pathways

A Certificate II in Creative Industries could lead to employment in a wide variety of Creative Industry vocations or further study. Industry partnerships with Brisbane Concert Lighting and Brisbane Sound Group will be the key partnerships that will be initially established within the program. Completing year 12 with a Certificate II will allow students to move directly into the workforce, which is fostered through our partnerships within the program.

Objectives

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

- Use basic creative and technical skills underpinning all types of media production practice
- Make creative production projects

- Be able to source and use information relevant to own creative industry and production practice
- Be able to contribute to the health and safety of self and others

Resource requirements

Bring your own Device - ICT access.

Vocational Education and Training (VET) students have a **significant component** of related online theory work to complete. VET students should have a device that meets the requirements of our College BYOD policy.

Specific resources will be provided through the College to students enrolled in this course.

Projects

Over the course of this qualification, students will undertake a number of projects

- Students will keep a folio of their work for each of the projects.
- Students will keep a reflective training log to show their understanding of procedures.
- The assessors will review service performance skills through observations and questioning

These projects include:

Unit 1 – College Radio Station

Writing and programming for the College Radio Station, recording and broadcasting the show. Working with the hosts and within stringent industry guidelines.

Unit 2 - Genera Fast Film Competition and Festival

Organising, liaising, promoting and running the Genera Fast Film Competition and Festival of local primary and high schools, ensuring it fulfills its purpose while remembering workplace health and safety requirements.

Unit 3 – College New Media TV Station

Writing and producing for the College New Media TV station. This includes Multicamera production, live editing, post production green screen, lighting, sound recording and distribution through New Media Channels and working within required guidelines.

Unit 4 -Stage Performance

Working as Event Managers to put on a live stage production. This includes live sound and vision, programming and production of

lighting, Theatre management, directing actors, organising props, costumes, staging and workplace health and safety requirements.

Unit 5 – Sunset Festival

Organising the Sunset Festival, bump in and bump out a variety of shows, live mixing and recording of sound and vision, programming lights, as well as organising the entertainment and other festival aspects and the Workplace Health and Safety requirements.

Units of competency

This qualification provides the students with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a clearly defined range of contexts.

Unit Code	Unit Title	Type
BSBTWK201	Work effectively with others	Core
CUAWHS312	Apply work health and safety practices	Core
CUAIND211	Develop and apply creative arts industry knowledge	Core
CUASTA212	Assist with bump in and bump out of shows	Elective
CUASOU214	Mix sound in a broadcasting environment	Elective
CUASOU212	Perform basic sound editing	Elective
CUAAIR211	Develop techniques for presenting information on air	Elective
CUAPOS211	Perform basic vision and sound editing	Elective
CUACAM211	Assist with basic camera shoot	Elective
CUALGT211	Develop basic lighting skills and knowledge	Elective

NOTE: Units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Assessment

Students will have both theoretical and practical observations throughout the course. Practical observations will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.

Subject Costs

Please refer to the Fee Matrix on the College website.



Qualification Description

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice. It applies to work in different visual arts, craft and design environments.

The job roles that relate to this qualification may include Ceramics Studio Trainee, Community Arts Workshop Assistant and Arts Practitioner. It also provides a pathway to other visual arts, craft and design job roles.

Objectives

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

- Use basic creative and technical skills underpinning all types of Visual Arts practice
- Make simple creative works
- Be able to source and use information relevant to own arts practice
- Be able to contribute to the health and safety of self and others.

Resource Requirements

Bring your own Device - ICT access. Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should have a device that meets the requirements of our College BYOD policy.

Specific resources will be provided through the College to students for this course as part of the Student Resource Scheme and Resource Intensive subject fees.

Projects

Over the course of this qualification, students will undertake a number of projects. These projects include:

Project 1 - Cafe Art

Students research, design and create still life and appropriation drawings to decorate a cafe using a range of drawing styles techniques and media, observing OHS procedures.

Project 2 - Painting Abstracts

Students will use basic drawing techniques to design and paint an abstracted/semi abstracted painting. Students will research, design and experiment with realism, stylisation and abstraction devices, using a range of painting techniques and media observing WHS procedures as evident in a creative arts environment.

Project 3 - Ceramics 1

Students will produce a large-scale ceramic form of a torso. Students will use ceramic techniques to produce a ceramic sculpture based on human figurative forms, observing OHS procedures

Project 4 - Digital Art

Students apply skills in Adobe Photoshop to produce a series of digital photographs based on Urban themes.

Project 5 - Idols

Students will design and paint an idol. Students research, design and create a canvas painting of their choice of idol using a specific style and appropriate techniques observing OHS procedures.

Project 6 - Ceramics 2

Students will produce a large-scale functional vessel. Students research, design and produce a large-scale functional vessel using motif and patterns reflecting the natural environment.

Project 7 - Printmaking

Students will produce an edition of 3 prints using Cultural motifs and patterning

Units of competency

Unit Code	Unit Title	Core or Elective
BSBWHS211	Contribute to health and safety of self and others	Core
CUAACD201	Develop drawing skills to communicate ideas	Core
CUAPPR211	Make simple creative work	Core
CUARES202	Source and use information relevant to own arts practice	Core
CUACER201	Develop ceramic skills	Elective
CUADRA201	Develop drawing skills	Elective
CUAPAI211	Develop painting skills	Elective
CUAPRI211	Develop printmaking skills	Elective
CUADIG212	Develop digital imaging skills	Elective

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

Assessment

Students will have both theoretical and practical observations throughout the course. Practical observations will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.

Subject Costs

Please refer to the Fee Matrix on the College website.

