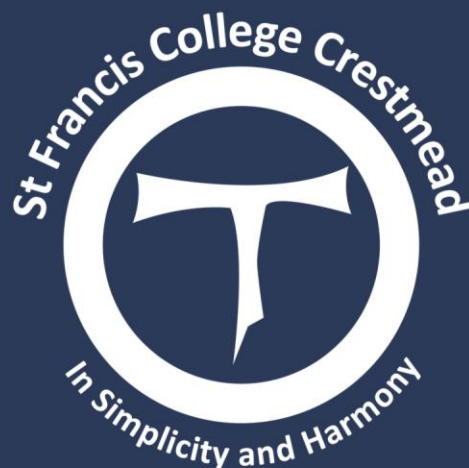




SENIOR SUBJECT GUIDE

A guide for all Parents/Caregivers and
Students entering Senior School.

2026-2027



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Message from the Principal

Welcome to the St Francis College Guide to the Senior Phase of Learning for 2026 and 2027. This handbook is designed to provide parents and students with information about the various subjects available for study in Years 11 and 12 at St Francis College during the Senior Phase of Learning commencing in 2026.

Government legislation requires that all young people are either “Earning or Learning”. It is compulsory for young people to stay at school until they complete Year 10 or turn 16 (whichever comes first). After this requirement they are then required to participate in education and training for a further two years until they:

- Gain a Queensland Certificate of Education (QCE);
- Gain a Certificate III Vocational Qualification (including School-based New Apprenticeships);
- Turn 17.

In entering the Senior Phase of Learning, students also have responsibilities which must include the following commitments. A commitment to:

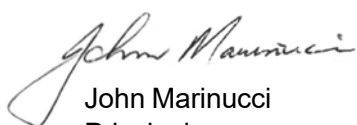
- Succeed;
- Be an independent learner;
- Be self-disciplined;
- Be organised;
- Study;
- Take personal responsibility for their learning and assessment.

This commitment is required for the entire two years, as the foundations of learning and outcomes from Unit 1 and Unit 2 are required for success in Units 3 and 4—commencing in Term 4 of Year 11 and continuing into Year 12.

There is no one single program or pathway that is “right” for students to follow. Never before has such emphasis been placed on students choosing appropriate individual pathways for learning during their Senior Phase of education. We are confident that, through the Career program conducted in Year 10, the Senior Education and Training (SET) plan process with Year 10 students and parents, we have provided a solid foundation for students and their parents to begin discussing and investigating appropriate pathways.

The next step is for students to begin putting their individual pathway plans into action. For most students, their chosen and most appropriate pathway will mean continuing their education through the Senior Phase of learning at St Francis College. For those students who have determined that they wish to remain at St Francis College to complete Years 11 and 12, it is now time to begin the process of selecting the subjects which will form their academic program. Students should choose pathways that provide a range of flexible outcomes which reflect their interests and abilities.

We look forward to working with students and parents during the subject selection process, providing information that supports your very important decisions. We look forward to working with you, the students, as the young adults in our College Community and you, the parents, who will provide the love and support that they will need.



John Marinucci
Principal

Entering Senior Secondary School

SUBJECT SELECTIONS

At St Francis College, students are required to study six (6) subjects (or equivalent with VET study). On the basis of choices made by students, the timetable for the senior years will be created in such a way as to maximise the degree to which student preferences can be satisfied. For some very few students, it may not be possible to accommodate their preferred subject combination. Students in this category will be consulted on their Subject Program through an interview with the Assistant Principal – Curriculum.

REVIEW OF ACADEMIC PERFORMANCE

All Year 10 students, within a framework of transition into the Senior Phase of Learning are required to co-sign with their parent(s)/caregiver a Senior Education and Training (SET) Plan. This plan will nominate their chosen pathway of learning options. All students will be required to meet minimum standards of this contractual arrangement, with individual learning outcomes and achievements registered and officiated by the Government agency, the Queensland Curriculum and Assessment Authority (QCAA).

To this end, a formal SET Plan/Subject Selection interview is required to be completed by all Year 10 students accompanied by a parent/guardian, where their academic performance and behavioural record are reviewed, as part of the Subject Selection process.

For a student seeking to enter Year 11 or Year 12, performance in his/her Program of Study in the previous year(s) is of great interest to the College in determining if particular subjects or subject combination, are appropriate for the student to take.

Continuing on into Unit 3 and Unit 4 (commencing in Term 4 of Year) of a General Subject is conditional upon satisfactory application and/or achievement in Units 1 and 2. Where the College has concerns regarding the academic performance and commitment to study, a student may be required to participate in a more formal review of their progress. This will be done in consultation with the student and family to ensure that they are supported to achieve their future pathway.

PRE-REQUISITE REQUIREMENTS AND SUBJECT SELECTION RULES

General subjects include pre-requisite requirements designed to support student success. Pre-requisite results are based on the Levels of Achievement of a student at Semester 1 of Year 10, the most recent reporting period. Pre-requisite requirements for subjects are outlined in the subject descriptions later in this handbook.

Students will be unable to select a subject in the online portal if they do not meet the pre-requisite outcome; however, will be able to note their preferred selections. These will then be discussed during the SET plan meetings and may be review based on Semester 2 Year 10 outcomes or through the review by the Assistant Principal – Curriculum.

Key Personnel

Enquires about the material covered in this booklet should be directed to:

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Visit our website: <http://www.sfcc.qld.edu.au>

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 completed Year 12 in Queensland. This is not the same as the official Queensland Certificate of Education (QCE).

Queensland Certificate of Education (QCE)

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

Queensland Certificate of 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.

Australian Tertiary Admission Rank (ATAR)

Across Australia, the ATAR (Australian Tertiary Admission Rank) serves as the primary mechanism for tertiary admissions. It serves as a ranking system that reflects a student's overall academic performance in their final years of secondary education, providing a standardised measure for university admissions.

An ATAR is based on *five* subject results (*four* of which must be General subjects). Students completing 4 or more General Subjects will be eligible for an ATAR and will need to apply to receive this from QTAC (Queensland Tertiary Admissions Centre). QTAC is the governing body in Queensland that calculates and issues the ATAR for eligible Queensland Year 12 students.

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.

General (Extension) syllabuses

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the related General course.

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

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:

- subjects are offered/supported by 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.

Students interested in VET study options should book a meeting with the Pathways Leader to discuss suitability of the preferred course and the best timing within the senior years.

QCE eligibility

To receive a QCE, students must achieve **20 credits of learning**, at the **set standard**, in a **set pattern** (12 points coming from subjects studied across units 1 to 4), while meeting **literacy and numeracy requirements**. Further, all students must complete the QCAA **Academic Integrity Course**. 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>.



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.

Students considering or being recommended for a QCIA pathway will have a meeting with the Learning Partnerships team and Assistant Principal Curriculum to ensure the appropriate subjects are being selected to meet the QCIA learning goals. Just like a QCE, the QCIA pathway is designed to meet the needs of the student as they work towards post-school pathways.

QCE Credit Breakdown

| QCE credit for a General or Applied Subject | | |
|---|--|------------|
| Subject Units | Set Standard | QCE Points |
| Unit 1 Year 11 Term 1 & 2 | Final Grade of C or better (reported as Satisfactory) | 1 |
| Unit 2 Year 11 Term 2 & 3 | Final Grade of C or better (reported as Satisfactory) | 1 |
| Unit 3 and 4 Year 11 Term 4 – Year 12 Term 4 | Final Grade of C or better achieved across Four Summative Assessment Items | 2 |
| Maximum credit available (per subject) | | 4 |

| QCE credit for Vocational Education and Training (VET) – Completed qualification and partial qualification completion | | |
|--|-----------------------|------------|
| VET Qualification | Competencies Complete | QCE Points |
| Cert II | 100% complete | 4 |
| | <25% complete | 0 |
| Cert III, IV or Diploma | 100% complete | 5-8 |
| | <25% complete | 0 |
| <p>*Incomplete certificate courses will see a reduction of QCE points awarded. Credit is determined by the nominal hours outlined in the training package as outlined in QCE credit for vocational education and training (VET). Some courses may differ from the example above.</p> <p>Where a Certificate II and III are studied together (as a nested II and III) the total QCE points will be the total of the Certificate III, not an addition of the Certificate II and III.</p> | | |
| <p>School-based apprenticeship VET qualifications do not contribute to the completed Core requirements of the QCE as they cannot be completed while at school. Points are based on the individual certificate and for a School-Based apprenticeship for meeting hours of training requirements.</p> | | |

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best scaled **five General** subject results or
- best results in a combination of **four General** subject results **plus one** 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.

ATAR FAQs

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

For more details refer to the QTAC website: <https://www.qtac.edu.au/atar/>

ATAR Eligibility

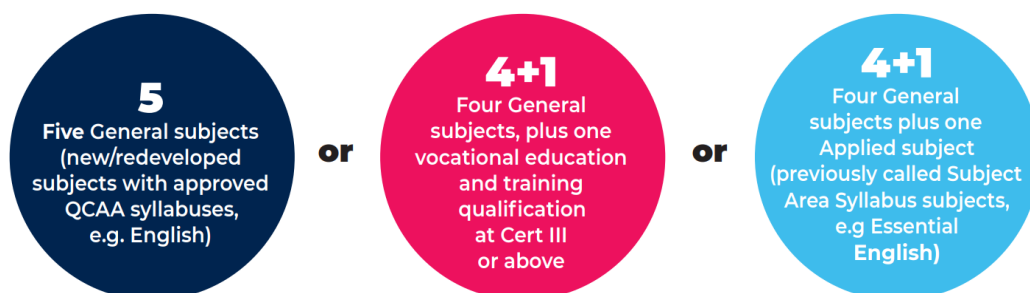
To be eligible for an ATAR, a student must have:

- Satisfactorily completed an English subject;
- Complete at least **four General** subjects **plus one** General, Applied subject or VET course at AQF Certificate III or above;
- Accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

ATAR Calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.



Inter-Subject Scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. As an example only, if a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studies a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

Students should choose subjects that:

- they enjoy;
- think they will achieve well in;
- that are subject prerequisites for tertiary courses that they will be seeking entry to.

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.

Accessing the ATAR

ATARs are released in mid to late December each year by QTAC. Students eligible for an ATAR must register for the QTAC ATAR portal <https://atar.qtac.edu.au/sessions/signin>. Students will be able to access their ATARs online through the portal and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

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.

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.

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.

Short Course syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

General (Senior External Examination) syllabuses

Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

Eligibility — school students

Eligible Year 12 students can sit a maximum of *two* SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. It is the school's responsibility to register interested students for SEE examinations.

Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Senior External Examination results may contribute credit to the award of a QCE and may contribute to ATAR calculations.

Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

For more information about Senior External Examinations, see www.qcaa.qld.edu.au/senior/see.

Vocational Education and Training (Vet)

St Francis College offers students nationally recognised courses which are equivalent to the courses being offered by TAFE Colleges and other private Colleges. These courses have been designed by industry and require St Francis College to consult with industry to ensure that the courses we offer are of the highest possible standard. Since these courses are nationally recognised, students who complete individual competencies or entire Certificate courses will be recognised by employers, TAFE and private Colleges throughout Australia.

Late enrolment

Should a student start in a VET course late (i.e. after course commencement, Term 1 Year 11), a student may not obtain the full qualification. Where a student has been deemed competent in one or more individual units, the student will be issued a Statement of Attainment (SOA) for the units completed.

Industry placement or structured work placement

Some VET courses require students to undertake work placements in order to complete their qualification. This is a mandatory requirement and students enrolling in these courses need to be aware of this and able to maintain this commitment.

Industry Placement or Structured Work Placement allows students to gain invaluable knowledge and skills through ongoing involvement with industries of their choice. Students participate in an Industry Placement where they apply the skills they have learnt in their VET courses whilst at school.

Many of our students have attained excellent reports from the industry placements that they have attended. It is important to understand that Industry Placement is NOT a guarantee of employment or apprenticeship, but a stepping stone to providing support to those students involved in the process. Some students have gained part-time work while others have been offered apprenticeships at the completion of their schooling.

Assessment

The assessment conducted in VET subjects involves competency-based assessment, i.e. students must demonstrate that they are competent at a particular task before they are awarded each competency. These courses also allow for the recognition of skills and knowledge that students have previously acquired through formal training/education, work experience or life experience—this is known as Recognition of Prior Learning (RPL). Vocational Education and Training provides students with another pathway into the career of their choice.

VETis Funding/Career Ready Funding

Qualifications delivered by St Francis College have been eligible for financial support through the **VETis** (VET in Schools) funding model for qualifications listed on the Priority Skills List at a Certificate I or II level. The current VETis funding model is changing to the new Career Ready and Career Taster funding framework, scheduled for implementation from January 1, 2026 as determined and managed by The Queensland Department of Trade, Employment and Training (DTET). The DTET is currently finalising the transition from the VET in Schools (VETis) funding model to the new **Career Ready** and **Career Taster** funding frameworks. Current advice is that the same funding model will be in place for the 2026 school year, updates will be provided if changed.

Not all information regarding Career Ready programs and funding is currently finalised or publicly available. While every effort has been made to ensure the accuracy of the information presented in this guide, changes may still occur, including updates to eligibility rules, program availability, and funding arrangements. Key elements, such as the Career Ready Provisional Qualification List, are subject to change pending ministerial approval and ongoing contractual negotiations between the Department and Registered Training Organisations (RTOs).

Schools, students, and families are encouraged to refer directly to the Queensland Government's Career Ready website qld.gov.au/education/training/subsidies/career-ready and the latest Career Ready Provisional Qualification List [career-ready-provisional-qualification-list.pdf](#) for the most up-to-date information.

Students considering VET study should have a meeting with the Pathways Program Leader to discuss the possible financial aspects of the study and to ensure an informed decision-making process.

TAFE At School Program

Year 11 and 12 students are eligible to participate in a TAFE at School program. Students can choose to study from more than 50 certificate level vocational education and training (VET) courses. A TAFE at School certificate can be achieved in conjunction with your senior studies and counts towards your Queensland Certificate of Education (QCE).

Students must have met College academic and SOLE expectations in Year 10 to be supported with their enrolment into TAFE at school. TAFE at school courses also require the successful completion of Year 10 English and Mathematics.

Courses available include Animal Studies and Horticulture, Applied Science, Automotive, Beauty and Hairdressing, Building and Construction, Business and Justice Studies, Community Services, Early Childhood Education and Care, Electrotechnology, Engineering, Fashion, Health Services, Hospitality and Cookery, Information Technology, Media and Digital Design, Music and Sound Production, Rail Infrastructure, Retail, Sport and Recreation, Tourism and Events and Visual Arts. Visit <https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school> for the latest handbook.

Costs vary from course to course. Please check the website for the most up-to-date prices

School-Based Apprenticeships or Traineeships (SATs)

School Based Apprenticeships and Traineeships (SATs) are arranged through the school. Becoming a school-based apprentice or trainee gives you skills in a vocation or trade and allows you to earn money while you're still at school. A school-based apprenticeship or traineeship also contributes credits towards your Queensland Certificate of Education (QCE) with successful completion of all competencies.

After selecting the industry you are interested in and talking with your school and parents, your next step is to secure employment as an apprentice or trainee. An employer can be found through family and friends, by directly contacting employers and group training organisations, or by applying for advertised jobs. Once you have secured an apprenticeship or traineeship, have a conversation with them about making it a traineeship.

Students are generally work-trained off campus, at a work site, and receive external instruction from a separate provider as well. This is often one day a week. This is a formal indentured process with agreement needed between all parties: parents, employer, registered training provider and the College.

School-based apprentices and trainees do not pay fees for training, however you may need to pay some costs for tools and compulsory personal protective equipment. When you become a full-time Apprentice or Trainee after completing Year 12, you may be eligible for fee-free training for the remainder of your apprenticeship. Students must have met College academic and SOLE expectations in Year 10 to be supported with their enrolment into TAFE at school. TAFE at school courses also require the successful completion of Year 10 English and Mathematics. For more information about school-based apprenticeships or traineeships speak to the College Pathways Program Leader.

Senior Subjects Offerings

English *required**

Applied

- Essential English*

General

- English*

Short Courses

- Literacy

Mathematics *required**

Applied

- Essential Mathematics*

General

- General Mathematics*
- Mathematical Methods*

Short Course

- Numeracy

Health and Physical Education

Applied

- Sport & Recreation

General

- Health

Sciences

Applied

- Science in Practice

General

- Biology
- Chemistry
- Physics

Religion *required** and Humanities

Applied

- Business Studies
- Religion & Ethics*

General

- Business
- Study of Religion*

Technologies

Applied

- Information & Communication Technology

General

- Design

Languages

General (Senior External Examination)

- Arabic
- Chinese
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Tamil
- Vietnamese

The Arts

Applied

- Drama in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

General

- Drama
- Music
- Visual Art

Vocational Education and Training

VET subjects delivered at St Francis College)

- Certificate I in Construction/Certificate II in Construction Pathways
- Certificate II in Hospitality
- Certificate II in Health Support Services/Certificate III in Health Services Assistance
- *Additional certificate and diploma options are available in consultation with the Pathways office through the TAFE at Schools Program or another RTO.*

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

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 identifies, places, events and concepts |
| Formative Assessment <ul style="list-style-type: none"> • FA1: Extended Response | Formative Assessment <ul style="list-style-type: none"> • FA3: Examination • FA4: Extended Response | Summative Assessment (IA) <ul style="list-style-type: none"> • IA1: Spoken Response • IA2: CIA Exam | Summative Assessment (IA) <ul style="list-style-type: none"> • IA3: Multimodal Response • IA2: 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.

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 |
| Formative Assessment (FA) <ul style="list-style-type: none"> • FA1: Spoken persuasive • FA2: Written response | Formative Assessment (FA) <ul style="list-style-type: none"> • FA3: Examination (extended response) • FA4: Examination (extended response) | Summative Assessment (IA) <ul style="list-style-type: none"> • Summative internal assessment 1 (IA1): Spoken persuasive response 25% • Summative internal assessment 2 (IA2): Written response for a public audience 25% | Summative Assessment (IA & EA) <ul style="list-style-type: none"> • Summative internal assessment 3 (IA3): Examination — extended response 25% • Summative external assessment (EA): Examination — extended response 25% |

This subject is offered as required and not a subject selection. It is used to support students who may need additional assistance to access the requirements of other subjects.

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

A course of study in Literacy may establish a basis for further education and employment

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

| Topic 1: Personal identity and education | Topic 2: The work environment |
|--|---|
| <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> an extended response — written (Internal assessment 1A) a student learning journal (Internal assessment 1B). | <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> an extended response — short response (Internal assessment 2A) a reading comprehension task (Internal assessment 2B). |

in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

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.

Structure and Assessment

Sport & Recreation is a four-unit course of study. Assessment items in Units 1 and 2 are designed to suit the local context based on the assessment instruments students will complete in Units 3 and 4.

In Units 3 and 4 students complete *four* summative assessments. Schools develop four summative internal assessments. Students complete two assessment tasks for each unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Coaching and officiating (Unit D) Contemporary approaches to the development of coaches and officials support individual progression, education and training. These approaches enable safe, fun and inclusive environments that consider the needs of all participants. | Optimising performance (Unit J) Optimising athletic performance requires a range of specialist knowledge that includes training in mental skills; nutrition; and sports medicine and first aid, specifically in managing and recovering from training and injuries. | Emerging trends in sport, fitness and recreation (Unit F) Global shifts in participation in sport, fitness and recreation mean that traditional sports now compete with less organised activities such as yoga, bushwalking, cycling, gym and running for the physical activity demands of Australians. | Event management (Unit G) Event management requires a range of diverse skills and specialist knowledge about how to organise, manage and promote events in sport and recreation activities. |
| Formative Assessment <ul style="list-style-type: none"> FA1: D1 Performance FA2: D2 Project | Formative Assessment <ul style="list-style-type: none"> FA3: J1 Performance FA4: J2 Project | Summative Assessment (IA) <ul style="list-style-type: none"> IA1: F1 Performance IA2: F2 Project | Summative Assessment (IA) <ul style="list-style-type: none"> IA3: G1 Performance IA2: G2 Project |

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. | Performance Performance: up to 4 minutes Planning and evaluation Written and/or spoken component up to 500 words or 3 minutes: |
| Project | Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. | Investigation and session plan Written and/or spoken component up to 500 words or 3 minutes: Performance Performance: up to 4 minutes Evaluation Written and/or spoken component up to 500 words or 3 minutes: |

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Resilience as a personal health resource | Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol and other drugs (elective) • Body image (elective) | Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Transport safety (elective) • Anxiety (elective) | Respectful relationships in the post-schooling transition |
| Formative Assessment (FA) FA1: Action Research Task FA2: Exam – Extended response | Formative Assessment (FA) FA3: Examination (extended response) FA4: Examination (extended response) | Summative Assessment (IA) Summative internal assessment 1 (IA1): Action research task 25% Summative internal assessment 2 (IA2): Examination — extended response 25% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Investigation 25% Summative external assessment (EA): Examination — extended response 25% |

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

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

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important

in the workplace to successfully participate in future employment.

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

Pathways

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

Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

Structure and Assessment

Business Studies is a four-unit course of study. Assessment items in Units 1 and 2 are designed to suit the local context based on the assessment instruments students will complete in Units 3 and 4.

In Units 3 and 4 students complete *four* summative assessments. Schools develop four summative internal assessments. Students complete two assessment tasks for each unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Working in administration (Unit A) In this unit, students focus on a broad range of administrative knowledge and skills needed in a variety of business contexts. | Working in marketing (Unit D) In this unit, students investigate how businesses use marketing to influence customers' behaviour. They examine the use of marketing strategies and approaches to increase sales of products and/or services. | Working in events (Unit E) In this unit, students explore the fundamentals of event administration, including a range of event types, event management strategies and event stakeholders. | Entrepreneurship (Unit F) In this unit, students explore key entrepreneurial principles and the nature of entrepreneurship and innovation, including the characteristics of successful entrepreneurs. |
| Formative Assessment <ul style="list-style-type: none"> FA1: A1 Performance FA2: A2 Project | Formative Assessment <ul style="list-style-type: none"> FA3: D1 Performance FA4: D2 Project | Summative Assessment (IA) <ul style="list-style-type: none"> IA1: E1 Performance IA2: E2 Project | Summative Assessment (IA) <ul style="list-style-type: none"> IA3: F1 Performance IA2: F2 Project |

The assessment techniques used in Business Studies are:

| Technique | Description | Response requirements |
|--------------------------|---|---|
| Extended response | Students respond to stimulus related to a business scenario about the unit context. | Written and/or spoken up to 1000 words or 7 minutes |
| Project | Students develop a business solution for a scenario about the unit context. | Action plan Written and/or spoken up to 600 words or 5 minutes: Evaluation Written and/or spoken up to 400 words or 4 minutes: |

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the

benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

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

Pathways

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

Objectives

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

- explain religions, spiritual and ethical principles and practices
- examine religions, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

Structure and Assessment

Religion & Ethics is a four-unit course of study. Assessment items in Units 1 and 2 are designed to suit the local context based on the assessment instruments students will complete in Units 3 and 4.

In Units 3 and 4 students complete *four* summative assessments. Schools develop four summative internal assessments. Students complete two assessment tasks for each unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Australian identity (Unit A) <ul style="list-style-type: none"> Students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practices. Students explore perspectives and approaches in Australia's evolving society. . | Sacred stories (Unit F) <ul style="list-style-type: none"> Students explore universal truths and how sacred stories shape and inspire individuals and communities by reinforcing shared beliefs and values. | Social justice (Unit B) <ul style="list-style-type: none"> Students are introduced to religious, spiritual and ethical principles as they consider a range of social justice issues. Students consider the quality of human life and human dignity as they learn about equality and equity across the world and in Australia. | Meaning, purpose and expression (Unit C) <ul style="list-style-type: none"> Students are introduced to various contemporary forms of religious, spiritual and ethical expressions in different contexts to explore how individuals and communities create meaningful and purposeful lives. Humanity's search for meaning and purpose in life through religious, spiritual and ethical expression is common across cultures, countries and communities. |
| Formative Assessment <ul style="list-style-type: none"> FA1: A1 Investigation FA2: A2 Project | Formative Assessment <ul style="list-style-type: none"> FA3: F1 Investigation FA4: F2 Project | Summative Assessment (IA) <ul style="list-style-type: none"> IA1: B1 Extended Response IA2: B2 Project | Summative Assessment (IA) <ul style="list-style-type: none"> IA3: C1 Investigation IA2: C2 Project |

The assessment techniques used in Religion & Ethics are:

| Technique | Description | Response requirements |
|--------------------------|--|---|
| Project | Students provide a view on a scenario. | Product/Plan/Campaign Written and/or spoken up to 600 words or 5 minutes Evaluation Written and/or spoken up to 400 words or 4 minutes |
| Investigation | Students investigate a question, opportunity or issue to develop a response. | Written and/or spoken up to 1000 words or 7 minutes |
| Extended response | Students respond to stimulus related to a scenario. | Written and/or spoken up to 1000 words or 7 minutes |

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

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

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

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

by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

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

Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas | Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets | Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development | Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business |
| Formative Assessment (FA) <ul style="list-style-type: none"> • FA1: Examination — combination response • FA2: Business report | Formative Assessment (FA) <ul style="list-style-type: none"> • FA3: Feasibility report • FA4: Examination (combination response) | Summative Assessment (IA) <ul style="list-style-type: none"> • Summative internal assessment 1 (IA1): Examination — combination response 25% • Summative internal assessment 2 (IA2): Business report 25% | Summative Assessment (IA & EA) <ul style="list-style-type: none"> • Summative internal assessment 3 (IA3): Feasibility report 25% • Summative external assessment (EA): Examination — combination response 25% |

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- explain features and expressions of religious traditions
- analyse perspectives about religious expressions
- evaluate the significance and influence of religion
- communicate meaning to suit purpose.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Religion, meaning and purpose <ul style="list-style-type: none"> Nature and purpose of religion Sacred texts | Religion and ritual <ul style="list-style-type: none"> Lifecycle rituals Calendrical rituals | Religious ethics <ul style="list-style-type: none"> Social ethics Personal ethics | Religion — rights and relationships <ul style="list-style-type: none"> Religion and the nation–state Human existence and rights |
| Formative Assessment (FA) FA1: Examination — extended response FA2: Investigation — inquiry response | Formative Assessment (FA) FA3: Investigation — inquiry response FA4: Examination — short response | Summative Assessment (IA) Summative internal assessment 1 (IA1): Examination — extended response 25% Summative internal assessment 2 (IA2): Investigation — inquiry response 25% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Investigation — inquiry response 25% Summative external assessment (EA): Examination — short response 25% |

Senior External Examination — Languages

SEE

The following languages are offered through Senior External Examination (SEE) syllabuses:

- Arabic *
- Chinese
- Indonesian
- Korean
- Latin *
- Modern Greek *
- Polish *
- Punjabi *
- Russian *
- Tamil*
- Vietnamese.

These syllabuses are currently being revised with some being delivered through educational bodies from other states around Australia. Further details on the Senior External Examination subjects can be gained from the QCAA website by searching QCAA Senior External Examination – Languages.

Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination. Examinations require assumed knowledge from Units 1 and 2.

Each language examination consists of a written and an oral component, completed on different days. **Students must sit both components.**

All oral examinations will be recorded.

Language examinations

* Arabic, Latin, Modern Greek, Polish, Punjabi, Russian and Tamil are 'borrowed' syllabuses, i.e. the syllabuses for Senior External Examinations are based on syllabuses from interstate jurisdictions.

In such cases, the oral and written examinations will be set by a panel appointed by the relevant interstate Authority, and marked by assessors appointed by that Authority.

For all other languages syllabuses (Chinese, Indonesian, Korean and Vietnamese), External examinations are developed and marked by assessors appointed by the QCAA.

Arabic

General senior external examination subject

SEE

The study of Arabic provides students/candidates with the ability to understand and use a language that is spoken by over 250 million people in 22 countries worldwide. It is the official language of the Arab world, which includes countries of the Middle East, North Africa, and the Gulf region, and is one of the official languages of the United Nations.

Learning and using an additional language contributes to personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It enables students/candidates to examine influences on their perspectives and society and to consider issues important for effective personal, social and international communication. It also enables them to examine the nature of language and the role of culture in language, communication and identity. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The language to be studied and assessed is Modern Standard Arabic, which is used throughout Arabic-speaking countries and Arabic-speaking communities in Australia. It is the official language taught worldwide.

Pathways

Arabic is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Arabic provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social

services, tourism and hospitality, international relations, the arts and education.

Objectives

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

- exchange meaning in a spoken interaction in Arabic
- interpret information from two texts on the same sub-topic presented in Arabic, and respond in writing in Arabic and in English
- present information, concepts and ideas in writing in Arabic on the selected sub-topic and for a specific audience and purpose
- respond in writing in Arabic to spoken, written or visual texts presented in Arabic
- analyse and use information from written, spoken or visual texts to produce an extended written response in Arabic
- explain information, ideas and concepts orally in Arabic to a specific audience about an aspect of culture within communities where Arabic is spoken
- participate in a spoken exchange in Arabic to resolve a personal issue
- interpret information from texts and write responses in Arabic
- express ideas in a personal, informative or imaginative piece of writing in Arabic
- share information, ideas and opinions in a spoken exchange in Arabic
- analyse information from written, spoken and viewed texts for use in a written response in Arabic
- present information, concepts and ideas in evaluative or persuasive writing on an issue in Arabic.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|--|
| The individual <ul style="list-style-type: none"> • Personal identity and lifestyles • Relationships | The Arabic-speaking communities <ul style="list-style-type: none"> • The Arabic cultural heritage • Living in an Arab community | The world around us <ul style="list-style-type: none"> • Historical and contemporary people and events • Global and contemporary society • Communication and media | My future <ul style="list-style-type: none"> • Aspirations, education and careers • The influence of science and technology |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Arabic.

The General senior external examination syllabus in Arabic is based on the *Victorian Certificate of Education Arabic Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external examination 1 (SEE 1): Oral | 25% |
| Summative external examination 2 (SEE 2): Written | 75% |

Chinese

General senior external examination subject

SEE

Chinese provides students/candidates with the opportunity to reflect on their understanding of the Chinese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students/candidates participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students/candidates communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students/candidates may write responses in full form characters.

Students/candidates experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

This syllabus cannot be studied in conjunction with the *Chinese General Senior Syllabus 2019* and/or the *Chinese Extension General Senior Syllabus 2020*.

Pathways

A course of study in Chinese 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/candidates will:

- comprehend Chinese 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 and justify opinions, ideas and perspectives
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Chinese.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|--|
| 我的世界 My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education | 探索世界 Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Chinese culture to the world | 社会现象 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Individuals in society | 我的未来 My future <ul style="list-style-type: none"> • Future pathways, plans and reflections • Responsibilities and moving on |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external examination 1 (SEE 1): Extended response | 25% |
| Summative external examination 2 (SEE 2): Combination response | 75% |

Indonesian

General senior external examination subject

SEE

Indonesian provides students/candidates with the opportunity to reflect on their understanding of the Indonesian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students/candidates participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students/candidates communicate with people from Indonesian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students/candidates experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Indonesian 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/candidates will:

- comprehend Indonesian to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Indonesian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Indonesian.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Duniaku My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education | Menjelajahi dunia kita Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Indonesian culture to the world | Masyarakat kita Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society | Masa depan saya My future <ul style="list-style-type: none"> • Future pathways, plans and reflections • Responsibilities and moving on |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external examination 1 (SEE 1): Extended response | 25% |
| Summative external examination 2 (SEE 2): Combination response | 75% |

Korean

General senior external examination subject

SEE

Korean provides students/candidates with the opportunity to reflect on their understanding of the Korean language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students/candidates participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students/candidates communicate with people from Korean-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students/candidates experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Korean 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/candidates will:

- comprehend Korean to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Korean language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Korean.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|---|
| 나의 삶 My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education | 우리가 사는 세상 Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Korean culture to the world | 우리 사회 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society | 나의 미래 My future <ul style="list-style-type: none"> • Future pathways, plans and reflections • Responsibilities and moving on |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates complete *two* summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external examination 1 (SEE 1): Extended response | 25% |
| Summative external examination 2 (SEE 2): Combination response | 75% |

Latin

General senior external examination subject

SEE

The study of Latin provides students/candidates with access, not only to the culture, thought and literature of Ancient Rome, but also to the continuing influence of Latin on languages, cultures, literatures and traditions. It helps students/candidates explore social, moral and political value systems and the way in which Roman concepts have influenced Western ways of thinking.

The study of Latin has great value in helping students/candidates develop an understanding of language. The very nature of the Latin language — with its inflections, its word order and its strict attention to relationships between words and sentences — compels students/candidates to think seriously about language in general. The capacity to translate and articulate in one's own language the thoughts, ideas and actions in another language is a mental discipline in the study of language and communication.

In an English-speaking country the benefits of learning Latin are enhanced by the fact that the Latin language significantly influenced the development of English. A background in Latin expands students'/candidates' English vocabulary and improves comprehension and use of English grammar. English vocabulary is strengthened through the study of the Latin origins of English derivatives.

Students/candidates may find that their work in Latin will help them in writing papers, studying, understanding the hidden meanings behind words, and personal expression.

The study of the Latin language also gives students/candidates an advantage in learning other foreign languages because they have enhanced their familiarity with grammatical terminology and complex linguistic structures.

The language to be studied and assessed is Latin, and is defined as the language of the literature from the Classical period c. 100 BCE to c. 100 CE.

Pathways

Latin is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Latin can establish a basis for further education and employment in many professions and industries.

In particular, studying Latin provides students/candidates with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Courses in Classics, Ancient History and Archaeology, from undergraduate studies through to postdoctoral research, have direct links with the study of Latin. The study of Latin vocabulary, language and literature links with tertiary courses in literature, linguistics, languages (English and languages other than English), medicine, the sciences and law. The underpinning factors developed in the study of Latin provide components valued in a range of industries.

Objectives

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

- understand seen and unseen texts written in the original Latin
- understand the linguistic and stylistic features and the cultural references in prescribed Latin texts
- understand the prescribed texts as works of literature in terms of the author's purpose.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---------------------------------|---|---|
| Mythology and passion — tales, torments and treachery | Roman society and values | The world of Aeneas — a detailed study of poetry | Cicero and oratory — a detailed study of prose |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates will complete *one* summative external assessment at the end of the year, after the completion of the course of study. This assessment will determine the student's/candidate's result in this subject.

The external assessment will be based on the subject matter and prescribed texts from Units 3 and 4. For details, see the QCAA General senior external examination syllabus in Latin, which is based on the *Latin Continuers Stage 6 Syllabus*, developed and published by the NSW Education Standards Authority (NESA).

Summative external assessment for this subject is developed and marked by the NSW Education Standards Authority (NESA), according to a commonly applied marking scheme.

The external assessment contributes 100% to the student's/candidate's result in Latin.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|---|------|
| Summative external assessment: Examination — written combination response | 100% |

Modern Greek

General senior external examination subject

SEE

Modern Greek focuses on participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in Greek on a range of themes and topics. Students/candidates develop and extend skills in listening, speaking, reading, writing and viewing in Greek in a range of contexts and develop cultural understanding in interpreting and creating language.

Learning and using an additional language contributes to personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It encourages students/candidates to examine influences on their perspectives and society and to consider issues important for effective personal, social and international communication. It also enables them to examine the nature of language and the role of culture in language, communication and identity. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The language to be studied and assessed is the modern standard version of Greek.

Students/candidates are expected to know that dialects exist; however, they are not required to study them.

Pathways

Modern Greek is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Greek provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services,

tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

Objectives

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

- exchange meaning in a spoken interaction in Greek
- interpret information from two texts on the same sub-topic presented in Greek, and respond in writing in Greek and in English
- present information, concepts and ideas in writing in Greek on the selected sub-topic and for a specific audience and purpose
- respond in writing in Greek to spoken, written or visual texts presented in Greek
- analyse and use information from written, spoken or visual texts to produce an extended written response in Greek
- explain information, ideas and concepts orally in Greek to a specific audience about an aspect of culture within communities where Greek is spoken
- participate in a spoken exchange in Greek to resolve a personal issue
- interpret information from texts and write responses in Greek
- express ideas in a personal, informative or imaginative piece of writing in Greek
- share information, ideas and opinions in a spoken exchange in Greek
- analyse information from written, spoken and viewed texts for use in a written response in Greek
- present information, concepts and ideas in evaluative or persuasive writing on an issue in Greek.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|--|
| The individual <ul style="list-style-type: none"> • Personal identity and lifestyles • Relationships | The Greek-speaking communities <ul style="list-style-type: none"> • The Greek cultural heritage • Living in a Greek community | The world around us <ul style="list-style-type: none"> • Historical and contemporary people and events • Global and contemporary society • Communication and media | My future <ul style="list-style-type: none"> • Aspirations, education and careers • The influence of science and technology |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Greek.

The General senior external examination syllabus in Greek is based on the *Victorian Certificate of Education Greek Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external examination 1 (SEE 1): Oral | 25% |
| Summative external examination 2 (SEE 2): Written | 75% |

Polish

General senior external examination subject

SEE

Polish is a major Slavic language and one of the most widely spoken languages in Eastern Europe. It is a language of economic importance to Australia and the world, and is one of the official languages of the EU.

Knowledge of Polish gives access to a rich heritage that has contributed to many fields of endeavour. Polish movements have influenced areas that include literature, science and technology, music, the visual arts, theatre and film, architecture, social sciences, exploration, politics.

Australia has a long and continuing tradition of Polish immigration and the Polish community is one of Australia's largest community groups. There are large numbers of Polish-speaking people living in Queensland, chiefly around Brisbane, Townsville, the Sunshine Coast and the Gold Coast.

The language to be studied and assessed is the modern standard or official version of Polish. Students/candidates should be aware of different levels of language, including formal and informal language, some colloquialisms, and slang.

Students/candidates are expected to know that dialects exist; however, they are not required to study them.

Pathways

Polish is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Polish provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

Objectives

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

- interact with others to exchange information, ideas, opinions and experiences in Polish
- create texts in Polish to express information, feelings, ideas and opinions
- analyse texts that are in Polish to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|---|
| The individual <ul style="list-style-type: none"> Relationships Leisure and interests | The Polish-speaking communities <ul style="list-style-type: none"> Visiting Poland Famous people in science, art, literature and music Legends and significant historical events | The changing world <ul style="list-style-type: none"> Social issues Migration in the past and present Polish customs and traditions | My future <ul style="list-style-type: none"> Education and aspirations The world of work |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Polish.

The General senior external examination syllabus in Polish is based on the *Nationally Assessed Languages Continuers Level Subject Outline* for Polish, developed and published by the South Australian Certificate of Education (SACE) Board of South Australia.

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set by a panel appointed by the South Australian Certificate of Education (SACE) Board of South Australia, and marked by assessors appointed by the SACE Board.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external assessment 1 (EA1): Oral examination | 25% |
| Summative external assessment 2 (EA2): Written examination | 75% |

The study of Punjabi contributes to the overall education of students/candidates, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Approximately 120 million people, the majority of whom live in India and Pakistan, speak Punjabi. A large number of Punjabis who speak this language have settled in the United States, Canada, Britain, Australia, Malaysia, Singapore, Japan, Hong Kong, Fiji and other countries. Knowledge of modern standard Punjabi provides a foundation for understanding the innumerable regional variants and various styles of spoken Punjabi, which are found both within and outside the subcontinent.

The study of Punjabi provides students/candidates with access to a rich and diverse cultural tradition developed over a long period of time. This tradition includes poetry, prose, philosophy, traditional folk dance, film, music and meditation.

The language to be studied and assessed is modern standard Punjabi. The written form is in the Gurmukhi script. Punjabi is the language of two Punjabs, one in India and the other in Pakistan. It is the official language of the Indian state of Punjab and is the second language in the neighbouring states to the Punjab (including the capital of India, New Delhi).

Pathways

Punjabi is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with

other skills, the ability to communicate in Punjabi provide students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

Objectives

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

- establish and maintain a written or spoken exchange related to personal areas of experience
- listen to, read and obtain information from written and spoken texts
- produce a personal response to text focusing on real or imaginary experience
- participate in a written or spoken exchange related to making arrangements and completing transactions
- listen to, read, and extract and use information from written and spoken texts
- give expression to real or imaginary experience in written or spoken form
- express ideas through the production of original texts
- analyse and use information from spoken texts
- exchange information, opinions and experiences
- analyse and use information from written texts
- respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|---|
| The individual <ul style="list-style-type: none"> • Personal world • Arts and entertainment | The Punjabi-speaking communities <ul style="list-style-type: none"> • Visiting a Punjabi-speaking community • Lifestyles • Historical perspectives | The changing world <ul style="list-style-type: none"> • Social issues • Scientific and technological issues • Personal opinions and values | My future <ul style="list-style-type: none"> • Education and aspirations • The world of work |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Punjabi.

The General senior external examination syllabus in Punjabi is based on the *Victorian Certificate of Education Punjabi Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external assessment 1 (EA1): Oral examination | 25% |
| Summative external assessment 2 (EA2): Written examination | 75% |

Russian

General senior external examination subject

SEE

The study of Russian contributes to the overall education of students/candidates, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Russian develops a student's/candidate's ability to understand and use a significant world language and an Australian community language. As well as being the official language of Russia, Russian is also used officially and spoken extensively in the Commonwealth of Independent States (CIS). Russian is also one of the official languages of international organisations such as the United Nations and UNESCO.

The study of Russian provides an insight into, and an appreciation of, Russia's rich culture and history, as well as an understanding of contemporary life in the CIS. Russian culture has had an influence in fields such as music, the performing and visual arts, sport, film, literature, politics and the sciences.

The language to be studied and assessed is the modern standard spoken and written version of Russian. While the value and place of regional variants of the standard language are recognised, competence in the syntactic and morphological structures of the standard language is expected.

Pathways

Russian is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other

skills, the ability to communicate in Russian provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

Objectives

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

- establish and maintain a written or spoken exchange related to personal areas of experience
- listen to, read and obtain information from written and spoken texts
- produce a personal response to a text focusing on real or imaginary experience
- participate in a written or spoken exchange related to making arrangements and completing transactions
- listen to, read, and extract and use information from written and spoken texts
- give expression to real or imaginary experience in written or spoken form
- express ideas through the production of original texts
- analyse and use information from spoken texts
- exchange information, opinions and experiences
- analyse and use information from written texts
- respond critically to spoken and written texts that reflect aspects of the language and culture of Russian-speaking communities.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| The individual <ul style="list-style-type: none"> • Personal identity • Leisure and lifestyle | The Russian-speaking communities <ul style="list-style-type: none"> • Visiting Russia • Arts and entertainment | The changing world <ul style="list-style-type: none"> • Social issues • Environmental issues • Lifestyles | My future <ul style="list-style-type: none"> • Education and aspirations • The world of work |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Russian.

The General senior external examination syllabus in Russian is based on the *Victorian Certificate of Education Russian Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external assessment 1 (EA1): Oral examination | 25% |
| Summative external assessment 2 (EA2): Written examination | 75% |

Tamil

General senior external examination subject

SEE

The study of Tamil contributes to the overall education of students/candidates, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Tamil is widely spoken in Southern India and Sri Lanka. It is also the language of many Tamils who have migrated to different parts of the world, including Malaysia and Singapore, and in more recent times Canada, France, Germany, the UK and Australia.

Tamil is one of the oldest languages in the world. The study of Tamil provides access to an important cultural and linguistic heritage.

The language to be studied and assessed is the modern standard version of Tamil.

Centuries of influence from other cultures and religions has resulted in numerous borrowings of words from other languages that have become an acceptable part of Tamil usage. Examples include

புத்தகம் சின்னல் அலுமாரி.

There are also common borrowings from English in fields such as music, science and technology. As a result of the scattering of Tamil speakers across the world, there are some marked variations in the spoken language. These variations may surface in different social situations and are acceptable, provided they occur in the appropriate context.

Pathways

Tamil is a General externally assessed subject suited to students/candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Tamil provides students/candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

Objectives

The student should be able to achieve the following objectives:

- Objective 1: Exchange information, opinions and experiences in Tamil.
- Objective 2: Express ideas through the production of original texts in Tamil.
- Objective 3: Analyse, process and respond to texts that are in Tamil.
- Objective 4: Understand aspects of the language and culture of Tamil-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Tamil and English.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|---|
| The individual <ul style="list-style-type: none"> • Personal identity • The arts and entertainment | The Tamil-speaking communities <ul style="list-style-type: none"> • Travel and tourism in a Tamil-speaking country • Culture and traditions • The past and present | The changing world <ul style="list-style-type: none"> • Changing lifestyles • Status of women • Personal views and opinions | My future <ul style="list-style-type: none"> • Education and aspirations • The world of work |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates will complete a total of *two* summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the student's/candidate's result in this subject. The external assessment results will contribute 100% towards a student's/candidate's result in Tamil.

The General senior external examination syllabus in Tamil is based on the *Victorian Certificate of Education Tamil Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by assessors appointed by the VCAA.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external assessment 1 (EA1): Oral examination | 25% |
| Summative external assessment 2 (EA2): Written examination | 75% |

Vietnamese

General senior external examination subject

SEE

Vietnamese provides students/candidates with the opportunity to reflect on their understanding of the Vietnamese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students/candidates participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students/candidates communicate with people from Vietnamese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students/candidates experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Vietnamese 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/candidates will:

- comprehend Vietnamese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Vietnamese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Vietnamese.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| Thế giới của tôi My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education | Khám phá thế giới của chúng ta Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Vietnamese culture to the world | Xã hội của chúng ta Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society | Tương lai của tôi My future <ul style="list-style-type: none"> • Future pathways, plans and reflections • Responsibilities and moving on |

Assessment

Students enrol in this subject during Term 1 of Year 12.

The two Summative Assessment tasks will address a range of criteria from Units 1 to 4 as articulated by the assessment requirements.

In Units 3 and 4 students/candidates complete *two* summative external examinations at the end of the course. The results from these two assessments are added together to provide a subject score out of 100.

Summative assessments

| Assessment <i>conducted in Term 4 of Year 12.</i> | |
|--|-----|
| Summative external examination 1 (SEE 1): Extended response | 25% |
| Summative external examination 2 (SEE 2): Combination response | 75% |

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 |
| Formative Assessment FA1: Examination FA2: PSMT: Problem-solving and modelling task | Formative Assessment FA3: PSMT: Problem-solving and modelling task FA4: Examination | Summative Assessment (IA) IA1: PSMT: Problem-solving and modelling task IA2: CIA Exam | Summative Assessment (IA) IA3: PSMT: Problem-solving and modelling task IA2: 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.

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 |
| Formative Assessment (FA) FA1: Problem-solving and modelling task FA2: Examination – short response | Formative Assessment (FA) FA3: Examination – short response | Summative Assessment (IA) Summative internal assessment 1 (IA1): Problem-solving and modelling task 20% Summative internal assessment 2 (IA2): Examination – short response 15% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Examination – short response 15% Summative external assessment (EA): Examination – combination response 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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 |
| Formative Assessment (FA) FA1: Problem-solving and modelling task FA2: Examination – short response | Formative Assessment (FA) FA3: Examination – short response | Summative Assessment (IA) Summative internal assessment 1 (IA1): Problem-solving and modelling task 20% Summative internal assessment 2 (IA2): Examination – short response 15% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Examination – short response 15% Summative external assessment (EA): Examination – combination response 50% |

This subject is offered as required and not a subject selection. It is used to support students who may need additional assistance to access the requirements of other subjects.

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

A course of study in Numeracy may establish a basis for further education and

employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

| Topic 1: Personal identity and education | Topic 2: The work environment |
|---|---|
| <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B). | <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B). |

Science in Practice

Applied senior subject

Applied

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

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

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by

manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure and Assessment

Science in Practice is a four-unit course of study. Assessment items in Units 1 and 2 are designed to suit the local context based on the assessment instruments students will complete in Units 3 and 4.

In Units 3 and 4 students complete *four* summative assessments. Schools develop four summative internal assessments. Students complete two assessment tasks for each unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Forensic science (Unit C) Explore scientific processes used in the field of forensic science and execute relevant procedures, such as fingerprinting, casting and blood typing. Students identify, explain and organise evidence collected for analysis. | Sustainability (Unit E) Explore the concepts of energy and resources consumption and sustainability. Students demonstrate an understanding of renewable and non-renewable resources, energy efficiency and the four dimensions of sustainability. | Disease (Unit D) Explain why the numbers of people being diagnosed with diseases (such as allergies, arthritis, asthma, cancer, cardiovascular disease, diabetes and obesity) are increasing. Students explore disease types and causes. They analyse and evaluate how scientific study has accelerated in the last century and has had major impacts on disease identification, diagnosis and management. | Consumer science (Unit A) Develop an understanding of the role and impact of biology and chemistry in the development, use and disposal of products. They learn about microbes in food, including types of microorganisms and the environmental conditions that affect their growth. Students also analyse the psychology behind different advertisements used to sell products. |
| Formative Assessment FA1: C1 Applied Investigation FA2: C2 Project | Formative Assessment FA3: E1 Applied Investigation FA4: E2 Project | Summative Assessment (IA) IA1: D1 Applied Investigation IA2: D2 Project | Summative Assessment (IA) IA3: A1 Applied Investigation IA2: A2 Project |

| Technique | Description | Response requirements |
|------------------------------|--|---|
| Applied investigation | Students investigate a research question by collecting, analysing and interpreting primary or secondary information. | Written and/or spoken up to 1000 words or 7 minutes |
| Project | Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. | Product or Performance 1 product or up to 4 minutes (performance) Documented process Multimodal: up to 5 minutes |

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 |
| Formative Assessment (FA) FA1: Data test FA2: Student experiment | Formative Assessment (FA) FA3: Research investigation FA4: Examination – combination response | Summative Assessment (IA) Summative internal assessment 1 (IA1): Data test 10% Summative internal assessment 2 (IA2): Student experiment 20% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Research investigation 20% Summative external assessment (EA): Examination — combination response 50% |

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 |
| Formative Assessment (FA) FA1: Data test FA2: Research investigation | Formative Assessment (FA) FA3: Student experiment FA4: Examination – combination response | Summative Assessment (IA) Summative internal assessment 1 (IA1): Data test 10% Summative internal assessment 2 (IA2): Student experiment 20% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Research investigation 20% Summative external assessment (EA): Examination — combination response 50% |

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 |
| Formative Assessment (FA) FA1: Data test FA2: Student experiment | Formative Assessment (FA) FA3: Research investigation FA4: Examination – combination response | Summative Assessment (IA) Summative internal assessment 1 (IA1): Data test 10% Summative internal assessment 2 (IA2): Student experiment 20% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Research investigation 20% Summative external assessment (EA): Examination — combination response 50% |

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret

client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

Structure and Assessment

Sport & Recreation is a four-unit course of study. Assessment items in Units 1 and 2 are designed to suit the local context based on the assessment instruments students will complete in Units 3 and 4.

In Units 3 and 4 students complete *four* summative assessments. Schools develop four summative internal assessments. Students complete two assessment tasks for each unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Robotics (Unit A) Explore robotics industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing robot or drone products. | App development (Unit B) Explore app development industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing native apps. | Audio and video production (Unit C) Explore audio and video production industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing audiovisual products. | Digital imaging and modelling (Unit E) Explore digital imaging and modelling industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing digital imaging and modelling products. |
| Formative Assessment FA1: A1 Product proposal FA2: A2 Project | Formative Assessment FA3: B1 Product proposal FA4: B2 Project | Summative Assessment (IA) IA1: C1 Product proposal IA2: C2 Project | Summative Assessment (IA) IA3: E1 Product proposal IA2: E2 Project |

| Technique | Description | Response requirements |
|-------------------------|--|--------------------------------------|
| Product proposal | Students produce a prototype for a product proposal in response to a client brief and technical information. | Multimodal Up to 3 minutes |
| Project | Students produce a product prototype in response to a client brief and technical information. | Multimodal Up to 5 minutes |

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.

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 |
| Formative Assessment (FA) FA1: Design challenge FA2: Project | Formative Assessment (FA) FA3: Project FA4: Examination | Summative Assessment (IA) Summative internal assessment 1 (IA1): Design challenge 20% Summative internal assessment 2 (IA2): Project 30% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Project 25% Summative external assessment (EA): Examination — extended response 25% |

Drama in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in

communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Structure and Assessment

Drama in Practice is a four-unit course of study. Assessment items in Units 1 and 2 are designed to suit the local context based on the assessment instruments students will complete in Units 3 and 4.

In Units 3 and 4 students complete *four* summative assessments. Schools develop four summative internal assessments. Students complete two assessment tasks for each unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Community (Unit B) Students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community. Students use drama to engage in activities that build awareness and understanding of how community theatre can bring people together. | Collaboration (Unit A) Students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance. Drama is a collaborative art form, involving a variety of stakeholders to imagine, devise, shape, rehearse and present. | Commentary (Unit D) Develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre. They engage and develop an appreciation of current and emerging styles, conventions and technologies with the aim of becoming more informed and discerning participants in theatre. | Contemporary (Unit C) Explore the power of drama in commenting on social issues. As theatre-makers, students explore and respond to the issues and events that affect our lives on a local, national and global scale. This unit provides students with opportunities to create and present performance works with the purpose of educating, challenging, empowering and informing audiences. |
| Formative Assessment FA1: B1 Devising project FA2: B2 Performance | Formative Assessment FA3: A1 Directorial project FA4: A2 Performance | Summative Assessment (IA) IA1: D1 Devising project IA2: D2 Performance | Summative Assessment (IA) IA3: C1 Directorial project IA2: C2 Performance |

| Technique | Description | Response requirements |
|----------------------------|--|---|
| Devising project | Students plan, devise and evaluate a scene for a purpose and context relevant to the unit. | Devised scene Up to 4 minutes (rehearsed) Planning and evaluation Written and/or spoken component up to 600 words or 4 minutes: |
| Directorial project | Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit. | Director's brief Multimodal: up to 5 minutes: Planning and evaluation Written and/or spoken component up to 600 words or 4 minutes |
| Performance | Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project. | Performance Performance (live or recorded): up to 4 minutes |

Media Arts in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

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

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media

techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

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

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks.

Structure and Assessment

Media Arts in Practice is a four-unit course of study. Assessment items in Units 1 and 2 are designed to suit the local context based on the assessment instruments students will complete in Units 3 and 4.

In Units 3 and 4 students complete *four* summative assessments. Schools develop four summative internal assessments. Students complete two assessment tasks for each unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Personal Viewpoints (Unit A) Explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs. They respond to a societal issue of choice, using media language to express a personalised viewpoint. | Representations (Unit B) Explore the concept of representation in media artworks. They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make representations for social media or gaming platforms. | Community (Unit C) Explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences. They respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences. | Persuasion (Unit D) Explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork. Students may work with or for a client when developing the artwork or select another target audience. |
| Formative Assessment FA1: A1 Project FA2: A2 Media artwork | Formative Assessment FA3: B1 Project FA4: B2 Media artwork | Summative Assessment (IA) IA1: C1 Project IA2: C2 Media artwork | Summative Assessment (IA) IA3: D1 Project IA2: D2 Media artwork |

| Technique | Description | Response requirements |
|----------------------|--|---|
| Project | Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit. | Design product Dependent on selected pre-production format and the length or requirements of the media artwork. Planning and evaluation of design product Written and/or spoken component up to 600 words or 4 minutes |
| Media artwork | Students implement the design product from the project to make a media artwork relevant to the unit. | Media artwork One of the following: <ul style="list-style-type: none"> • Audio: up to 3 minutes • Moving image: up to 3 minutes Still image: up to 4 media artwork/s |

Music in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a

positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Structure and Assessment

Music in Practice is a four-unit course of study. Assessment items in Units 1 and 2 are designed to suit the local context based on the assessment instruments students will complete in Units 3 and 4.

In Units 3 and 4 students complete *four* summative assessments. Schools develop four summative internal assessments. Students complete two assessment tasks for each unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Building your brand (Unit C) Students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician. | Music of today (Unit A) Students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques. | The cutting edge (Unit B) Students develop their understanding of relevant and appropriate music technology. Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas. | 'Live' on stage! (Unit D) Students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. They make, perform, analyse and interpret commercial music and further develop the musical skills that are integral to performance and composition. |
| Formative Assessment FA1: C1 Project FA2: C2 Composition | Formative Assessment FA3: A1 Project FA4: A2 Performance | Summative Assessment (IA) IA1: B1 Project IA2: B2 Composition | Summative Assessment (IA) IA3: D1 Project IA2: D2 Performance |

| Technique | Description | Response requirements |
|--------------------|---|---|
| Composition | Students make a composition that is relevant to the purpose and context of the unit. | Composition Up to 3 minutes |
| Performance | Students perform music that is relevant to the unit focus. | Performance Performance (live or recorded): up to 4 minutes |
| Project | Students plan, make and evaluate a composition or performance relevant to the unit focus. | Composition Composition: up to 3 minutes, OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance Written and/or spoken component up to 600 words or 4 minutes |

Visual Arts in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

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

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media,

technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

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

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

Structure and Assessment

Visual Arts in Practice is a four-unit course of study. Assessment items in Units 1 and 2 are designed to suit the local context based on the assessment instruments students will complete in Units 3 and 4.

In Units 3 and 4 students complete *four* summative assessments. Schools develop four summative internal assessments. Students complete two assessment tasks for each unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|---|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Looking outwards (others) <i>(Unit B)</i> Students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks. | Looking inwards (self) <i>(Unit A)</i> Students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks. | Clients <i>(Unit C)</i> Students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills. Students communicate to clarify expectations and generate ideas to test with clients before implementing them into a resolved artwork. | Transform & extend <i>(Unit D)</i> Students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner. They evaluate features that communicate the artist or artisan's style through recognisable or characteristic visual language, media, technologies and/or skills. |
| Formative Assessment FA1: B1 Project FA2: B2 Resolved Artwork | Formative Assessment FA3: A1 Project FA4: A2 Resolved Artwork | Summative Assessment (IA) IA1: C1 Project IA2: C2 Resolved Artwork | Summative Assessment (IA) IA3: D1 Project IA2: D2 Resolved Artwork |

| Technique | Description | Response requirements |
|-------------------------|---|---|
| Project | Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks. | Experimental folio / Folio of stylistic experiments Up to 8 experimental artworks: OR Prototype artwork up to 4 artwork/s OR Design proposal Multimodal up to 5 minutes AND Planning and evaluations Written and/or spoken component up to 600 words or 4 minutes |
| Resolved artwork | Students make a resolved artwork that communicates purpose and context relating to the focus of the unit. | Resolved artwork up to 4 artwork/s |

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.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Share <ul style="list-style-type: none"> • How does drama promote shared understandings of the human experience? | Reflect <ul style="list-style-type: none"> • How is drama shaped to reflect lived experience? | Challenge <ul style="list-style-type: none"> • How can we use drama to challenge our understanding of humanity? | Transform <ul style="list-style-type: none"> • How can you transform dramatic practice? |
| Formative Assessment (FA) FA1: Performance FA2: Written response | Formative Assessment (FA) FA3: Practice-led project FA4: Examination | Summative Assessment (IA) Summative internal assessment 1 (IA1): Performance 20% Summative internal assessment 2 (IA2): Dramatic concept 20% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Practice-led project 35% Summative external assessment (EA): Examination — extended response 25% |

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| Designs Through inquiry learning, the following is explored: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | Narratives Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? |
| Formative Assessment (FA) FA1: Performance FA2: Composition | Formative Assessment (FA) FA3: Project FA4: Examination | Summative Assessment (IA) Summative internal assessment 1 (IA1): Performance 20% Summative internal assessment 2 (IA2): Composition 20% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Project 35% Summative external assessment (EA): Examination — extended response 25% |

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.

Structure and Assessment

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|--|
| Year 11 Term 1 – 2 | Year 11 Term 2 – 3 | Year 11 – Year 12 Term 4 – Term 1 | Year 12 Term 2 – 3 |
| 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 |
| Formative Assessment (FA) FA1: Investigation — inquiry phase FA2: Project — inquiry phase | Formative Assessment (FA) FA3: Project — inquiry phase FA4: Examination | Summative Assessment (IA) Summative internal assessment 1 (IA1): Investigation — inquiry phase 1 20% Summative internal assessment 2 (IA2): Project — inquiry phase 2 20% | Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Project — inquiry phase 3 35% Summative external assessment (EA): Examination — extended response 25% |

Certificate I in Construction and Certificate II in Construction Pathways

VET subject

VET

Registered training organisation (RTO):

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3166 3960



QCE Credits: 4 (upon successful completion of both certificates)

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

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. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide 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.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost**.

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.

| Unit Code | Unit Name | CPC10120 | CPC20220 |
|--------------|--|----------|----------|
| CPCCWHS1001# | Prepare to work safely in the construction industry | ✓ | |
| CPCCCM2005* | Use construction tools and equipment | ✓ | |
| CPCCOM1014 | Conduct workplace communication | ✓ | |
| CPCCOM2001* | Read and interpret plans and specifications | ✓ | |
| CPCCCM2004* | Handle construction materials | ✓ | ✓ |
| CPCCCM1011 | Undertake basic estimation and costing | ✓ | ✓ |
| CPCCOM1012 | Sustainably in the construction industry | ✓ | ✓ |
| CPCCOM1013 | Plan and organise work | ✓ | ✓ |
| CPCCVE1011* | Undertake a basic construction project | ✓ | ✓ |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry | ✓ | ✓ |
| CPCCOM1015 | Carry out measurements and calculations | ✓ | ✓ |
| CPCCCA2002* | Use carpentry tools and equipment | | ✓ |
| CPCCCM2006 | Apply basic levelling procedures | | ✓ |
| CPCCWF2002* | Use wall and floor tiling tools and equipment | | ✓ |

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.
- More information can be found about each of these individual qualifications at:

<https://training.gov.au/Training/Details/CPC10120> <https://training.gov.au/Training/Details/CPC20220>

Certificate II in Hospitality

VET subject

VET



VET in Schools

SIT20322 Certificate II in Hospitality



Outline

A total of 12 units are required for this qualification.

Core Units

- SITHIND006 Source and use information on the hospitality industry
- SITHIND007 Use hospitality skills effectively
- SITXCCS011 Interact with customers
- SITXCOM007 Show social and cultural sensitivity
- SITXWHS005 Participate in safe work practices
- BSBTWK201 Work effectively with others

Elective Units

- SITHGAM022 Provide responsible gambling services
- SITHFAB021 Provide responsible service of alcohol
- SITHFAB024 Prepare and serve non-alcoholic beverages
- SITHFAB025 Prepare and serve espresso coffee
- SITHCOC024 Prepare and present simple dishes
- SITXFSA005 Use hygienic practices for food safety

Skill Set details:

<https://training.gov.au/TrainingDetails/SIT20322>

Blueprint Career Development has a long history of working with Queensland schools. We understand the complexities and unique needs of both students and teachers.

Delivery and assessment

- Student assessment marked by qualified Blueprint Career Development Assessors
- Qualified industry trainers come to your school on days to suit you
- Delivery plans provided, including templates and resources

Compliance and reporting

- Assessment validations and moderation conducted by Blueprint Career Development
- Resulting and reporting performed by Blueprint Career Development



Cost and Funding

No fees are applicable for this course for eligible students undertaking VETIS training in a school environment.
Fee for service cost is \$1260.



Step into your future

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student.support@blueprintcd.com.au

www.blueprintcd.com.au

Blueprint Career
Development
RTO # 30978



Hospitality Experience Program

The Blueprint Hospitality Experience Program has been developed to give year 12 students the opportunity to develop a deeper understanding of the hospitality industry with real hands-on exposure to front and back of house operations. The program allows students with different strengths and areas of interest to experience a range of departments and positions so they can make informed decisions about future aspirations.

Whilst immersed in the program, students will enjoy the professional and fast-paced work environment and also experience 4 and 5 star properties from the perspective of a guest. Our partner hotels are committed to community involvement and "growing" the next generation of hospitality professionals.

Prices for a 1 night stay, twin share start from \$185 per person,
2 night stay, twin share \$285 per person. (Subject to change and regional price dependant).
Subject to class numbers. Individual payment required.

Benefits of the Program

- Putting classroom knowledge into practice in a variety of different hospitality roles and positions
- Insight into the world of work and the responsibilities of being an employee
- Experience company cultures, systems and work practices
- An insight into a range of career paths
Personal growth and independence

The Day Program includes:

- Accommodation (twin share)
- Buffet breakfasts
- Lunches in the staff cafeteria
- Dinner in the hotel restaurants
- Hotel tour, welcome and induction
- 2 or more shifts of 3.5 hours in selected departments
- Guest access to hotel facilities (not licensed bars)



Interested?

Phone 07 3806 1543 or email at
student.support@blueprintcd.com.au

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Career Development

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Blueprint Career
Development
RTO # 30978

Certificate II in Health Support Services and Certificate III in Health Services Assistance

VET subject



Additional Learning Option – Dual Qualification

Registered Training Organisation: Strategix Training Group

RTO Code: 31418

Qualification Code/s and Title: HLT23221: Certificate II in Health Support Services
HLT33115: Certificate III in Health Services Assistance

Course Overview:

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 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.

Refer to training.gov.au for specific information about the qualification.

Successful completion of the dual qualification contributes up to a **maximum of eight (8) credits** towards a student's **QCE**. Up to 4 points for the completion of Certificate II and up to a further 4 points for the completion of Certificate III.

Work Experience:

Students are highly encouraged to undertake work experience in a health or community service facility to strengthen their skills, knowledge and employability. This work experience is **not** a requirement to complete the course. Strategix Training considers industry experience to be very important for students to gain a deeper understanding of day-to-day operations in relevant roles.

Pathways:

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor's Degrees (B.Nursing)
- Entry-level employment within the health industry

Cost: HLT23221 Certificate II in Health Support Services is fee free under VETiS funding by the Qld Government for eligible students. Additional to the VETiS funding, HLT33115 Certificate III in Health Services Assistance will be charged at a discounted rate of \$399 per student.

*** If the student has used their VETiS funding, the course fee will be \$1,500 for the Certificate II plus an additional \$350 for the Certificate III.

Duration: 7 Terms

HLT23221: Certificate II in Health Support Services

| Course Code | Unit Description | Course Assessment |
|-------------|--|--|
| BSBOPS101 | Use business resources | Assessment is competency based. Assessment techniques include: • observation • folios of work • questionnaires • written and practical tasks |
| BSBPEF202 | Plan and apply time management | |
| BSBOPS203 | Deliver a service to customer | |
| CHCCOM001 | Provide first point of contact | |
| CHCCOM005 | Communicate and work in health or community services | |
| CHCDIV001 | Work with diverse people | |
| HLTWHS001 | Participate in workplace health and safety | |
| HLTINF006 | Apply basic principles and practices of infection prevention and control | |
| BSBADM101 | Use business equipment and resources | |
| CHCCCS020 | Respond effectively to behaviours of concern | |
| CHCCCS026 | Transport individuals | |
| HLTFSE001 | Follow basic food safety practices | |
| SITXFSA005 | Use hygienic practices for food safety | |

HLT33115: Certificate III in Health Services Assistant

** Successful completion of HLT23221 is required before commencing HLT33115. Six units of competency are credit transferred from HLT23221 to fulfil the package requirements of HLT33115.

| Course Code | Unit Description | Course Assessment |
|-------------|---|--|
| BSBWOR301 | Organise personal work priorities and development | Assessment is competency based. Assessment techniques include: • observation • folios of work • questionnaires • written and practical tasks |
| HLTAAP001 | Recognise healthy body systems | |
| CHCMHS001 | Work with people with mental health issues | |
| CHCCCS009 | Facilitate responsible behaviour | |
| CHCCCS012 | Prepare and maintain beds | |
| HLTAID011 | Provide first aid | |
| CHCCCS002 | Assist with movement | |
| BSBMED301 | Interpret and apply medical terminology appropriately | |

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