



Pathways to Progress

SENIOR STUDIES

2020 - 2021

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FROM THE PRINCIPAL

Dear Students and Parents/Guardians

The transition from Year 10 to Senior Studies represents a pivotal moment in the life of our Year 10 students. During this term all Year 10 students will consider their future career pathway before deciding which subjects they would like to study in the senior phase of their learning. Some students will have a clear idea of their career destination and others may be unsure or even confused. The commitment that St Peter Claver College gives to each student is to help them in the decision-making process so that they have a plan for their future. This commitment is particularly relevant as this cohort of students embark on the new Senior certification system. We will ensure that the system is fully explained for families and that the various pathways available are fully explained.

St Peter Claver College is proud of its **success rate** in Senior Studies over the past 35 years. Ex-St Peter Claver College students may be found in almost every profession and in all types of businesses. The development of a wide variety of pathways and subjects has further assisted students to develop their potential. Recent outcomes from Senior Results and Destination Surveys attest to the success of a St Peter Claver College Education.

Part of the process of transitioning to senior studies involves completing a Student Education and Training Plan (SETP) in partnership with the College. This process is mandated by the Queensland Government and recognises how much success in senior outcomes is tied to good planning in Year 10. The process is supported by partnerships developed by the College with parents, industry and the community, and relies on up-to-date information on different senior phase options. A SETP maps out the student's senior phase learning program, including the path they may take to gain a Year 12 Queensland Certificate of Education as well as vocational qualification.

The College is guided by its Mission Statement in how it supports each student through their senior years.

'To provide a Catholic co-educational learning environment which celebrates the uniqueness of each individual, strives for excellence and acknowledges the values of Concern, Love and Justice.'

The College has developed customised course options to meet the needs of students. Sound advice is very important as opportunities available for young people have expanded and the rules of tertiary entry have changed significantly. The following course mentors will assist students with the preparation of their SET Plans:

Mr Todd Riggs - Assistant Principal Curriculum

Mr Adrian Wilkinson - Assistant Principal Administration

Ms Saraya Jackson - Head of Senior Years Learning and Teaching

Ms Kristal Meekings - Head of Vocational Education & Training and Careers

Ms Kirsten Winnel - Head of Year 12, Mr Pat Webster – Head of Year 11, Mr Daniel Meehan – Head of Year 10

Mrs Donna Sugars – Acting Assistant Principal Pastoral Care

Dr Tracey Lye - College Counsellor

Mrs Michelle Sams - College Counsellor

Mrs Tracey Gude – College Counsellor

Once the initial decision on pathways is made, the choice of particular subjects involves a number of factors, including:

- Personal interest
- External pre-requisites
- Balancing priorities
- Previous performance
- Keeping options open

I hope this important process is a successful one for you, and I encourage you to contact the College should you require further assistance or advice.

In God's love

Terry Finan
Principal

Todd Riggs
Assistant Principal Curriculum

THINKING POSITIVELY ABOUT THE FUTURE AND PLANNING FOR SUCCESS IN THE NEXT STEP

It is a challenging new process for 15-year-old students to develop a plan for success in their senior years to lead into future studies and careers beyond school. Few can remember a time when they were not attending school so their knowledge of what is out there is quite limited. Many are only just beginning to realise their strengths and weaknesses, areas of interest and how these might link to possible careers. Furthermore, the job market is changing faster than ever before with new technology, especially robotics making many jobs redundant and new jobs being invented all the time. Because of the pace of change, no longer can students plan for one career as it is likely they will have multiple careers across their lifetimes. Instead, **students need to plan for lifelong learning and for one career becoming a stepping stone for another.**

This is a very complex world for a 15-year-old, so our best advice is for students to focus not just on one career or tertiary course but instead to understand how they are investing in themselves. **Senior studies will add value to every student.** They will improve their capacity to succeed in tertiary studies, in the workforce and most importantly in life-long learning. The value added will be measurable in some areas such as improved literacy, numeracy and success in school subjects. However, there are many other areas of personal growth which are equally as important but not as easily measurable. These include developing social confidence, ethical values and beliefs, spiritual awareness and physical fitness.

A vital concept for students and parents to be aware of is **‘the appropriate next step’**. At Claver, we want to ensure that all students develop a plan for success in senior studies. Sometimes, students with the same dreams will by necessity have very different plans for the courses to take them forward. This is because a plan must be linked to ability as demonstrated in academic results across Years 9 and 10. Thus for some students, the appropriate next step will be studying very challenging senior subjects with the expectation of commencing university in 2022. For other students with the same dream but without proven academic results, their appropriate next step will be to select easier subjects in the senior years with a view to doing a bridging course at university or TAFE that will eventually get them into their desired course. The same process applies to apprenticeships and jobs after school. **Selecting the appropriate next step which is both challenging yet manageable is the way to build a platform for on-going success in the future.**

WHAT DOCUMENTATION WILL STUDENTS RECEIVE ON COMPLETION OF YEAR 12?

Senior Education Profile

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

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

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

Queensland Certificate of Education (QCE)

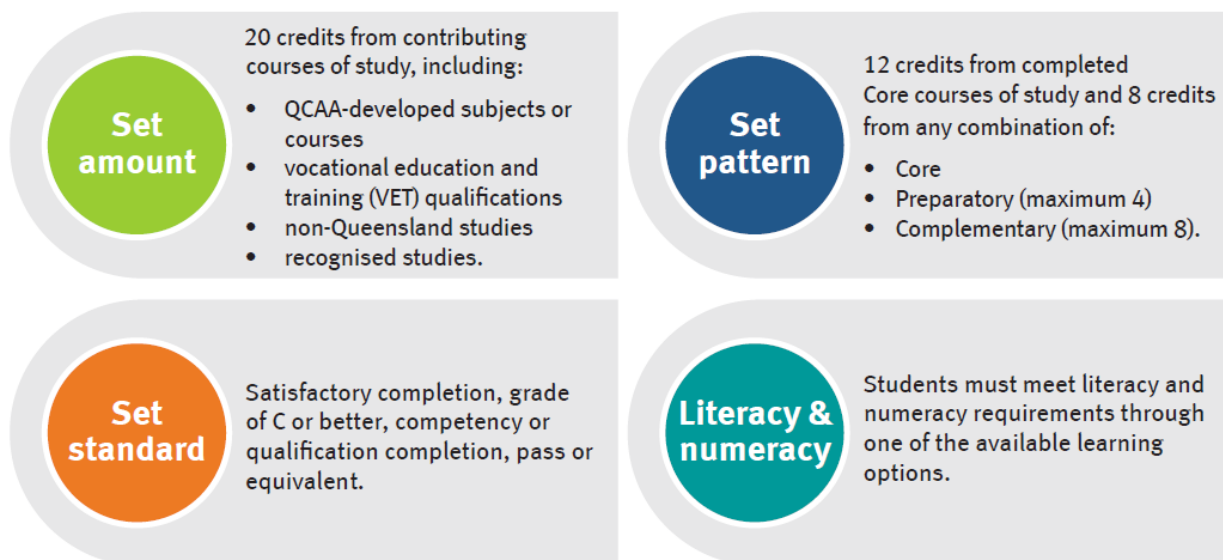
Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes 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.

Eligibility for a QCE

To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority. For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



Gaining Credit

Completing four units of a General or Applied Subject will provide students with four QCE points so long as the student is deemed satisfactory for both Units 1 and 2 and achieves at least a C in Units 3 and 4. For VET courses, successful completion may earn the student between 3 and 8 points depending on the level of the certificate. **This means that unlike the previous system, results in Year 11 contribute towards QCE points.**

Meeting the Literacy and Numeracy Requirements

Achieving a C in English or Essential English will satisfy the literacy requirement. Similarly, achieving a C in any of the senior Mathematics subjects will satisfy the numeracy option. Another way to satisfy both the literacy and numeracy requirements is to complete Certificate II Skills for Work and Vocational Pathways (FSK20113).

Legal Requirements

The QCE complements the Government's 'learning or earning' laws which means everyone will be required to complete Year 10 at school and go on to complete a further two years of education and training.

For more information:

- Visit the QCAA website at www.qcaa.qld.edu.au
- Visit QTAC at www.qtac.edu.au
- Visit the Careers Information Service at www.cis.qcaa.qld.edu.au
- Visit the Department of Employment and Training for information about school-based apprenticeships and traineeships.

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 instead of pursuing a QCE. 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)

Eligible students will receive an ATAR which has replaced the OP (Overall Position) as the score which will be used by the Queensland Tertiary Admissions Centre (QTAC) to award places in competitive university courses.

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

- Best five General Subject results; or
- best results in a combination of four General Subject results plus an Applied Subject result or a Certificate III or higher VET qualification.

English Requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. This requires students to attain a result that is equivalent to a C Level of Achievement in English or Essential English. **A student's English result is not necessarily included in the calculation of their ATAR.**

STUDENTS MAY ALSO USE VET CERTIFICATE III COURSES TO ACCESS SOME UNIVERSITY COURSES

SENIOR SUBJECTS

The QCAA has developed new types of syllabuses for the senior phase of learning. The two types offered at Claver are **General Subjects** and **Applied Subjects**. Results in General and Applied 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. **VET subjects are also offered at Claver and will be outlined in the next section.**

Underpinning Factors

General and Applied syllabuses are underpinned by Literacy and Numeracy. In addition to literacy and numeracy, General 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, information & communication technologies (ICT) skills.

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.
- Core skills for work - the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General Subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. They are developmental four-unit courses of study. **Units 1 and 2** provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. 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 in General Subjects

Units 1 and 2 Assessments

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

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.

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 (25% - 50%) to the student's overall subject result and is not privileged over summative internal assessment.

Applied Subjects

Applied subjects are suited to students who are primarily interested in pathways that lead to vocational education and training or work. Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

Assessment

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

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-Specific Standards Matrixes

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

Essential English and Essential Mathematics — Common Internal Assessment (CIA)

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

VOCATIONAL EDUCATION AND TRAINING (VET)

What is VET?

Vocational education and training (VET) courses are available to students while they are still at school. VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a job.

Participating in VET can:

- Provide credit points towards the attainment of a Queensland Certificate of Education and the attainment of a nationally recognised VET qualification.
- Support student's transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):

- Obtaining practical experience from work.
- Gaining familiarity on how workplaces operate.
- Developing employability skills.
- Developing and improving interpersonal skills.
- Allowing students to explore the potential career path they would like to pursue.

Students can access VET in a number of ways including:

- Through their school being a Registered Training Organisation.
- At TAFE.
- At another Registered Training Organisation.
- Through a School-Based Apprenticeship or Traineeship.

ACCESSING UNIVERSITY THROUGH VET

Some universities will allow students to directly enter certain courses if they have a VET Certificate III or higher. This will enable a student without an ATAR to enter university providing they have passed any prerequisite subjects. Generally, the courses accessible through a Certificate III are not the most competitive courses, all of which will require high ATAR scores. However, once in a university course, students may gain entry to more competitive courses through achieving a good grade point average in their first year at university. They may even change universities.

VETiS Funding

A core element of the Queensland Government Working Queensland jobs plan is ensuring Queenslanders have access to quality training programs that deliver effective skills to meet employment and business demands.

VETiS supports this aim by the delivery of nationally recognised qualifications to school students, providing them with the skills and knowledge required for specific industries.

The Department of Education and Training fund those VETiS qualifications at the Certificate I and II level which have been identified in consultation with industry, national skills shortages. The shortage list can be found at <http://www.training.qld.gov.au/documents-data/strategies-plans-reports/vet-investment-plan/subsidies-list.html>.

The VET investment budget will provide funding for students to complete **ONE VETiS QUALIFICATION** listed on the Queensland Training Subsidies List while at school.

TAFE at Schools Program

Students may select a TAFE option for some specialised Vocational areas of learning not offered at the College. TAFE course commencement is dependent on sufficient enrolments, appropriate accreditation and registration requirements. Therefore, during the SETP interview, students will select an alternative subject just in case their TAFE course is cancelled.

Applications for the 2020 TAFE at School Program will open soon. Expression of Interest (EOI) forms will be provided to students in their SET Plan folders. EOI forms are to be completed and returned to Mentors during SET Plan meetings.

VET Course/Resources Fees

The College has an all-inclusive Curriculum and Resource Levy, which is charged per student. This levy includes subject materials and resources (a detailed list of inclusions will be communicated in the 2020 Schedule of Fees and Levies).

Students who participate in VET courses attract an additional levy. These levies include RTO fees, course and material costs. These costs will be invoiced in full at the beginning of the school year.

Based on 2019 charges please see the table below, to give you an indication of what will be expected for 2020. These costs depend on what courses are on offer and the fees involved from the RTO.

VET Qualification	RTO & Code	Course/Resources Fee	
		Year 11	Year 12
CHC24015: Certificate II in Active Volunteering	St Peter Claver College 30028	\$180	\$180
CPC10111: Certificate I in Construction	Bluedog Training 31193	No Cost to Student VETiS Funded **Admin fee may apply	
FSK20113: Certificate II in Skills for Work and Vocational Pathways	St Peter Claver College 30028	\$120	\$120
HLT23215: Certificate II in Health Support Services and CHC22015: Certificate II in Community Services and HLT33115 Certificate III in Health Services Assistance.	Connect 'n' Grow 40518	\$350	\$450
MEM20413: Certificate II in Engineering Pathways	Bluedog Training 31193	No Cost to Student VETiS Funded **Admin fee may apply	
SIS20115: Certificate II in Sport and Recreation	Binnacle Training 31319	\$280	\$280
SIS30315: Certificate III in Fitness	Binnacle Training 31319	\$280	\$280
SIT20416: Certificate II in Kitchen Operations	Training Direct 32355	No Cost to Student VETiS Funded **Admin fee may apply	
SIT30516: Certificate III in Events	St Peter Claver College 30028	\$180	\$180

If you would like more information regarding course/resource fees please do not hesitate to contact our Business Manager, Denise McGeary on 3810 5906.

UNIVERSITY STUDIES DURING YEAR 12

Students who are achieving very well in their subjects may apply to universities to complete one or two subjects during Year 12. These subjects presently do not incur a fee and may be counted towards a degree. As well, several universities will grant students direct entry (without an ATAR) into their universities upon passing one or two of their subjects. Decisions on these opportunities are made towards the end of Year 11 and depend on overall results and access to transport to the university campus selected. We are awaiting information on these opportunities to be updated to fit with the new system.

OTHER RELEVANT ISSUES

Prerequisites

Pre-requisites are subjects that must be completed at least at a C standard in order to enter a tertiary course. Many courses require English. Some accept Essential English. Several tertiary courses require Mathematical Methods or General Mathematics. A smaller number require the completion of certain Science subjects. Students and parents should check *Tertiary Pre-requisites 2022* before finalising their subject selection.

School-based Traineeship

School-based Traineeships are also offered as part of the College's vocational options. Traineeships involve one day of paid work each week in a workplace. Students complete one day per week at TAFE or at other Training Organisations, or as a study block during holidays. Many complete more hours as a part-time or casual job. Completed Traineeships provide students with a VET Certificate at or up to Certificate III level. This can be used to gain entry to University or TAFE.

School-based Apprenticeship

School-based Apprenticeship means that part of a four-year apprenticeship may be completed while at school. A school-based apprenticeship involves one day of paid work each week in a workplace. Students complete one day per week at TAFE or at other Training Organisations, or as a study block during holidays. There are students who also undertake extra hours as part-time or casual work.

COMMITMENT

Students need to be prepared for the commitment of Senior Studies. To achieve their goals for entering tertiary courses, gaining apprenticeships or finding work, all students will have to consistently **spend time outside of school on school related work**. In Senior, we do not refer to this as homework as a lot of the work is planned and managed by the student instead of being set by the teacher. Many subjects require a lot of home learning for assignment work, structured study and completing practical tasks. This work will involve reading, researching using the Internet, planning and preparing for assessment, writing responses, learning content, solving problems and many other important learning tasks. As a guide, **each General Subject will require three (3) hours each week for home learning** and assignment work. **Each Applied subject will require between one and two (1-2) hours each week** on assignment work or home learning.

Students are more likely to achieve senior results to take them to their next step, when they and their families **set aside quality time to undertake school work at home**. This means time when students are not tired from part time work or social activities and not constantly on SOCIAL NETWORKS such as FACEBOOK. To achieve the goals of Senior schooling, completing school work at home must be a priority and kept in balance with part time work, sporting and cultural activities, social life, social networking and family time.

It is also **essential to submit work on time** as the College is bound by QCAA policies regarding due dates. Similarly, **students must be present for exams** as the rules will not permit a student to sit an exam at a later date. Of course, absence due to a medical condition or some form of misadventure will be taken into account so long as evidence is provided from the appropriate professions (e.g. medical certificate). It is important to note that **absence due to a family holiday or reunion will not be considered** as an allowable reason to miss assessment and the student may lose credit for the course.

PRIOR KNOWLEDGE AND DIFFICULTY OF CHANGING SUBJECTS

Some subjects require substantial prior knowledge to enable success. Without this knowledge, students are likely to achieve poorly and waste valuable time. Where students do not have the recommended prior knowledge, it is advisable not to select the subject as a next step but instead to pursue an easier option in Years 11-12 and if needs be, do a tertiary preparation course in the more difficult subject after finishing Year 12.

Students must select wisely in Year 10 and work hard on their Senior subjects from the very beginning of Year 11. Subject changes will not be as flexible as they have been in the past. The units are NOT semester based so that depending on the subject, Unit 1 will be completed by March or May of Year 11 and Unit 2 will be completed by June or September. Census dates with subject changes will be strictly adhered to and no subject changes will be entered after Unit 2 (2020). This is because QCAA counts Units 3 and 4 as a required pair which must both be completed to gain credit. Unit 3 will commence in July of Year 11 in some subjects so the window available for subject changes will be very small.

The table below provides advice on the prerequisite studies and standards required for entry into Senior subjects. Where a subject is not listed, there is no prerequisite.

Subject	Advisable prerequisite subject(s) and minimum standards
Accounting	Year 10 Business - B OR Year 10 Advanced Mathematics - C
Biology	Year 10 Science - C
Business	Year 10 Business - B OR Year 10 English - C
Cert 1 Construction	Completed two courses in ITD across Years 9 & 10
Cert II Engineering	Completed two courses in ITD across Years 9 & 10
Cert III Events	Year 10 English - C
Cert III Fitness	Year 10 HPE - B
Chemistry	Year 10 Science - B, student must also study Mathematical Methods
Dance	Year 9 or 10 Dance - B, Year 10 English - C
Digital Solutions	Year 9 or 10 ICT - B
Drama	Year 10 English - C, Year 9 or 10 Drama - B
English	Year 10 English - C
Film, Television & New Media	Year 10 English - C, Year 9 or 10 Media - B
General Mathematics	Year 10 Advanced Maths - C or Year 10 Mathematics - B
Japanese	Year 10 Japanese - B
Mathematical Methods	Year 10 Advanced Mathematics - B
Modern History	Year 10 English - C
Music	Year 10 Music - B
Psychology	Year 10 English - C, Year 10 Science - C
Physical Education	Year 10 HPE - B
Physics	Year 10 Science - B, student must also study Mathematical Methods
Specialist Mathematics	Year 10 Advanced Mathematics - B
Study of Religion	Year 10 English - C
Visual Art	Year 10 Visual Art - B

SELECTING A SUITABLE PATHWAY - CLAVER'S FOUR PATHWAYS

ATAR Pathway - suitable for a student targeting the more competitive university courses. This involves undertaking five General Subjects plus one other subject which may be a General Subject, an Applied Subject or a VET subject. Students selecting this pathway must be committed to studying at home for at least 15 hours each week.

ATAR plus Insurance Pathway - suitable for students targeting moderately competitive courses at university. This involves undertaking four General Subjects, a Certificate III course plus one other subject which may be an Applied Subject or a VET subject. Students selecting this pathway must be committed to studying at home for at least 15 hours each week.

Certificate III plus prerequisites Pathway - suitable for students targeting less competitive courses at university as well as TAFE. This involves undertaking a Certificate III course, one or two General Subjects which may be prerequisites such as English and General Mathematics plus three other subject which may be Applied Subjects or a VET courses. Students selecting this pathway must be committed to studying at home for at least 8 - 12 hours each week.

VET and Applied Pathway - suitable for students targeting TAFE, apprenticeships, traineeships and work. This involves undertaking a combination of VET and Applied Subjects. If results in Year 10 have been sufficient, students in this course may undertake one or two General Subjects if these are relevant to their careers. Students selecting this pathway must be committed to studying at home for at least 5 - 10 hours each week.

HOW TO CHOOSE COURSES AND SUBJECTS

Step 1 - Select the course which is relevant to both your desired post-school pathway and appropriate next step.

Step 2 - Select subjects which you **find interesting** and in which you can **achieve good results**. Consider how you achieved in Year 10.

Step 3 - Consider the **prerequisite subjects** and standards required for the Senior subject and for Tertiary Courses.

Step 4 - Decide whether you are prepared to make the **commitment in study or industry experience** required for the subject you are selecting.

RULES FOR SELECTING SUBJECTS

Requirements:

- **Six (6) subjects** plus if appropriate *Religious Meaning and Life (RML)* as a 7th subject (See below).

(Gen = General Subject, APL = Applied Subject, VET= Vocational Education)

Selection Options:

- **One Religion subject** - either **Study of Religion (GEN)** or *Religion & Ethics (APL)*.
- **One English subject** - either **English (GEN)** or *Essential English (APL)*.
- **One Mathematics subject** from **Mathematical Methods (GEN)**, **General Mathematics (GEN)**, *Essential Mathematics (APL)*.
- **Three other subjects** from options available including General Subjects, Applied Subjects and VET courses as relevant to your pathway and appropriate next step. If taking up option below, student would select four subjects in this section.

Special Option Regarding Religious Meaning and Life

In Catholic schools, all students study a Religious Education subject. This helps students to understand Catholic beliefs and values as well as those of other religions. It also assists students in spiritual development as they progress on their personal faith journey. Thus, it is a requirement that all senior students study either the General Subject Study of Religion or the Applied Subject Religion and Ethics. Both subjects have high literacy demands like those for English.

However, Brisbane Catholic Education has noted a possible unintended consequence of this requirement which may disadvantage a very small number of students. To receive an ATAR, a student must achieve at least a C in some form of English even if English is not one of the five subjects used to calculate the ATAR.

Students likely to have an English subject as their sixth subject and not counting towards their ATAR score would currently have to have a Religion subject (significantly Literacy based) as one of the five subjects used to calculate their ATAR. This may prevent these students from studying subjects in which they would likely achieve higher results.

This possible inequity has led to the Archbishop of Brisbane creating a dispensation for ATAR eligible students who would be disadvantaged if they were required to have a religion subject as one of their five subjects that were counted for an ATAR.

This small group of students will be allowed to study Religious Meaning and Life as a seventh subject with most of the subject delivery occurring in an on-line environment. In this way the Religion subject and English subject would not be counted in the calculation of an ATAR but a 'C' in English would still be required.

Students will have fewer face-to-face lessons than a student who would normally study seven subjects and will be expected to work independently with teacher support in the Religious Meaning and Life course. The RML course does not contribute to a Queensland Certificate of Education (QCE).

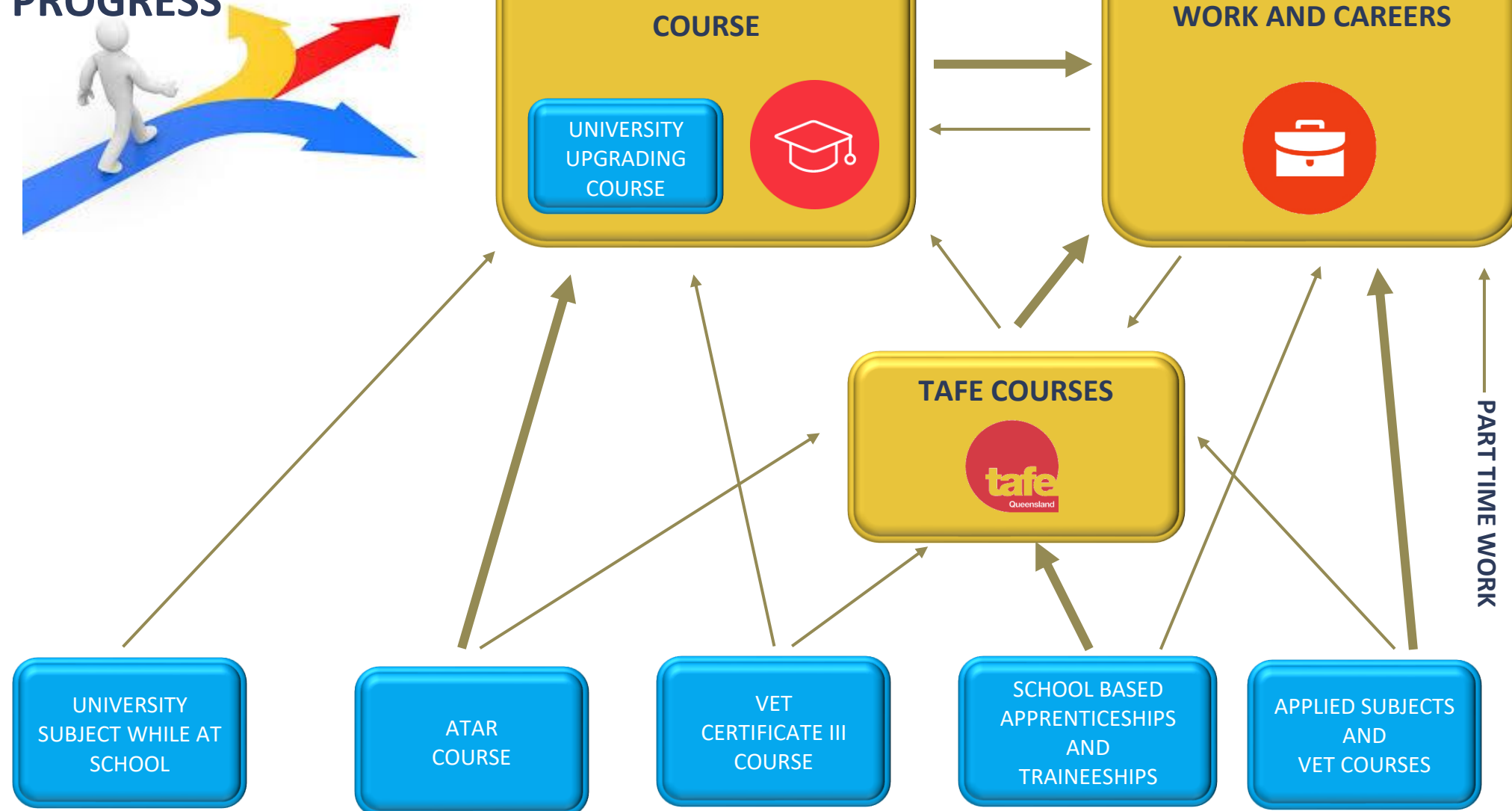
Decisions about undertaking RML as a seventh subject will only be made in consultation with the Course Mentor. The course mentor would need to be convinced that the student would likely be disadvantaged by having a religion subject as one of the student's six subjects and that the student was capable of and committed to on-line learning in RML.S285748

YOUR TASK NOW

- Book your SETP interview and then read this booklet carefully.
- Discuss your course options with your family.
- Complete a course planning form that fits with your plan. This is your draft plan.
- Attend the SETP interview and finalise your Senior Education and Training Plan.

Please note that the subjects detailed on the following pages are offered in the initial phase of the subject selection process. The timetabling of a subject depends on there being sufficient enrolments for the subject to be viable. If a subject is cancelled due to insufficient enrolments, students will be asked to select another subject on the appropriate line.

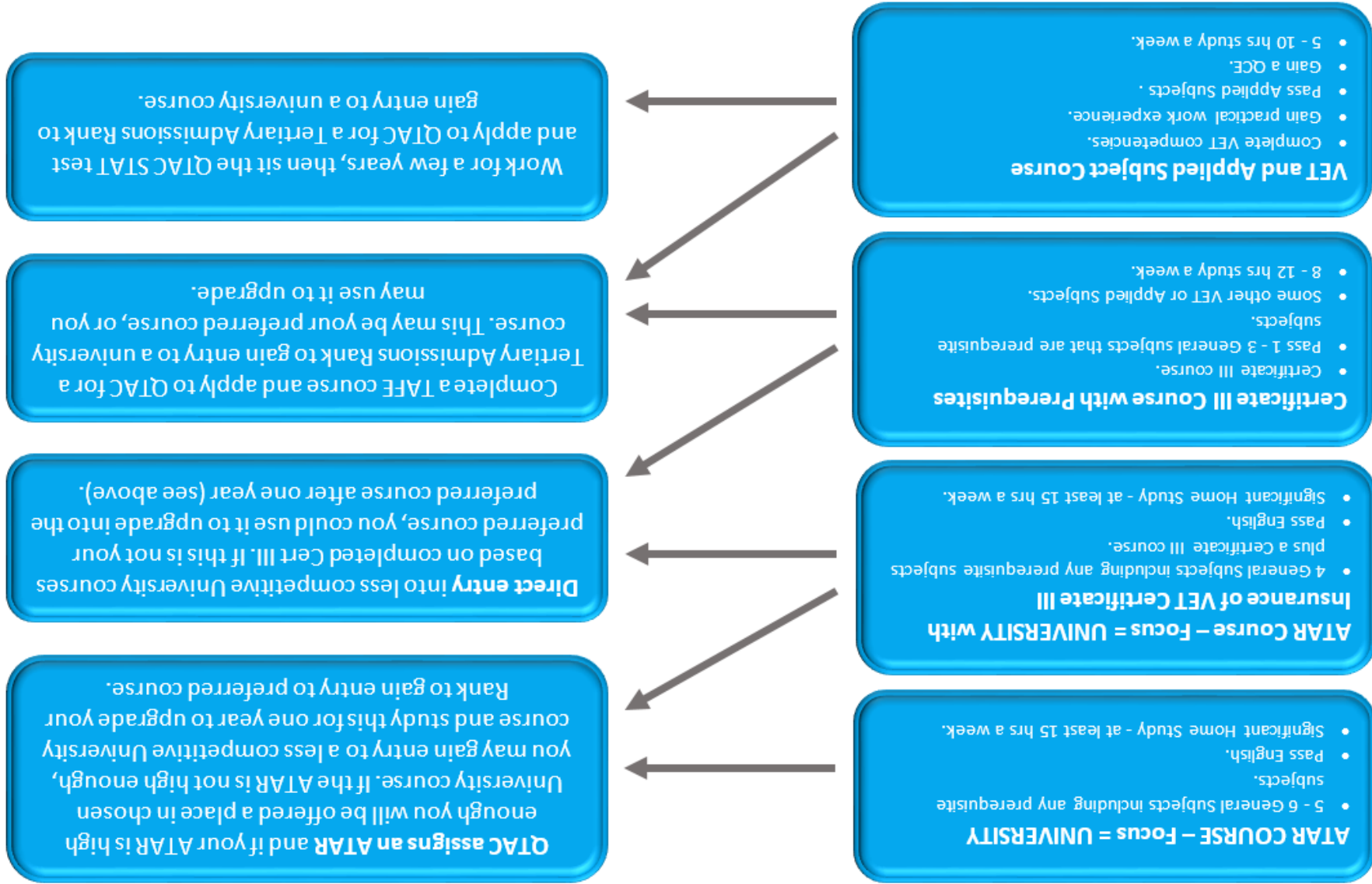
PATHWAYS TO PROGRESS



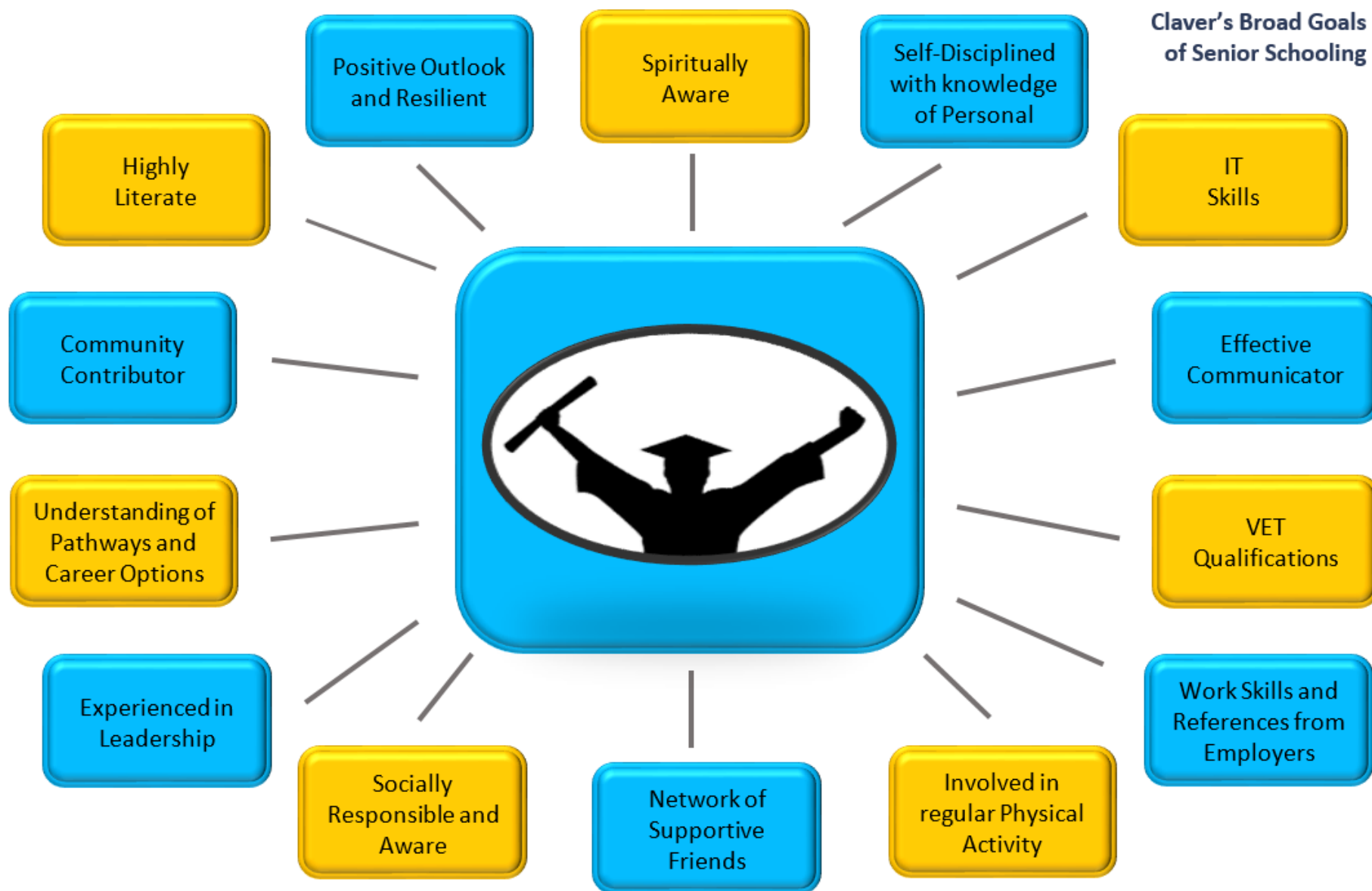
THERE ARE MANY PATHWAYS AND OPTIONS



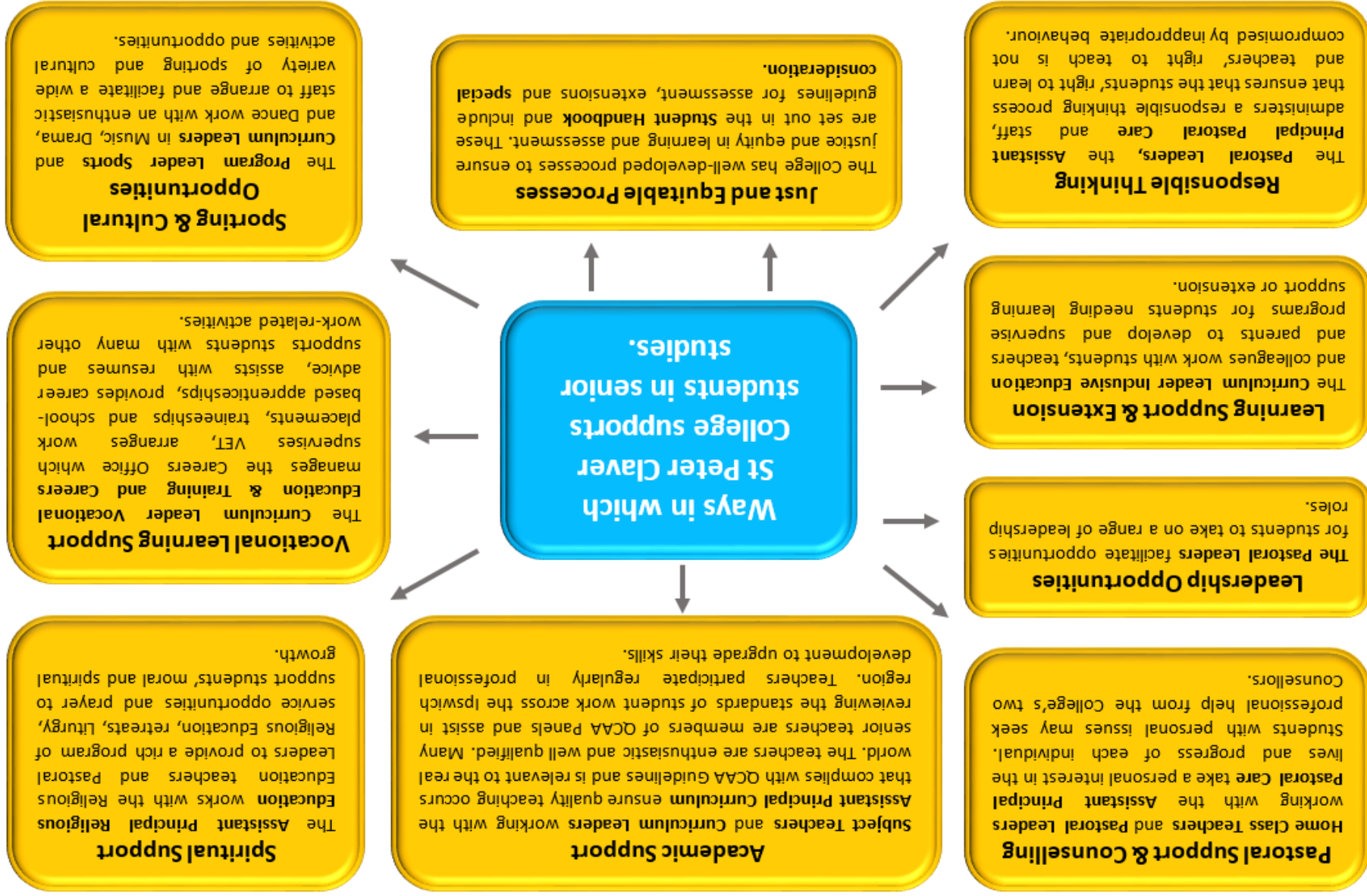
DIFFERENT PATHWAYS TO GAIN ENTRY TO A PREFERRED UNIVERSITY COURSE



EYES ON THE PRIZE



PREPARE FOR LIFELONG LEARNING



GENERAL SUBJECTS



Accounting

General Subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting Topic 1: Accounting for a service business — cash, accounts receivable, accounts payable and no GST. Topic 2: End-of-month reporting for a service business.	Management effectiveness Topic 1: Accounting for a trading GST business. Topic 2: End-of-year reporting for a trading GST business.	Monitoring a business Topic 1: Managing resources for a trading GST business — non-current assets. Topic 2: Fully classified financial statement reporting for a trading GST business.	Accounting — the big picture Topic 1: Cash management. Topic 2: Complete accounting process for a trading GST business. Topic 3: Performance analysis of a listed public company.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response.	25%	Summative internal assessment 3 (IA3): Project — cash management.	25%
Summative internal assessment 2 (IA2): Examination — short response.	25%	Summative external assessment (EA): Examination — short response.	25%

Biology

General Subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms Topic 1: Cells as the basis of life. Topic 2: Multicellular organisms.	Maintaining the internal environment Topic 1: Homeostasis. Topic 2: Infectious diseases.	Biodiversity and the interconnectedness of life Topic 1: Describing biodiversity. Topic 2: Ecosystem dynamics.	Heredity and continuity of life Topic 1: DNA, genes and the continuity of life. Topic 2: Continuity of life on Earth.

Summative Assessments

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

Business

General Subject

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation Fundamentals of business. Creation of business ideas.	Business growth Establishment of a business. Entering markets.	Business diversification Competitive markets Strategic development.	Business evolution Repositioning a business. Transformation of a business.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response.	25%	Summative internal assessment 3 (IA3): Extended response — feasibility report.	25%
Summative internal assessment 2 (IA2): Investigation — business report.	25%	Summative external assessment (EA): Examination — combination response.	25%

Chemistry

General Subject

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

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

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

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

Pathways

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

Structure

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

Summative Assessments

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

Dance

General Subject

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? Genres: Contemporary and at least one other genre. Subject matter: meaning, purpose and context; historical and cultural origins of focus genres.	Moving through environments How does the integration of the environment shape dance to communicate meaning? Genres: Contemporary and at least one other genre. Subject matter: physical dance environments including site-specific dance; virtual dance environments.	Moving statements How is dance used to communicate viewpoints? Genres: Contemporary and at least one other genre. Subject matter: social, political and cultural influences on dance.	Moving my way How does dance communicate meaning for me? Genres: fusion of movement styles. Subject matter: developing a personal movement style; personal viewpoints and influences on genre.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance.	20%	Summative internal assessment 3 (IA3): Project — dance work.	35%
Summative internal assessment 2 (IA2): Choreography.	20%		
Summative external assessment (EA): 25%			

Note: This may be an Alternate Sequence (Composite) subject and Unit 3 and 4 may be completed before Unit 1 and 2.

Digital Solutions

General Subject

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code Topic 1: Understanding digital problems. Topic 2: User experiences and interfaces. Topic 3: Algorithms and programming techniques. Topic 4: Programmed solutions.	Application and data solutions Topic 1: Data-driven problems and solution requirements. Topic 2: Data and programming techniques. Topic 3: Prototype data solutions.	Digital innovation Topic 1: Interactions between users, data and digital systems. Topic 2: Real-world problems and solution requirements. Topic 3: Innovative digital solutions.	Digital impacts Topic 1: Digital methods for exchanging data. Topic 2: Complex digital data exchange problems and solution requirements. Topic 3: Prototype digital data exchanges.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — technical proposal.	20%	Summative internal assessment 3 (IA3): Project — folio.	25%
Summative internal assessment 2 (IA2): Project — digital solution.	30%	Summative external assessment (EA): Examination.	25%

Drama

General Subject

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? Cultural inheritances of storytelling. Oral history and emerging practices. A range of linear and non-linear forms.	Reflect How is drama shaped to reflect lived experience? Realism, including Magical Realism, Australian Gothic. Associated conventions of styles and texts.	Challenge How can we use drama to challenge our understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre. Associated conventions of styles and texts.	Transform How can you transform dramatic practice? Contemporary performance. Associated conventions of styles and texts. Inherited texts as stimulus.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance.	20%	Summative internal assessment 3 (IA3): Project — practice-led project.	35%
Summative internal assessment 2 (IA2): Project — dramatic concept.	20%		
Summative external assessment (EA): 25% Examination — extended response.			

Note: This may be an Alternate Sequence (Composite) subject and Unit 3 and 4 may be completed before Unit 1 and 2.

English

General 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 are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts Examining and creating perspectives in texts. Responding to a variety of non-literary and literary texts. Creating responses for public audiences and persuasive texts.	Texts and culture Examining and shaping representations of culture in texts. Responding to literary and non-literary texts, including a focus on Australian texts. Creating imaginative and analytical texts.	Textual connections Exploring connections between texts. Examining different perspectives of the same issue in texts and shaping own perspectives. Creating responses for public audiences and persuasive texts.	Close study of literary texts Engaging with literary texts from diverse times and places. Responding to literary texts creatively and critically. Creating imaginative and analytical texts.

Summative Assessments

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

Film, Television & New Media

General Subject

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

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

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

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation Concept: technologies. How are tools and associated processes used to create meaning? Concept: institutions. How are institutional practices influenced by social, political and economic factors? Concept: languages. How do signs and symbols, codes and conventions create meaning?	Story forms Concept: representations. How do representations function in story forms? Concept: audiences. How does the relationship between story forms and meaning change in different contexts? Concept: languages. How are media languages used to construct stories?	Participation Concept: technologies. How do technologies enable or constrain participation? Concept: audiences. How do different contexts and purposes impact the participation of individuals and cultural groups? Concept: institutions. How is participation in institutional practices influenced by social, political and economic factors?	Identity Concept: technologies. How do media artists experiment with technological practices? Concept: representations. How do media artists portray people, places, events, ideas and emotions? Concept: languages. How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Case study investigation.	15%	Summative internal assessment 3 (IA3): Stylistic project.	35%
Summative internal assessment 2 (IA2): Multi-platform project.	25%		
Summative external assessment (EA): 25%			

Geography

General Subject

Geography teaches us about the significance of 'place' and 'space' in understanding our world and are underpinned by inquiry, through which students investigate places in Australia and across the globe. Fieldwork is central to the study of Geography in the 21st century along with spatial technologies as a core component of contemporary Geography.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society.

Pathways

Geography is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none">• Natural hazard zones• Ecological hazard zones	Planning sustainable places <ul style="list-style-type: none">• Responding to challenges facing a place in Australia• Managing the challenges facing a megacity	Responding to land cover transformations <ul style="list-style-type: none">• Land cover transformations and climate change• Responding to local land cover transformations	Managing population change <ul style="list-style-type: none">• Population challenges in Australia• Global population change

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response.	25%	Summative internal assessment 3 (IA3): Investigation — data report.	25%
Summative internal assessment 2 (IA2): Investigation — field report.	25%	Summative external assessment (EA): Examination — combination response.	25%

Japanese

General Subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students 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 communicate with people from Japanese-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 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 Japanese 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world Family/carers and friends. Lifestyle and leisure. Education.	私達のまわり Exploring our world Travel. Technology and media. The contribution of Japanese culture to the world.	私達の社会 Our society Roles and relationships. Socialising and connecting with my peers. Groups in society.	私の将来 My future Finishing secondary school, plans and reflections. Responsibilities and moving on.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response.	15%	Summative internal assessment 3 (IA3): Extended response.	30%
Summative internal assessment 2 (IA2): Examination — combination response.	30%	Summative external assessment (EA): Examination — combination response.	25%

Note: This may be an Alternate Sequence (Composite) subject and Unit 3 and 4 may be completed before Unit 1 and 2.

General Mathematics

General Subject

General Mathematics' major domains are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the P–10 Australian Curriculum.

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations Topic 1: Consumer arithmetic. Topic 2: Shape and measurement. Topic 3: Linear equations and their graphs.	Applied trigonometry, algebra, matrices and univariate data Topic 1: Applications of trigonometry. Topic 2: Algebra and matrices. Topic 3: Univariate data analysis.	Bivariate data, sequences and change, and Earth geometry Topic 1: Bivariate data analysis. Topic 2: Time series analysis. Topic 3: Growth and decay in sequences. Topic 4: Earth geometry and time zones.	Investing and networking Topic 1: Loans, investments and annuities. Topic 2: Graphs and networks. Topic 3: Networks and decision mathematics.

Summative Assessments

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

Mathematical Methods

General Subject

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions Topic 1: Arithmetic and geometric sequences and series 1. Topic 2: Functions and graphs. Topic 3: Counting and probability. Topic 4: Exponential functions 1. Topic 5: Arithmetic and geometric sequences.	Calculus and further functions Topic 1: Exponential functions 2. Topic 2: The logarithmic function 1. Topic 3: Trigonometric functions 1. Topic 4: Introduction to differential calculus. Topic 5: Further differentiation and applications 1. Topic 6: Discrete random variables 1.	Further calculus Topic 1: The logarithmic function 2. Topic 2: Further differentiation and applications 2. Topic 3: Integrals.	Further functions and statistics Topic 1: Further differentiation and applications 3. Topic 2: Trigonometric functions 2. Topic 3: Discrete random variables 2. Topic 4: Continuous random variables and the normal distribution. Topic 5: Interval estimates for proportions.

Summative Assessments

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

Specialist Mathematics

General Subject

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

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

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

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

Pathways

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof Topic 1: Combinatorics. Topic 2: Vectors in the plane. Topic 3: Introduction to proof.	Complex numbers, trigonometry, functions and matrices Topic 1: Complex numbers 1. Topic 2: Trigonometry and functions. Topic 3: Matrices.	Mathematical induction, and further vectors, matrices and complex numbers Topic 1: Proof by mathematical induction. Topic 2: Vectors and matrices. Topic 3: Complex numbers 2.	Further statistical and calculus inference Topic 1: Integration and applications of integration. Topic 2: Rates of change and differential equations. Topic 3: Statistical inference.

Summative Assessments

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

Modern History

General Subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Russian Revolution, 1905–1920s. Australian Frontier Wars, 1788–1930s.	Movements in the modern world Anti-apartheid movement in South Africa, 1954–1968. Independence movement in Vietnam, 1945–1975.	National experiences in the modern world Soviet Union, 1920s–1945. Germany, 1914–1945.	International experiences in the modern world Cold War, 1945–1991. Australian engagement with Asia since 1045.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — essay in response to historical sources.	25%	Summative internal assessment 3 (IA3): Investigation — historical essay based on research.	25%
Summative internal assessment 2 (IA2): Independent source investigation.	25%	Summative external assessment (EA): Examination — short responses to historical sources.	25%

Music

General Subject

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

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

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

Pathways

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

Structure

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance.	20%	Summative internal assessment 3 (IA3): Integrated project.	35%
Summative internal assessment 2 (IA2): Composition.	20%		
Summative external assessment (EA): 25% Examination.			

Physical Education

General Subject

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

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity Topic 1: Motor learning integrated with a selected physical activity. Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity.	Sport psychology, equity and physical activity Topic 1: Sport psychology integrated with a selected physical activity. Topic 2: Equity — barriers and enablers.	Tactical awareness, ethics and integrity and physical activity Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity. Topic 2: Ethics and integrity.	Energy, fitness and training and physical activity Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity.

Summative Assessments

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

Physics

General Subject

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics Topic 1: Heating processes. Topic 2: Ionising radiation and nuclear reactions. Topic 3: Electrical circuits.	Linear motion and waves Topic 1: Linear motion and force. Topic 2: Waves.	Gravity and electromagnetism Topic 1: Gravity and motion. Topic 2: Electromagnetism.	Revolutions in modern physics Topic 1: Special relativity. Topic 2: Quantum theory. Topic 3: The Standard Model.

Summative Assessments

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

Psychology

General Subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

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

Psychology satisfies the SCIENCE PREQUISITE requirement for university studies in Primary Education and Early Childhood Education.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development Psychological Science A. The role of the brain. Cognitive development. Human consciousness and sleep.	Individual behaviour Psychological Science B Intelligence. Diagnosis. Psychological disorders and treatments. Emotion and motivation.	Individual thinking Localisation of function in the brain. Visual perception. Memory. Learning.	The influence of others Social psychology. Interpersonal processes. Attitudes. Cross-cultural psychology.

Summative assessments

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

Study of Religion

General Subject

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. 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 a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They 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.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings Topic 1: Sacred texts. Topic 2: Abrahamic traditions.	Religion and ritual Topic 1: Lifecycle rituals. Topic 2: Calendrical rituals.	Religious ethics Topic 1: Social ethics. Topic 2: Ethical relationships.	Religion, rights and the nation-state Topic 1: Religion and the nation-state. Topic 2: Religion and human rights.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — extended response.	25%	Summative internal assessment 3 (IA3): Investigation — inquiry response.	25%
Summative internal assessment 2 (IA2): Investigation — inquiry response.	25%	Summative external assessment (EA): Examination — short response.	25%

Visual Art

General Subject

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

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

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: Concept: lenses to explore the material world. Contexts: personal and contemporary. Focus: People, place, objects. Media: 2D, 3D, and time-based.	Art as code Through inquiry learning, the following are explored: Concept: art as a coded visual language. Contexts: formal and cultural. Focus: Codes, symbols, signs and art conventions. Media: 2D, 3D, and time-based.	Art as knowledge Through inquiry learning, the following are explored: Concept: constructing knowledge as artist and audience. Contexts: contemporary, personal, cultural and/or formal. Focus: student-directed. Media: student-directed.	Art as alternate Through inquiry learning, the following are explored: Concept: evolving alternate representations and meaning. Contexts: contemporary and personal, cultural and/or formal. Focus: continued exploration of Unit 3 student-directed focus. Media: student-directed.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — inquiry phase 1.	15%	Summative internal assessment 3 (IA3): Project — inquiry phase 3.	35%
Summative internal assessment 2 (IA2): Project — inquiry phase 2.	25%		
Summative external assessment (EA): 25%			

VET CERTIFICATE III SUBJECTS



Certificate III in Events (SIT30516)



Subject Type: VET

RTO Code: 30028

This qualification is a nationally recognised course and provides a pathway to work for event or exhibition organisations operating in a range of industries including the tourism and travel, hospitality, sport, business, cultural and community sectors. It prepares students to perform a range of essential skills such as organising events and working with others.

Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry.

Unit Topics

YEAR 11 & 12		
Topics	Students will learn about event foundations and research and how to implement them to meet the customer's needs. They will then use this foundation work to plan and run many events such as the Amazing Race, Formal and Harmony Day celebrations. This involves them working as a team to produce documents, process registrations, coordinate and participate in the events. Students will also complete their RSA (responsible service of alcohol) through an external provider.	
Competencies Scheduled for Completion	SITXWHS001	Participate in safe work practices
	SITEEVT001	Source and use information on the event industry
	SITXEBS001	Use social media in a business
	SITXCOM002	Show social and cultural sensitivity
	BSBWOR203	Work effectively with others
	SITTTSL006	Prepare quotations
	SITHFAB002	Provide responsible service of alcohol (Training Direct: 32355)
	SITTTSL004	Provide advice on Australian destinations
	SITEEVT002	Process and monitor event registrations
	BSBITU306	Design and produce business documents
	SITEEVT003	Coordinate on-site event registrations
	SITXCCS006	Provide service to customers
	SITTTSL010	Use a computerised reservations or operations system

How do I learn?

A range of teaching and learning strategies including; practical planning of events; industry experience and group work.

How am I assessed?

A range of assessment methods including: observations; team projects; portfolios and short answer questions will be used to gather evidence.

Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course and self-manage their learning.

How can parents assist learning in Certificate III in Events?

Parents can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the trainer.

Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 18 June 2019.

Certificate III in Fitness (SIS30315)



Subject Type: VET

RTO Code: 31319

This qualification is a nationally recognised course and prepares students to perform a range of essential skills such as undertaking client health assessments, planning and delivering fitness programs and conducting group fitness sessions in indoor and outdoor fitness settings including with older adult clients. Job roles include exercise instructors in gym, group exercise, sports scientist and aqua environments. Students will also complete their First Aid and CPR accreditation. This qualification is delivered by a College Trainer/Assessor under the control of the external Registered Training Organisation, Binnacle Training.

Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry.

Unit Topics

YEAR 11 & 12		
Topics	<ul style="list-style-type: none"> • Health, Safety and Law in the Sport, Fitness and Recreation industry. • Customer service. • Coaching practices. • Assist with activity sessions. • Deliver a community fitness program. • Screening and assessing clients and group fitness. • Exercise Science - Anatomy and Physiology. • Group fitness. • Programming and instruction. • Introduction to specific populations. • Specific populations. • Nutrition and performance • Advanced group training. • Training older clients. • First Aid qualification and CPR certificate. 	
Competencies Scheduled for Completion	HLTAID003	Provide first aid
	HLTWHS001	Participate in workplace health and safety
	BSBRSK401	Identify risk and apply risk management processes
	SISXCCS001	Provide quality service
	SISXIND001	Work effectively in sport, fitness and recreation environments
	SISXIND002	Maintain sport, fitness and recreation industry knowledge
	SISXFAC001	Maintain equipment for activities
	SISFFIT011	Instruct approved community fitness programs
	SISXEMR001	Respond to emergency situations
	SISFFIT001	Provide health screening and fitness orientation
	SISFFIT002	Recognise and apply exercise considerations for specific populations
	SISFFIT003	Instruct fitness programs
	SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
	SISFFIT005	Provide healthy eating information
	SISFFIT014	Instruct exercise to older clients
	SISFFIT006	Conduct fitness appraisals

How do I learn?

A range of teaching and learning strategies including; practical skills; industry experience; group work and folio tasks, providing client screening and health assessments and planning and delivering gym programs.

How am I assessed?

A range of assessment methods including practical tasks, hands on sessions with participants/clients, group work, and practical experience within the school sporting programs and fitness facility and log book of practical experience will be used to gather evidence.

Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course.

How can parents assist learning in Certificate III in Fitness?

Parents can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the trainer.

Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Product Disclosure Statement

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides, and those services carried out by the 'Partner School' (i.e. the delivery of training assessment services). To access Binnacles PDS, visit: <http://www.binnacletraining.com.au/rto.php> and selection 'RTO Files'.

Correct at time of publication but subject to change. Date of publication 21 June 2018.

Certificate III in Health Services Assistance (HLT33115)



Certificate II in Health Support Services (HLT23215) & Certificate II in Community Services (CHC22015)

Subject Type: VET

RTO Code: 40518

This qualification is a nationally recognised course and provides a pathway to work in the services industry to support the effective functioning of health services and assist individuals in meeting their immediate needs in community services. Students will be required to conduct basic health checks, learn about the importance of health promotion and infection control, work with diverse people, develop communication skills, work in teams and complete both their First Aid and CPR. It reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to assist health professional staff in the care of clients. This course is targeted at people wanting to move toward a nursing or clinical type career path. This qualification is delivered by a College Trainer/Assessor under the control of the external Registered Training Organisation, Connect 'n' Grow.

Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry.

Unit Topics

Topics	<ul style="list-style-type: none"> Workplace Health & Safety. Infection control. Cleaning tasks in clinical setting. Conducting health assessments with diverse clients. Working in health teams. Working in health administration. 	
Competencies Scheduled for Completion	HLTWHS001	Participate in workplace health and safety
	HLTINF001	Comply with infection prevention and control policies and procedures
	CHCDIV001	Work with diverse people
	BSBCUS201	Deliver a service to customers
	BSBFLM312	Contribute to team effectiveness
	HLTAID003	Provide First Aid
	CHCCOM001	Provide first point of contact
	CHCCOM005	Communicate and work in health or community services
	BSBWOR202	Organise and complete daily work activities
	FSKOCM07	Interact effectively with others at work
	BSBADM101	Use business equipment and resources
	BSBINM201	Process and maintain workplace information
	BSBWOR204	Use business technology
	BSBWOR203	Work effectively with others
	HLTAAP001	Recognise Healthy Body Systems

	BSBMED301	Interpret and apply medical terminology appropriately
	HLTAID001	Provide cardiopulmonary resuscitation
	CHCCCS015	Provide Individualised support
	BSBWOR301	Organise personal work priorities and development
	CHCCCS010	Maintain a high standard of service
	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural Safety
	FSKLRG06	Participate in work placement

How do I learn?

A range of teaching and learning strategies will be used which include online questions, practical activities and scenarios, workplace learning log and portfolio of workplace documents. First Aid will also be delivered as a short course within the program.

How am I assessed?

A range of assessment methods including: observations; case studies; team projects; short answer questions and practical projects.

Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course.

How can parents assist learning?

Parents can assist by supporting students to regularly complete competency requirements.

Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 18 June 2019.

APPLIED SUBJECTS



Dance in Practice

Applied Senior Subject

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education.

Structure

Core	Electives	
Dance performance. Dance production. Dance literacies.	Ballet. Contemporary. Jazz. Tap.	Ballroom. Popular dance. World dance.

Assessment

For Dance in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least one project, arising from community connections.
- At least one performance, separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
The Project in Dance in Practice requires: A dance performance. At least one other component from written, spoken, multimodal. Product.	Dance performance. Production performance. Teaching performance.	Design solution and folio:variable conditions. Choreographic work.	Presented in one of the following modes: Written. Spoken. Multimodal.	Presented in one of the following modes: Written. Spoken. Multimodal.

Essential English

Applied Subject

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works Responding to a variety of texts used in and developed for a work context. Creating multimodal and written texts.	Texts and human experiences Responding to reflective and nonfiction texts that explore human experiences. Creating spoken and written texts.	Language that influences Creating and shaping perspectives on community, local and global issues in texts. Responding to texts that seek to influence audiences.	Representations and popular culture texts Responding to popular culture texts. Creating representations of Australian identifies, places, events and concepts.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended response — spoken/signed response.	Summative internal assessment 3 (IA3): Extended response — Multimodal response.
Summative internal assessment 2 (IA2): Common internal assessment (CIA).	Summative internal assessment (IA4): Extended response — Written response.

Fashion

Applied Subject

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

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

Structure

Core topics	Elective topics	
Fashion culture. Fashion technologies. Fashion design.	Adornment: accessories, millinery, wearable art. Collections. Fashion designers. Theatrical design.	Fashion in history. Haute couture. Sustainable clothing. Textiles. Merchandising.

Assessment

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- Two projects.
- One extended response.

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: written, spoken, multimodal or product.	Presented in one of the following modes: written, spoken or multimodal.	Presented in one of the following modes: written, spoken or multimodal.	Products 1–4.

Information Communication Technology

Applied Subject

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

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

- Evaluate problem-solving processes and solutions and make recommendations.

Structure

The ICT course is designed around:

- Core topics integrated into modules of work.
- Using a problem-solving process.
- Three or more elective contexts.

Core topics	Elective contexts	
Hardware. Software. ICT in Society.	Animation. Application development. Audio and video production. Data management. Document production.	Network fundamentals. Online communication. Website production. Digital imaging and modelling.

Assessment

For ICT, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least two projects.
- At least one Extended Response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: written, spoken, multimodal or product.	Presented in one of the following modes: written, spoken or multimodal.

Essential Mathematics

Applied Subject

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

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs Fundamental topic: Calculations. Topic 1: Number. Topic 2: Representing data. Topic 3: Graphs.	Money, travel and data Fundamental topic: Calculations. Topic 1: Managing money. Topic 2: Time and motion. Topic 3: Data collection.	Measurement, scales and data Fundamental topic: Calculations. Topic 1: Measurement. Topic 2: Scales, plans and models. Topic 3: Summarising and comparing data.	Graphs, chance and loans Fundamental topic: Calculations. Topic 1: Bivariate graphs. Topic 2: Probability and relative frequencies. Topic 3: Loans and compound interest.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Problem-solving and modelling task.	Summative internal assessment 3 (IA3): Problem-solving and modelling task.
Summative internal assessment 2 (IA2): Common internal assessment (CIA).	Summative internal assessment (IA4): Examination.

Religion and Ethics

Applied Subject

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society. They investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

A course of study in Religion and 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.

Structure

Core topics	Elective topics	
Who am I? The personal perspective. Who are we? The relational perspective. Is there more than this? The spiritual perspective.	The Australian scene. Ethics and morality. Good and evil. Heroes and role models. Indigenous Australian spiritualities. Meaning and purpose.	Peace and conflict. Religion and contemporary culture. Religions of the world. Religious citizenship. Sacred stories. Social justice. Spirituality.

Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- One project or investigation.
- One examination.
- No more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from written, spoken, multimodal, performance, product.	Presented in one of the following modes: written, spoken or multimodal.	Presented in one of the following modes: written, spoken or multimodal.	60–90 minutes. 50–250 words per item on the test.

Social and Community Studies

Applied Subject

Social and Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future. Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

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

Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied and be integrated throughout the course.

Core life skills	Elective topics	
Personal skills - Growing and developing as an individual. Interpersonal skills - Living with and relating to other people. Citizenship skills - Receiving from and contributing to community.	The Arts and the community. Australia's place in the world. Gender and identity. Health: Food and nutrition. Health: Recreation and leisure.	Into relationships. Legally, it could be you. Money management. Science and technology. Today's society. The world of work.

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- One project or investigation.
- One examination.
- No more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from written, spoken, multimodal, performance, product.	Presented in either written, spoken or multimodal.	Presented in either written, spoken or multimodal.	60–90 minutes. 50-250 words per item on test.

Science in Practice

Applied Subject

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

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

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

Pathways

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

Structure

Core topics	Electives	
Scientific literacy and working scientifically. Workplace health and safety. Communication and self-management.	Science for the workplace. Resources, energy and sustainability. Health and lifestyles.	Environments. Discovery and change.

Assessment

For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least one investigation based on primary data.
- A range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from written, spoken, multimodal, performance, product.	Presented in either written, spoken or multimodal mode.	At least three different components from written, spoken, multimodal, performance, test.	Presented in either written, spoken or multimodal mode.	60 - 90 minutes. 50 - 250 words per item.

Visual Art in Practice

Applied Subject

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

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

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

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Structure

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

Core	Electives	
Visual mediums, technologies, techniques. Visual literacies and contexts. Artwork realisation.	2D. 3D. Craft.	Digital and 4D. Design.

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- At least two projects, with at least one project arising from community connections.
- At least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of a product component, variable conditions and at least one different component from written, spoken or multimodal.	Variable conditions.	Presented in either written, spoken or multimodal mode.	Presented in either written, spoken or multimodal mode.

OTHER VET



Certificate II Skills for Work and Vocational Pathways (FSK20113)

Subject Type: VET

RTO Code: 30028

This qualification is a nationally recognised course and is primarily designed for young people still in school who have not yet determined their career pathway. Work placement forms a significant part of the learning associated with the course.

Placements are sought in areas of interest for students and can include placement in Health and Community Services, Construction, Automotive, Horticulture and Rural Industries, Engineering, Education, Information Technology, Tourism and Hospitality. After achieving this qualification, students may undertake a trade or a traineeship in an area that interests them.

Prior Learning

Sound comprehension skills as well as verbal and writing skills are required to address the requirements of assessment.

Unit Topics

YEAR 11 & 12		
Topics	<ol style="list-style-type: none"> 1. Preparing for Work and Career Planning: Students develop basic skills to participate in the workplace, interact effectively with others, to interpret & respond to routine texts and to identify job pathways. 2. Career Planning & Dealing with Problems at Work: This unit helps students develop strategies to seek employment and deal with problems, select appropriate career and work options and develop a career plan. 3. Mathematics and Digital Technology: Students develop skills to use routine measuring equipment, to measure and calculate in workplace. The use of digital technology to undertake routine workplace tasks will also be explored. 4. Communicating Electronically: Students learn how to send, receive and manage electronic mail, collaborate online and reduce the risk of a computer's cooperation being affected by spam or destructive software. 	
Competencies Scheduled for Completion	FSKRDG10	Read and respond to routine workplace information
	FSKOCM07	Interact effectively with others at work
	FSKRDG02	Read and respond to basic workplace signs and symbols
	FSKLRG11	Use routine strategies for work-related learning
	FSKLRG10	Use routine strategies for career planning
	FSKLRG07	Use strategies to identify job opportunities
	FSKLRG09	Use strategies to respond to routine work problems
	FSKNUM14	Calculate with whole numbers and familiar fractions, decimals & percentages for work
	FSKNUM15	Estimate, measure and calculate with routine metric measurements for work
	FSKDIG03	Use digital technology for routine workplace tasks
	FSKWTG09	Write routine texts
	BSBITU203	Communicate electronically
	ICTSAS206	Detect and protect from spam and destructive software
	FSKLRG06	Participate in work placement

How do I learn?

A range of teaching and learning strategies will be used to deliver the competencies. These include practical skills, group work, folio tasks and work placements. Students doing this course will be expected to spend up to a minimum of 80 hours gaining work placement experience in local industry environments.

How am I assessed?

A range of assessment methods including observations, case studies, assignments, team projects, portfolios, short answer questions and activities will be used to gather evidence.

Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students need to be prepared to miss some lessons but will have supervised study lessons to catch up on missed work.

How can parents assist learning in Certificate II Skills for Work & Vocational Pathways?

Parents can assist by organising transport to and from training and/or placement as well as supporting students to regularly complete competency requirements.

Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 18 June 2019.

Certificate II in Active Volunteering (CHC24015)



Subject Type: VET

RTO Code: 30028

This qualification is a nationally recognised course and is designed as an ideal pathway into industry areas including community services, sport and recreation, environment and conservations, arts, emergency service and human rights and justice. There is also an opportunity for students to be engaged and connected in their community whilst learning employability skills such as communication, teamwork, problem solving, planning, organisation and self-management.

Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment.

Unit Topics

YEAR 11 & 12		
Topics	<ol style="list-style-type: none">1. Students develop a range of skills that will assist them as volunteers and to work effectively with others whilst engaging in safe work practice. Students will also work as a group on a volunteer project throughout the year.2. Students acquire strategies that will assist them as volunteers to communicate more effectively with clients, apply known solutions to a problem and undertake administrative tasks. Students will also have the opportunity to work on a group volunteer project or create their own individual project.	
Competencies Scheduled for Completion	HLTWHS001	Participate in workplace health and safety
	CHCYTH001	Engage respectfully with young people
	CHCDIV001	Work with diverse people
	FSKDIG02	Use digital technology for simple workplace tasks
	BSBCMM201	Communicate in the workplace
	CHCLEG001	Work legally and ethically
	CHCVOL001	Be an effective volunteer

How do I learn?

A range of teaching and learning strategies including; volunteer experience; group work and written tasks. Weekly lessons will also be scheduled to participate in projects within the school as well as opportunities to work with outside organisations such as St Vincent de Paul.

How am I assessed?

A range of assessment methods including: observations; volunteer placement; short answer questions and activities will be used to gather evidence.

Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students also have to complete 20 hours of volunteer placement with a non-profit organisation in their community.

How can parents assist learning in Certificate II in Active Volunteering?

Parents can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the teacher.

Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 16 June 2019.

Certificate II in Sport and Recreation (Rugby League) (SIS20115)



Subject Type: VET

RTO Code: 31319

Context: NRL - Rugby League

This qualification is a nationally recognised course where students assist with Rugby League programs, events and competitions within the school and wider community, while gaining a nationally recognised qualification. The program will also include the National Rugby League's (NRL) Level 1 Referee and Modified Games Coach (U/6 to U/12) accreditations – at the discretion of the NRL, First Aid and CPR. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, communication in the Sport, Fitness and Recreation industry, and planning and conducting activity programs. Students will also play in Level 1 and 2 Rugby League Competitions as well as Confraternity Carnival. This qualification is delivered by a College Trainer/Assessor under the control of the external Registered Training Organisation, Binnacle Training.

Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry. Students will also be required to have a 'Working with Children' Student Blue Card.

Unit Topics

YEAR 11 & YEAR 12		
Topics	<ul style="list-style-type: none"> • Sport, fitness and recreation industry. • Officiating general principles. • Non-instructional sport programs. • Health and safety in sport. • Emergency situation training. • Provide a quality service. • Officiating games. Assist with coaching activities. • Sport, fitness and recreation industry (review). • Assist with planning and delivery of sport programs. • Coaching general principles. • Use social media tools. • First Aid and CPR certificate. 	
Competencies Scheduled for Completion	BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
	BSBWOR202	Organise and complete daily work activities
	HLTAID003	Provide first aid
	HLTWHS001	Participate in workplace health and safety
	SISXCAI002	Assist with activity sessions
	SISXCCS001	Provide quality service
	ICTWEB201	Use social media tools for collaboration and engagement
	SISXIND001	Work effectively in sport, fitness and recreation environments
	SISXIND002	Maintain sport, fitness and recreation industry knowledge
	BSBRSK401	Identify risk and apply risk management processes

YEAR 11 & YEAR 12		
	SISXFAC001	Maintain equipment for activities
	FSKLRG11	Use routine strategies for work-related learning
	SISXEMR001	Respond to emergency situations

How do I learn?

A range of teaching and learning strategies including; practical skills; industry experience; group work and folio tasks.

How am I assessed?

A range of assessment methods including: practical tasks, hands on sessions with participants, group work, and practical experience within the school sporting programs such as officiating and coaching games and competitions and activities will be used to gather evidence.

Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course.

How can parents assist learning in Certificate II in Sport and Recreation (NRL)?

Parents can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the trainer.

Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Product Disclosure Statement

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides, and those services carried out by the 'Partner School' (i.e. the delivery of training assessment services). To access Binnacles PDS, visit: <http://www.binnacletraining.com.au/rto.php> and selection 'RTO Files'.

Correct at time of publication but subject to change. Date of publication 18 June 2019.

Certificate II in Kitchen Operations (SIT20416)



Subject Type: VET

RTO Code: 32355

This qualification is a nationally recognised course that provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context.

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision. The qualification is suitable for an Australian apprenticeship pathway. Job opportunities encompass restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools. This qualification is delivered by a College Trainer/Assessor under the control of the external Registered Training Organisation, Training Direct Australia.

Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry.

Unit Topics

YEAR 11		
Topics	<ol style="list-style-type: none"> Introduction to Kitchen Operations: In this unit, students are introduced to the fundamentals of working in a kitchen in the Hospitality Industry. Student learning will focus on Core Competency units. Cookery Skills: In this unit, students will focus on increasing their basic methods of cooking and using their cooking skills effectively. Food Preparation and Service: Students will participate in a wide range of practical activities to demonstrate their competency in the units listed below. Students will be involved in food preparation for many functions held at the College. The practical focus areas are preparing and presenting sandwiches, preparing appetisers and salads and producing dishes using basic methods of cookery. 	
Competencies Scheduled for Completion	SITHCCC001	Use food preparation equipment
	SITHKOP001	Clean kitchen premises and equipment
	SITXFSA001	Use hygienic practices for food safety
	SITXINV002	Maintain the quality of perishable items
	SITXWHS001	Participate in safe work practices
	SITHCCC003	Prepare and present sandwiches
	SITHCCC006	Prepare appetisers and salads
	SITHIND002	Source and use information on the hospitality industry
	BSBWOR203	Work effectively with others
	SITHCCC005	Produce dishes using basic methods of cookery
	SITHCCC011	Use cookery skills effectively
	SITHCCC002	Prepare and present simple dishes
	BSBMM201	Communicate in the workplace

Note: SITHFAB002 Responsible Service of Alcohol can be completed at an additional cost to students.

How do I learn?

A range of teaching and learning strategies including: practical skills; industry experience and group work.

How am I assessed?

A range of assessment methods including: observations; assignments; and short answer questions will be used to gather evidence.

Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students need to be prepared to attend scheduled functions. Functions are undertaken both during school hours and out of school hours.

How can parents assist learning in Certificate II in Kitchen Operations?

Parents can assist by organising transport to and from functions as well as supporting students to regularly complete competency requirements.

Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 18 June 2019.

Note: This qualification is VETiS funded. The VET investment budget will provide for students to complete **ONE** VETiS qualification listed on the Queensland Training Subsidies List while at school.

Certificate II in Engineering Pathways (MEM20413)



Subject Type: VET

RTO Code: 31193

This qualification is a nationally recognised course and is primarily designed for young people still in school, who have an interest in an engineering industry pathway. Competency in theory and practical skills is essential for the successful completion of this course. Students experience a range of practical skills and related theory across a range of experiences. These include the use of hand tools and measuring equipment, metalworking machinery, electrical and gas welding applications, environmentally sound work practice and safe work habits. This qualification is delivered by a College Trainer/Assessor under the control of the external Registered Training Organisation, Bluedog Training.

Prior Learning

Sound comprehension and numeracy skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry. Commitment to learning in a Year 9 or 10 metal work course is advantageous.

Unit Topics

YEAR 11		
Topics	<ol style="list-style-type: none"> Students will focus on the acquisition of industry standards for safe work practice. The students will engage with hand tools to accurately mark out and shape projects to specific requirements. As well, students will be given a task that requires repetitive completion of a single step on a class project that requires adherence to stated tolerances. The team approach to repetitive processes will continue on a number of specified project components. Individual components will also have to be constructed. Electric welding processes will be introduced to develop skills for the assembly of projects in Years 11 and 12. 	
Competencies Scheduled for Completion	MEM13014A	Apply principles of occupational health and safety in the work environment
	MSAENV272B	Participate in environmentally sustainable work practices
	MEM18001C	Use hand tools
	MEM16008A	Interact with computer technology
	MEMPE005A	Develop a career plan for the engineering and manufacturing industry
	MEMPE006A	Undertake a basic engineering project
	MEM18002B	Use power tools/hand held operations
	MEMPE002A	Use electric welding machines

YEAR 12		
Topics	3. The students will complete any unfinished class set components so that assembly of the projects can commence. This assembly will be done individually and will lead to each student taking home a completed project. 4. The students will consolidate all unfinished work, leading to the completion of all set projects.	
Competencies Scheduled for Completion	MEM16006A	Organise and communicate information
	MSAPMSUP106A	Work in a team
	MEMPE003A	Use oxy-acetylene and soldering equipment
	MEMPE001A	Use engineering workshop machines

How do I learn?

A range of teaching and learning strategies including; practical skills; industry experience; group work and folio tasks. Students doing this course will be expected to self-manage theory units outside of class time to meet goals.

How am I assessed?

A range of assessment methods including: observations; case studies; assignments; team projects; online quizzes; weekly skills profile entries with photos; short answer questions and activities will be used to gather evidence.

Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students will need to complete skills profile entries every week they are enrolled in this course (including holidays). Students must be prepared to wear steel capped safety boots and other PPE as required when engaged in practical activities.

How can parents assist learning in Certificate II in Engineering Pathways?

Parents can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the trainer. Students must wear mandatory PPE in designated areas. All students must wear safety work boots and safety eye protection as a minimum in practical environments.

Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 18 June 2019..

Notes:

1. This qualification is VETiS funded. The VET investment budget will provide for students to complete **ONE** VETiS qualification listed on the Queensland Training Subsidies List while at school.
2. Students are able to study both VETiS funded Certificate I in Construction and Certificate II in Engineering Pathways courses together, however there may be some additional costs involved.

Certificate I in Construction (CPC10111)



Subject Type: VET

RTO Code: 31193

This qualification is a nationally recognised course and is primarily designed for young people still in school, who have an interest in the building and construction industry pathway. Competency in theory and practical skills is essential for the successful completion of this course.

Students experience a range of practical skills and related theory across a range of experiences. These include the use of hand and power tools, construction machinery, measuring and levelling equipment, work planning, communication skills, environmentally sound work practices and safe work habits. Students will engage in a range of common tasks found in the construction industry, this may include; site set out, excavation, levelling, formwork, concreting, paving, bricklaying, framing, gyprocking, plastering, painting and tiling. Work Placement forms a significant part of the learning associated with the course. After achieving this qualification, students may undertake a trade or a traineeship in an area that interests them. This qualification is delivered by a College Trainer/Assessor under the control of the external Registered Training Organisation, Bluedog Training.

Prior Learning

Sound comprehension and numeracy skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry. Commitment to learning in a Year 9 or 10 wood work or metal work course is advantageous.

Unit Topics

YEAR 11		
Topics	<ol style="list-style-type: none"> Students develop basic skills to use throughout the course. Students will construct a basic construction project to be used later in the course. Students will learn gain knowledge on trades available in the construction industry through a range of practical tasks the students are involved in. 	
Competencies Scheduled for Completion	CPCCWHS1001A	Prepare to work safely in the construction industry
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
	CPCCCM1012A	Work effectively and sustainably in the construction industry
	CPCCCM2004A	Handle construction materials
	CPCCCM1014A	Conduct workplace communication
	CPCCCM2005B	Use construction tools and equipment
	CPCCCM1013A	Plan and organise work
	CPCCCM1011A	Undertake basic estimation and costing

YEAR 12		
Topics	<ol style="list-style-type: none"> Students will continue to build and develop their current skills and expand their knowledge base. They will also start a major project that they work to complete throughout the year. Students will complete their major project that they began during Year 11. 	
Competencies Scheduled for Completion	CPCCCM2001A	Read and interpret plans and specifications
	CPCCVE1011A	Undertake a basic construction project
	CPCCCM1015A	Carry out measurements and calculations

How do I learn?

A range of teaching and learning strategies including; practical skills; industry experience; group work and folio tasks. Students doing this course will be expected to self-manage theory units outside of class time to meet goals.

How am I assessed?

A range of assessment methods including: observations; case studies; assignments; team projects; online quizzes; weekly skills profile entries with photos; short answer questions and activities will be used to gather evidence. Students are expected to spend hours gaining experience in local industry environments as structured work placement.

Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students will need to complete skills profile entries every week they are enrolled in this course (including holidays). Students must wear mandatory PPE in designated areas. All students must wear safety work boots and safety eye protection as a minimum in practical environments.

How can parents assist learning in Certificate I in Construction?

Parents can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the trainer. Parents need to provide their son/daughter with steel capped safety boots so that they can engage in the workshop activities. Safety glasses will be provided.

Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 18 June 2019.

Notes:

1. This qualification is VETiS funded. The VET investment budget will provide for students to complete **ONE** VETiS qualification listed on the Queensland Training Subsidies List while at school.
2. Students are able to study both VETiS funded Certificate I in Construction and Certificate II in Engineering Pathways courses together, however there may be some additional costs involved.

TAFE

TAFE AT SCHOOL

Ipswich and Springfield Campus

RTO: 0275

CODE	COURSE	LOCATION	DURATION
SHB20116	Certificate II in Retail Cosmetics	Ipswich	4 Terms
SHB30115	Certificate III in Beauty Services	Ipswich	6 Terms
SHB20216	Certificate II in Salon Assistant	Ipswich, WesTec	4 Terms
AUR20716	Certificate II in Automotive Vocational Preparation (Light Vehicle)	Ipswich, WesTec	4 Terms
UEE22011	Certificate II in Electrotechnology (Career Start)	Ipswich	4 Terms
MEM30505	Certificate III in Engineering (Technical)	Ipswich	4 Terms
ICT30115	Certificate III in Information, Digital Media and Technology	Ipswich	4 Terms
AUC	Accelerate to Diploma of Information Technology (Systems Administration or Support Stream)	Ipswich	6 Terms
ICT50615	Accelerate to Diploma of Website Development	Ipswich	4 Terms
CHC52015	Accelerate to Diploma of Community Services	Ipswich	8 Terms
10283NAT	Certificate IV in Crime and Justice Studies	Springfield	4 Terms
BSB30415	Certificate III in Business Administration	Ipswich	4 Terms
CHC30113	Certificate III in Early Childhood Education and Care	Springfield	8 Terms
AHC21216	Certificate II in Rural Operations (Horticulture Stream)	Ipswich	4 Terms
SIT20316	Certificate II in Hospitality	Ipswich	4 Terms
52700WA	Certificate II in Plumbing	WesTec	4 Terms

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SHB30215	Certificate III in Make-Up	6 Terms
BSB40215	Certificate IV in Business	4 Terms
CUA20615	Certificate II in Music Industry (Sound Production or Music Performance)	4 Terms
CUA30715	Certificate III in Design Fundamentals (Photo Imaging or Graphics)	6 Terms
CUA31115	Certificate III in Visual Arts	6 Terms
CUA31015	Certificate III in Screen and Media (Multimedia)	6 Terms
MST30616	Certificate II in Applied Fashion Design and Technology	4 Terms
FBP20217	Certificate II in Baking	4 Terms
ICT20315	Certificate II in Telecommunications Technology (Networking)	4 Terms
MSL20118	Certificate II in Sampling and Measurement	2 Terms
MSL30118	Certificate III in Laboratory Skills	2 Terms

Correct at time of publication but subject to change. Date of publication 18 June 2019.

Notes:

1. Course information is correct as of June 2019 and is subject to change at any time.
2. Costs for 2020 will not be released until later in the year.
3. Students will be required to drop a subject in order to undertake a TAFE course. Students on an ATAR pathway should limit undertaking Certificate I's or Certificate II's due to the contact hours required in classes within the College.

Religion, Meaning & Life

Non-Accredited Subject

Approval process required through SET Plan meeting to determine suitability of course

Young people are confronted by the complexities, dilemmas and conflicting interpretations of life's meaning and purpose. They require, more than ever, the skill of critical thinking in order to navigate their world. As there is no final answer to life's ultimate meaning and purpose in which intellectual certainty is possible, human knowledge is always partial and limited. Consequently, students are invited to explore within Religion, Meaning and Life (RML) the inexhaustible mystery of human existence, as glimpsed primarily through the lens of the Catholic Christian Tradition, as well as other religious traditions and help render this mystery meaningful in their lives.

Within this course, students will have an opportunity to access quality theological material in multiple learning modes and engage in a variety of religious experiences and service-learning opportunities. Furthermore, opportunity for a personal response to key religious ideas through dialogue and an evaluation of a range of secular perspectives will be offered. Informed by the Catholic Christian Tradition and other wisdom traditions, this dialogue will address the meaning and purpose of human existence and what that may mean for students' lives.

Students will develop 21st Century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills and information and communication technologies skills (ICT). Students will develop an ability to engage in an open narrative and dialogue with other religious traditions as well as their own. This course meets the Archdiocesan requirements for quality Religious Education in Senior Secondary Years, is rigorous but differs in modes of delivery and content presentation. The course monitors student progress and achievement by way of ongoing formative assessment opportunities in which students demonstrate their learning in a variety of ways.

Pathways

A course of study in Religion, Meaning and Life 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Encountering the Sacred Why believe in a Divine Being/Force? Believing that Jesus is divine – Really?	Holy Words, Sacred Stories Why would anyone think that ancient words are meaningful? How about edited bibles with the best of every religious tradition?	Living with the Consequences of Belief Religion and the fun bits of life go together like ...? Moral police in a society gone mad or messenger of love – what is the role of Church?	A Church Worth Saving How might religious communities contribute to personal religious faith? Being spiritual and not religious – How can this be?

Mode of Delivery

- Face to Face: (FTF) - minimum ten hours per topic.
- Self-Directed Learning (SDL) - minimum ten hours per topic.
- Religious Experience and Service Learning (RESL) - minimum five hours per topic.

Assessment

This course has formative assessment. Towards the end of each topic, students are given time in both the Face to Face (FTF) mode and Self-Directed Learning mode (SDL) to add to their Learnings for Life Portfolio. **This course does not contribute QCE points or to an ATAR score.**