MACKAY
NORTHERN
BEACHES
STATE HIGH SCHOOL

Year 11

2024

Senior Pathways
Information Booklet

Senior Philosophy

"Education is our passport to the future,
for tomorrow belongs to the people who prepare for it today."
Malcolm X

Our Aim: Your Future

We will achieve this by:

1) Applying the Mackay Northern Beaches State High School's values:

Excelling in Education
Commit to life-long learning and the realisation of your potential.

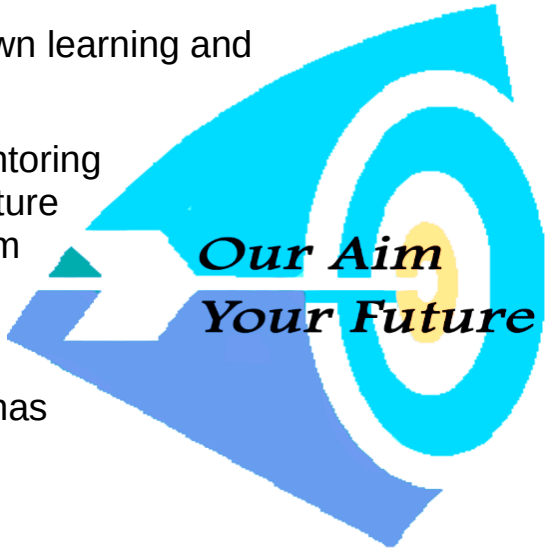
Equipping for Life
Develop self-understanding and resilience in tackling life's challenges.

Empowering to Lead
Mature into an independent, confident, active citizen who positively contributes to the broader community.

2) Creating an inclusive and future-orientated environment where:

- Students take ownership of their own learning and responsibility for their actions
- Staff are committed to mentoring students in exploring their future pathways and supporting them to realise their full potential

Respect between staff and students is built on an understanding that everyone has individual needs and goals.



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Introduction

All young people in Queensland are required to complete Year 10 and then participate in further education or training. The Youth Participation in Education and Training Act 2003:

- makes it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first
- requires young people to then participate in education and training for a further two years, or until they have gained a Queensland Certificate of Education, or until they have gained a Certificate III vocational qualification, or until they have turned 17
- provides exemptions for young people who enter full-time work after they have either completed Year 10 or turned 16.

Success in this Senior Phase of Learning is very important in opening up opportunities for further study or for employment. This success can only be attained by an appropriate selection of subjects, skilful time management, setting of priorities and conscientious application to study.

Requirements for Senior Subject Selection

- Students must select six (6) subjects to study full-time over their 2 year senior course.
- All students must study an English and a Maths course.
- To successfully gain a Queensland Certificate of Education, a student must accumulate 20 credits. Credits for each subject are listed on each subject description. As a general rule, all general and applied subjects are worth 4 credits over 2 years, whilst VET certificate courses add different accumulated credits. For example, successful completion of a certificate I earns 1 or 2 credits, a certificate II earns 4 credits and a certificate III earns 8 credits.
- Subjects offered in Year 11 2023 will depend on staffing and student numbers.
- Distance Education is an option for students if the range or combination of subjects does not suit their chosen pathway. Students MUST have achieved at least a “B” in year 10 English and Maths in order to study General SDE (School of Distance Education) subjects. SDE requires effective study habits. Additional costs are also associated with SDE subjects. Significant parent, student and school discussions will occur before any SDE enrolments.
- All school-based Apprenticeships or Traineeships (SATs) students will commence with six (6) subjects. If students obtain a placement their subject selection will be reviewed and their subject load maybe reduced. If their placement is terminated, the students will be required to resume studying of six subjects.

Senior Education Profile

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

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

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

Statement of Results

Students are issued with a Statement of Results in the December following the completion of a QCAA-developed course of study. A new Statement of Results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. 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.
Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.
Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

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

Applied syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.
For more information about the ACSF see: https://www.education.gov.au/australian-core-skills-framework.

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.
While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

Assessment

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. Organisation of assessment in Units 3 and 4:

- Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.
- The three summative internal assessments need to be endorsed by the QCAA before they are used in schools.
- Students' results in these assessments are externally confirmed by QCAA assessors.
- These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.
- The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.
The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.
Schools cannot change or modify an ISMG for use with summative internal assessment.
As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

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.
A course of study for Applied syllabuses includes core topics and elective areas for study.

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

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.
The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 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.

Using the Senior Subject Selection Guide

This guide has been prepared to assist students and parents with the selection of subjects for study in Year 11 and Year 12. As the name implies, it is meant to be a guide to the process of subject selection that will require prospective senior students and parents to refer to a variety of sources of information and navigate through a process of personal reflection, goal setting and planning that is now referred to as their individual Senior Education and Training Plan (SET Plan).
Before starting,

- Be realistic and honest about interests and abilities
- Find out about career pathways
- Have a few career choices in mind before choosing subjects
- If uncertain, be prepared to select a broad course to keep a variety of options open.

The Senior Subject Selection Guide is structured to facilitate a process of decision-making by including explanation of:

- Types of subjects on offer in Years 11 and 12,
- Vocational Education options,
- Glossary of terms,
- Brief descriptions of possible subjects for 2022 with some suggested pathways, guide list of equipment requirements as well as any additional costs associated with the subject,
- Step-by-Step process for making the selection of subjects using OneSchool (online process). It also includes a glossary of terms that may be new to parents and students.

Choosing Senior Subjects

Generally, students are advised to select subjects which they:

- enjoy;
- have demonstrated some ability in;
- need to satisfy entry, prerequisite or assumed knowledge requirements for future courses of study; and/or
- need to help reach future career and employment goals.

To proceed with subject selection,

- Read the subject descriptions in this guide
- Talk to Heads of Department and subject teachers
- Consider the activities, resources and materials used in the subject
- Listen carefully and participate actively in the Student Education and Training Plans during Term Three and Term Four.
- Only consider subjects appropriate to your needs and abilities
- Ignore false advice about “the best mix of subjects to study” to maximise ATAR’s

Vocational Education and Training

Vocational education and training (VET) is "Education and training for work" and part of a broader educational network in Australia that includes schools, universities and adult and community education. At Mackay Northern Beaches State High School, students may access a range of VET qualifications through the school, TAFE and private VET providers.

Why VET?

VET can cater to all the needs of senior students including those seeking university entrance, those seeking employment-specific skills and those at risk of not completing their schooling.

- VET provides learning opportunities beyond the traditional curriculum.
- Assessment in VET meets industry standards.
- Having work-related skills makes students more employable.

How is VET offered at Mackay Northern Beaches SHS?

Students can study the following qualifications:

Internal Certificates available at MNBSHS (students may study as many of these certificates as they wish without using (Vocational Education and Training in Schools funding*)

- **SIT20122** Certificate II in Tourism and **BSB20120** Certificate II in Workplace Skills (Business)
- **ICT20120** Certificate II in Applied Digital (Media) Technologies
- **FSK20119** Certificate II in Skills for Work and Vocational Pathways
- **CHC30121** Certificate III in Early Childhood Education and Care
- **CUA20220** Certificate II in Creative Industries
- **CHC22015** Certificate II in Community Services

External Certificates available at MNBSHS, offered by External Providers (students are able to select only one of these certificates with VETiS funding*) Additional courses may be selected at full cost, as per provider.

- **MSL20122** Certificate II in Sampling & Measurement and **MSL30122** Certificate III in Laboratory Skills (External Provider ABC Training && Consulting)
- **SIT20322** Certificate II in Hospitality and/or **SIT30622** Certificate III in Hospitality (External Provider Blueprint CD)
- **MEM20422** Certificate II Engineering Pathways (External Provider Formula Student)
- **HLT23221** Certificate II in Health Support Services and **HLT33115** Certificate III in Health Services Assistance (External Provider Connect 'n' Grow)
- **SIS20115** Certificate II in Sport and Recreation and **SIS30115** Certificate III in Fitness (External Provider CQU)
- **MEM20422** Certificate II in Engineering Pathways (1 day per week at Mackay Engineering College)

The following Certificates are delivered at Mackay Engineering College

- **UEE22020** Certificate II in Electro-technology (Career Start) (18 months, 1 day per week at Mackay Engineering College)
- **AUR20720** Certificate II in Automotive Vocational Preparation (12 months 1 day per week at Mackay Engineering College)
- **AVI30419** Certificate III in Aviation (Remote Pilot – Visual Line of Sight)

(External Provider Aviation Australia)

- These certificates may still incur subject levies

Partnership with Schools (PWS)

CQU Mackay offers school students vocational training and workforce skills. Students can complete Certificate I, II and III qualifications in a range of vocational areas.

School-based apprenticeships and traineeships (SATs)

SATs allow students to work for an employer and train towards a recognised qualification under contract of training while completing their school studies. Students whose SAT is not completed by the time they finish Year 12 may convert to a full-time or part-time apprenticeship or traineeship.

VET and the Queensland Certificate of Education (QCE)

Certificate I

Most Certificate I's are worth one credit towards a QCE. There is no limit to the number of Certificate I qualifications a student can gain, but there is a maximum of four that count towards a QCE.

Certificates II, III and IV

A Certificate II is worth four credits towards a QCE, while most Certificates III and IV are worth eight credits. There is no limit on the number of Certificates II, III and IV that may contribute to a QCE. A Certificate III or above may also contribute to an ATAR if a student is also studying at least 4 General Subjects. A student who completes a Certificate III or higher may also achieve a selection ranking which can be used to gain entry to some University courses.

QCE Credits

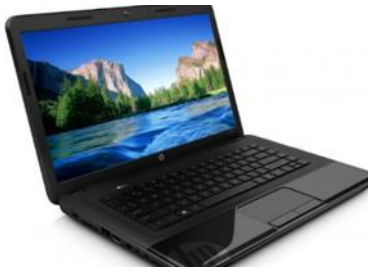
Credit for the QCE is accrued when a student completes new learning. When students complete multiple VET qualifications, an RTO may transfer credit from completed units of competencies from one qualification toward completion of another qualification. New learning in VET is identified as units of competency that are recorded as competent, rather than credit transfer. Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

Selection of Subjects and Course Fees

Entry into VET Programs is subject to payment of Student Resource Scheme (SRS) fees. Fees are attached to studying VET Courses, therefore priority is given to Students whose fees are up to date.

BYOx Laptop Program

The *BYOx Program* is a BYO Laptop Program at MNBSHS. For 2023, all students are strongly encouraged to participate in the program.



BYOD stands for Bring Your Own Device (suitable device for school use). It is a scheme designed to allow all students at Mackay Northern Beaches State High School to have access to digital learning.

Previously (2011-2015) the federal government funded NSSCF program provided laptops to students. This program no longer exists but students need to have access to the senior Curriculum and VET as it is delivered in Queensland State Schools. This requires MNBSHS to be able to deliver the curriculum digitally across all subjects. MNBSHS is delivering lessons using technology and needs to continue this practice to effectively deliver the curriculum and continue to develop students as contemporary learners.

Parents need to plan to purchase a device suitable for school needs. The estimated cost is from $600 to $1500. The cost will depend on the device selected. Many outlets will offer payment plans. If your student already has a laptop, they can simply bring this to school.

What are the minimum requirements for a computer?

Minimum Requirements

Machine Type:	Laptop only (Not a MacBook)
Screen size:	Between 10” & 16” – 14” to 16” preferred
Processor:	Intel i3 or higher - i5 for technical subjects
RAM:	4GB (8GB preferred for technical subjects)
Hard drive:	128GB SSD or above (256GB SSD or above recommended).
Operating System:	Windows 10 or 11 (please note not Windows 10s or lower)
Wireless:	5GHz compatible (802.11n or above. 802.11ac recommended).
Ports:	1 x USB port minimum, audio in/out, in-built microphone, camera, camera, ideally SD or Micro SD card reader
Battery life:	6+ hours (6+ cell or higher)

Please note, some subjects require specifications higher than minimum requirements. Please consult subject offerings page or contact Head of Department of the subject for more information.

Laptop outlets can provide payment plans. Discuss payment options at the point of sale.

Students can hire a laptop from the school on a term-by-term basis – at a cost of $320 per school year (billed per term). Students will be able to take the laptop home after school, on weekends and school holidays. Please note spots for these are *extremely* limited.

Mackay Northern Beaches offer partnerships with Laptop outlets that can provide competitive prices, payment plans and delivery arrangements. Please see the school’s website for more information.

Students experiencing financial hardship can also apply for a day loan laptop. The Student Resource Scheme must be up to date and a form will need to be completed and returned to the school’s office to apply for this scheme.

Please contact James Hunter for more information on the school number or jhunt319@eq.edu.au

2022 Subject Offerings by Faculty

MATHEMATICS

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

ENGLISH

General
- English
- Literature

Applied
- Essential English

HEALTH and PHYSICAL EDUCATION

General
- Health
- Physical Education

Applied
- Sport & Recreation

VET
- Cert II Sport & Recreation with Cert III Fitness
- Cert III Health Services Assistance & Cert II Health Support Services
- Cert III Early Childhood Education and Care
- Cert II Community Services

HUMANITIES

General
- Ancient History
- Legal Studies
- Modern History
- Business

Applied
- Social and Community Studies

VET
- Cert II Work Place Skills (Business) & Cert II Tourism
- Cert II Skills for Work and Vocational Pathway

SCIENCE

General
- Biology
- Chemistry
- Physics
- Psychology

Applied
- Aquatic Practices

VET
- Cert II in Sampling & Measurement with Cert III in Laboratory Skills

LANGUAGES

General
- Japanese

TECHNOLOGIES

General
- Design

Applied
- Industrial Graphics Skills
- Building and Construction Pathways
- Furnishing Skills

VET
- Cert II Engineering Pathways
- Cert II & III Hospitality
- Cert II Applied Digital (Media) Technologies
- Cert III in Aviation

THE ARTS

General
- Dance
- Drama
- Film, Television and New Media
- Music
- Visual Art

Applied
- Dance in Practice
- Visual Arts in Practice

VET
- Cert II in Creative Industries

Short courses in Literacy and Numeracy will be offered to those students failing General or Essential Maths and English

General Mathematics

General Mathematics - General

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Mathematical Methods

Mathematical methods - General

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Specialist Mathematics

Specialist Mathematics - General

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Summative assessments

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

Essential Mathematics

Essential Mathematics - Applied

Applied

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

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

English

English - General

General

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

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

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

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare

students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

Literature

Literature - General

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

Summative assessments

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

Essential English

Essential English - Applied

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	25%	Summative internal assessment 3 (IA3): • Extended response — Multimodal response	25%
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	25%	Summative internal assessment (IA4): • Extended response — Written response	25%

Health

Health - General

General

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol (elective)	**Community as a resource for healthy living** • Road safety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — action research	25%	Summative internal assessment 3 (IA3): • Investigation —analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

Physical Education

Physical Education - General

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with **volleyball** • Functional anatomy and biomechanics integrated with **golf**	**Sport psychology, equity and physical activity** • Sport psychology integrated with one of the following depending on class size, structure and capabilities **futsal, netball or touch football** • Equity — barriers and enablers integrated with **multiple sports/activities**	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with **volleyball** • Ethics and integrity integrated with **multiple sports/activities**	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one of the following depending on class size, structure and capabilities **netball, athletics (throws or jumps) or touch football**

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Sport & Recreation

Applied

Sport and Recreational- Applied

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

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

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

Objectives

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

- Investigate activities and strategies to enhance outcomes
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

Pathways

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Emerging trends in sport, fitness & recreation	**Coaching & Officiating**	**Fitness for Sport & Recreation**	**Event Management**
Possible physical activity options: Fast 5 netball, AFL 9s, T20 cricket, Yoga, Lawn bowls, Touch football, Basketball, AFL, Soccer, Netball, Badminton, Table tennis, Variety of fitness and gym sessions			

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Students will also receive an overall subject result (A–E).

Types of assessment include: Performance and Projects

Ancient History

Ancient History - General

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Beliefs, rituals and funerary practices.	**Personalities in their time** • Cleopatra • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)	**Reconstructing the ancient world** • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon	**People, power and authority** Schools choose one study of power from: • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III, Rameses II, Themistokles, Alkibiades, Scipio Africanus, Caesar, Augustus

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Modern History

Modern History - General

General

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern world • French Revolution (1789 – 1799) • Australian Frontier Wars (1788 – 1930's) • Age of Enlightenment, 1750's – 1789 • Russian Revolution	**Movements in the Modern Worlds** • African-American Civil Rights movement (1954 – 1968) • Women's Movement since 1893 • Anti-apartheid movement in South Africa, 1948 – 1991 • LGTIQ Movement since 1969	**National Experiences in the Modern World** • Nazi Germany 1914-45 • Palestine – Israel 1948 – 1993 • China 1931 – 1976 • Soviet Union 1920s – 1945s	**International Experiences in the Modern World** • Cold War (1945 – 1991) • Australia's Engagement with Asia (Since 1945) • Space Exploration Since 1957 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Business

Business - General

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Legal Studies

Legal Studies - General

General

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Social & Community Studies

Social & Community Studies - Applied

Applied

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

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

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	• Australia's place in the world • Gender and identity • Health: Food and nutrition • Health: Recreation and leisure	• Into relationships • Legally, it could be you • Science and technology • Today's society

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 the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test

Biology

Biology - General

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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): • Examination	50%

Chemistry

Chemistry - General

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Physics

Physics - General

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Psychology

Psychology - General

General

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 disorders 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.

Objectives

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

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

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Aquatic Practices

Aquatic Practices - Applied

General

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

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

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

Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

Areas of study	Core topics	Elective topics
Environmental	• Environmental conditions • Ecosystems • Conservation and sustainability	• Citizen science
Recreational	• Entering the aquatic environment	• Aquatic activities
Commercial	• Employment	• Aquaculture, aquaponics and aquariums • Boat building and marine engineering
Cultural	• Cultural understandings	• Historical understandings
Safety and management practices	• Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • Management practices	—

Assessment

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

Project	Investigation	Extended response	Examination	Performance
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.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item	• performance: continuous class time to develop and practice the performance.

Japanese

Japanese - General

General

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.

Objectives

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

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

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

Structure

This course is offered in an alternate sequence. The topics for for units 1 + 2 will swap with unite 3 + 4 every year.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — 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%

Design

Design - General

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Building & Construction Skills

Building & Construction Skills - Applied

Applied

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

The subject includes two core topics — 'Industry practices' and 'Construction processes. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of quality at a specific price and time. The majority of learning is done through construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing construction tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications.

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
• Industry practices • Construction processes	Carpentry plus at least 2 other electives • Bricklaying • Concreting • Landscaping • Plastering & painting • Tiling

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
Work in a team to create an outdoor structure from technical drawings, e.g. a mobile chicken coop: • product component: scope of practical work assigned to an individual student in the construction of the mobile chicken coop • multimodal component: individual digital portfolio documenting industry practices and construction processes that may include selection and sequence of construction procedures, materials, tools, management of time, safety, cost and expectations of quality • spoken component: individual podcast of an evaluation of the quality and suitability of the chicken coop, outlining why it could be offered for sale in the school community	A practical demonstration involves students demonstrating construction skills and procedures over a set period of time. Students are given specifications (such as a drawing or template) and use class time under teacher supervision. Examples of practical demonstrations in Building and Construction Skills include: • framing a wall • painting a walled area • concreting a footing for a garden seat.	Respond to questions relating to production processes and industry practices covered in the course of study. 60 – 90 minutes Short response tests typically consist of a number of items that may include students responding to some or all of the following activities: • drawing, labelling or interpreting equipment, graphs, tables or diagrams • calculating using algorithms • responding to seen or unseen stimulus materials interpreting ideas and information.

Furnishing Skills

Furnishing Skills - Applied

Applied

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstering. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics — 'Industry practices' and 'Production processes. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
• Industry practices • Production processes	Furniture making plus at least 2 other electives • Cabinet making • Furniture finishing • Glazing and framing • Upholstery

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
Individually, plan & create a piece of furniture based on technical drawings Eg workbench, vanity cabinet or chest of drawers. • Product component: Piece of furniture with set technical drawingto work from. • Multimodal component – individual digital portfolio documenting industry practices and production processes that may include selection and sequence of production procedures, materials, tools, management of time, safety, cost and expectations of quality. • Written component – documentation of industry practices and production processes that may include selection and sequence of production procedures, materials, tools, management of time, safety, cost and expectations of quality, e.g. logbooks, e-journals and diaries.	A practical demonstration involves students demonstrating production skills and procedures over a set period of time. Students are given specifications (such as a drawing, a template or written instructions) and use class time under teacher supervision. Examples of practical demonstrations in Furnishing Skills include: • a jointing exercise to produce a trivet frame • a wood-turning task.	Respond to questions relating to production processes and industry practices covered in the course of study. 60 – 90 minutes Short response tests typically consist of a number of items that may include students responding to some or all of the following activities: • drawing, labelling or interpreting equipment, graphs, tables or diagrams • calculating using algorithms • responding to seen or unseen stimulus materials interpreting ideas and information.

Industrial Graphics Skills

Industrial Graphics Skills - Applied

Applied

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

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
• Industry practices • Drafting processes	• Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
In a team, create a set of technical drawings for a simple multi-component product. Eg bench vice, skateboard. • Product component Team: Set of technical drawings. Individual: 3D printed model of an appropriately sized component product for assembly. • Multimodal component – presentation. Individual evaluation of the team experience and of the associated industry practices and drafting processes. 2 – 4 minutes • Multimodal component – non-presentation. Individual annotated logbook documenting the development of the drawings to indicate the use of industry practices and drafting processes. Maximum: 6 A4 pages or equivalent	Produce a cross sectional view, site plan and range of basic building construction details. (Visual evidence is collected through annotated photographs or teacher observations annotated on the instrument-specific standards.)	Respond to questions relating to drafting processes and industry practices covered in the course of study. 60 – 90 minutes • Short response test. Individual responses, supervised conditions. 50 – 250 words per item

Drama

Drama - General

General

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

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

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

Pathways

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

Objectives

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

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

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

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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): • Examination — extended response	25%

Film, Television & New Media

Film, Television & New Media - General

General

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

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

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

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that

use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

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

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?

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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): • Examination — extended response	25%

Music

Music - General

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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): • Examination	25%

Visual Art

Visual Art - General

General

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

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

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, project and events manager, web content producer, architect, fashion/costume designer, graphic designer, photographer, and environmental/ industrial designer.

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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): • Examination	25%

Visual Arts in Practice

Visual Arts in Practice - Applied

Applied

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

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

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

Pathways

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

Objectives

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

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

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, digital (static), time-based • 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 (C1, C2, D1 & D2).

Unit 1	Unit 2	Unit 3	Unit 4
Looking Inwards (Self)	**Looking Outwards (Others)**	**Clients**	**Transform and Extend**
A1: Project Make and evaluate an experimental folio that explores representation of self. Plan a resolved artwork	**B1: Project** Make a prototype artwork that explores a local, national or global issue. Evaluate others' artworks and plan for a resolved artwork that represents a local, national or global issue in a social space.	**C1: Project** Make and evaluate a design proposal for a commissioned artwork in response to a client brief. Plan a resolved artwork.	**D1: Project** Make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Plan a resolved artwork.
A2: Resolved artwork Make a resolved artwork that communicates representation of self from Assessment A1.	**B2: Resolved artwork** Make a resolved artwork that communicates about a local, national or global issue in a social space.	**C2: Resolved artwork** Make a resolved artwork that addresses client needs and specifications from Assessment C1.	**D2: Resolved artwork** Make a resolved artwork that communicates a developed style and/or practice, and takes inspiration from an artist or artisan from Assessment D1.

SIT20122 Certificate II in Tourism

NATIONALLY RECOGNISED TRAINING

RTO Code 41353

Qualification description

This course is taught in conjunction with the Cert II in Workplace Skills, students will attain both certificates but are not eligible for full QCE credits for both certificates due to the common content of these courses.

This course is designed to provide students with a variety of intellectual, technical, operational, office and workplace skills. It also enables students to gain an understanding of the role of the tourism and business industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. This subject is aimed at students who wish to gain an awareness of working or studying in the tourism and business industries. Refer to training.gov.au for specific information about the qualification.

Entry requirements

Students require a USI.

Whilst there are no required pre-requisite Year 10 subjects, a sound (pass) achievement in English is desirable for the written component of this subject.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS with the addition of field trips / work experience locations as organised across the course.

Learning Outcomes & Experiences

In this subject, students will:

Participate in a variety of excursions designed to strengthen and reinforce student's knowledge and understanding of the Tourism/Business industry

Become proficient with the foundations of the Tourism/Business industry

Design Australian and International travel packages for clients

Achieve skills in leadership, innovation, customer service and personal management.

Fees

NIL Fees

Course units

To attain an SIT20116 Certificate II in Tourism, 12 units of competency must be achieved:

Unit code	Title
BSBCMM211	Apply communication skills
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
BSBTWK201	Work effectively with others
SIRXPDK001	Advise on products and services
SITTIND003	Source and use information on the tourism and travel industry
SITXCCS009	Provide customer information and assistance
SITXCCS010	Provide visitor information
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
CUAEVP211	Assist with the staging of public activities or events

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

Materials, Equipment

32gb USB (to last 2yr course)

BYOx Laptop Requirements

Base level laptop is acceptable

QCE Credits

This course is delivered in conjunction with Cert II in Workplace Skills, students will receive certificates for both courses. Students undertaking the Cert II/III in Hospitality will not receive full QCE points for Tourism as they share more than 90% common content and are from the same VET package.

Assessment

Assessment is competency based and completed in a simulated Tourism/Business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a Tourism/Business environment as closely as possible. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

It is recommended for students organise their own work experience locations by speaking with the work placement coordinator at school.

Pathways

This qualification may articulate into:

- SIT30116 Certificate III in Tourism
- work within a business/office administration area, or tourism industry: Attractions attendant, tour guide, event management, hotel management, travel agent.

See other Tourism qualifications at training.gov.au

RTO Obligation

As an RTO, we meet all obligations, including complaints and appeals, as outlined in the VET Student Handbook (available on the school website).

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment 7upon completion of this qualification, students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

BSB20120 Certificate II in Workplace Skills

NATIONALLY RECOGNISED TRAINING

RTO Code 41353

Qualification description

This course is taught in conjunction with the Cert II in Tourism, students will attain both certificates but are not eligible for full QCE Credits for both certificates due to the common content of these courses.

This course is designed to provide students with a variety of intellectual, technical, operational, office and workplace skills. It also enables students to gain an understanding of the role of the business industry and the structure, scope and operation of the related business sectors of travel, hospitality, trade and visitor services. This subject is aimed at students who wish to gain an awareness of the business industry and would assist students in any employment they undertake. Students develop skills in using office technology, customer service and document writing.

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

Entry requirements

Students require a USI.

Students must be prepared to complete tasks outside of school class time.

Whilst there are no required pre-requisite Year 10 subjects, a sound (pass) achievement in English is desirable for the language component of this subject. Previous study in a business subject would be an advantage.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS.

Learning Outcomes & Experiences

In this subject, students will:

- Participate in a variety of excursions designed to strengthen and reinforce student's knowledge and understanding of the Business industry
- Become proficient with the foundations of the Business industry
- Design Australian and International travel packages for clients
- Achieve skills in leadership, innovation, customer service and personal management.

Fees

NIL Fees

Course units

To attain an BSB20120 Certificate II in Workplace Skills, 10 units of competency must be achieved:

Unit code	Title
BSBSUS211	Participate in sustainable work practices
BSBPEF202	Plan and apply time management
BSBOPS201	Work effectively in business environments
BSBWHS211	Contribute to the health and safety of self and others
BSBCMM211	Apply communication skills
BSBOPS203	Deliver a service to customers
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
BSBTWK201	Work effectively with others
SIRXPDK001	Advise on products and services

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

Materials, Equipment

32gb USB (to last 2yr course)

BYOx Laptop Requirements

Base level laptop is acceptable

QCE Credits

This course is delivered in conjunction with Cert II in Tourism, students will receive certificates for both courses. Students undertaking the Cert II/III in Hospitality will not receive full QCE points for Tourism as they share more than 90% common content and are from the same VET package.

Assessment

Assessment is competency based and completed in a simulated Tourism/Business environment.
Units of competency are clustered and assessed in this way to replicate what occurs in a Tourism/Business environment as closely as possible. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

It is recommended for students can organise their own work experience locations by speaking with the work placement coordinator at school.

Pathways

This qualification may articulate into:

- BSB30120 Certificate III in Business
- BSB40120 Certificate IV in Business
- work within a business/office administration area.

See other business qualifications at training.gov.au

RTO Obligation

As an RTO, we meet all obligations, including complaints and appeals, as outlined in the VET Student Handbook (available on the school website).

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification, students who are deemed competent in all 10 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

ICT20120 Certificate II in Applied Digital (Media) Technologies

NATIONALLY RECOGNISED TRAINING

RTO Code 41353

Qualification description
The qualification is designed for those developing the necessary digital and technology skills in preparation for work.
These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

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

Entry requirements
Students require a USI.

Whilst there are no required pre-requisite Year 10 subjects. A sound (pass) achievement in English is desirable for the written component of this subject. A sound (pass) achievement in Maths is desirable for the numeracy component of this subject

Duration and location
This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS.

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

- face-to-face instruction
- work-based learning
- guided learning
- online training
- workshop practical sessions

Course units
To attain an ICT20120 Certificate II in Applied Digital Technologies, 12 units of competency must be achieved:

Unit code	Title
BSBWHS211	Contribute to health and safety of self and others
BSBSUS211	Participate in sustainable work practices
ICTICT213	Use computer operating systems and hardware
BSBTEC202	Use digital technologies to communicate in a work environment
ICTICT214	Operate application software packages
ICTICT215	Operate a digital media technology package
BSBTEC303	Create electronic presentations
ICTICT207	Integrate commercial computing packages
ICTSAS203	Connect hardware peripherals
ICPDMT3460	Incorporate video into multimedia presentation
CUADIG303	Produce and prepare photo images
ICTWEB306	Develop web presence using social media

Fees
SRS Fees are required to be paid in order to access speciality software.

Materials, Equipment
NIL

BYOx Laptop Requirements

- ***Higher level laptop is preferred – multimedia capable***
- ***Specialty software available on school computers and available for students to download while in the subject.***

QCE Points
Maximum 4 Points

Assessment
Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks
- Open book tests and exams

Students must complete projects to be given competency completion

Work placement
It is recommended for students can organise their own work experience locations by speaking with the work placement coordinator at school.

Pathways
This qualification may articulate into:

- further training,
- This course will prepare you for basic Information Technology roles that require a range of basic procedural and operational tasks along with digital and technology skills.

See other qualifications at training.gov.au.

RTO Obligation
As an RTO, we meet all obligations, including complaints and appeals, as outlined in the VET Student Handbook (available on the school website). The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification, students who are deemed competent in all 18 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

FSK20119 Certificate II in Skills for Work & Vocational Pathways (PATHWAYS)

NATIONALLY RECOGNISED TRAINING

RTO Code 41353

Qualification description
The Pathways course aims to assist learners to develop language, literacy and numeracy competencies suitable for work and community involvement; provide pathways into other vocational education and training; and give learners access to accredited language, literacy and numeracy training.

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

Entry requirements
Students require a USI.

Students must be prepared to complete tasks outside of school class time.
There are no required pre-requisite

Duration and location
This is a one year course delivered in Years 10, 11 or 12 on site at Mackay Northern Beaches SHS.

Learning Outcomes & Experiences
This program develops generic skills, capacities and general qualities that young people need to be effective employees, including written and oral workplace communication, interpretation of instructions, work-related measurements, work health and safety, career planning and use of digital technology.

On completion of this Certificate, students will be appointed 4 QCE Credits and the course will contribute towards gaining the Literacy and Numeracy component needed to successful obtain a QCE.

Fees
NIL Fees

Course units
To attain a FSK20119 Certificate II in Skills for Work & Vocational Pathways 14 units of competency must be achieved:

Unit code	Title
SIRXWHS002	Contribute to workplace health and safety
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKDIG002	Use digital technologies for routine and simple workplace tasks
FSKLRG010	Use routine strategies for career planning
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG011	Use routine strategies for work related learning
FSKNUM017	Use familiar routine maps and plans for work
FSKNUM014	Calculate with whole numbers & familiar fractions, decimals & percentages for work
SIRXHWB001	Maintain personal health and wellbeing
FSKRDG002	Read and respond to short and simple workplace signs & symbols
FSKWTG009	Write routine workplace texts
FSKWTG008	Complete routine workplace formatted texts
FSKRDG008	Read and respond to information in routine visual and graphic texts
ICPSUP2810	Use computer systems in the printing and graphic arts sector

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

- face-to-face instruction
- work-based learning
- guided learning
- online training
- work placement

Materials, Equipment
Headphones

BYOx Laptop Requirements
Base level laptop is acceptable

QCE Credits
Maximum 4 Credits

Assessment
Students will complete an online module for each competency as well as a checklist report demonstrating their skills to perform workplace tasks.

Assessment techniques include:

- observation
- questioning
- written and practical tasks.

Students must complete projects to be given competency completion

Work placement
Students can organise their own work experience placements or the school can assist with the organisation of placement

Pathways
It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework
- (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan
- Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications

RTO Obligation
As an RTO, we meet all obligations, including complaints and appeals, as outlined in the VET Student Handbook (available on the school website).

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification, students who are deemed competent in all 14 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CHC30121 Certificate III in Early Childhood Education & Care

NATIONALLY RECOGNISED TRAINING

RTO Code 41353

Qualification description
This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.
Refer to training.gov.au for specific information about the qualification.

Entry requirements
Students require a USI.
Students must be prepared to complete assessments and work experience competencies and hours outside of school class hours. To achieve this qualification, the individual must complete at least 160 hours of work experience in a regulated children's education and care service in Australia, as detailed in the Assessment Requirements of units of competency.
Whilst there are no required pre-requisite Year 10 subjects, students will need to apply for and obtain a Working with Children Blue Card (Student). A sound (pass) achievement in English is desirable for the language component of this subject.

Duration and location
This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS.

Learning Outcomes & Experiences
In this subject, students will:

- Undertake work experience in a regulated children's education and care service and be observed demonstrating the skills and knowledge required to work in the early childhood sector
- Complete theory modules with written and verbal exams
- Create industry related projects which can be used in the workplace to support the holistic development of children in early childhood
- Collaboratively work with trained colleagues to maintain an environment safe for children and young people

Course units
To attain a CHC30121 Certificate III in Early Childhood Education & Care, 17 units of competency must be achieved:

Unit code	Title
CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting (Provided by a Third Party)
HLTWHS001	Participate in workplace health and safety
CHCPRP003	Reflect on and improve own professional practice
CHCDIV001	Work with diverse people

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

- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

Fees
There are no fees for the course, however there will be an additional fee for the compulsory First Aid course.

Materials, Equipment
Blue Card (Student) – Free
Base Level Laptop, Display Folder

BYOx Laptop Requirements
Base level laptop is acceptable

QCE Points
Maximum 8

Assessment
Assessment is competency based.

Units of competency are clustered and assessed in this way to replicate what occurs in an Early Childhood Education & Care environment as closely as possible.
Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work experience
Students are required to complete at least 160 hours work experience at an approved provider. A minimum of 30 hours must be completed with children under the age of 2 years old.

Pathways
Early childhood educators work in long day care centres, family day care, outside school hours care, pre-schools or kindergartens, occasional care as well as informal care such as babysitting/nanny work.

RTO Obligation
As an RTO, we meet all obligations, including complaints and appeals, as outlined in the VET Student Handbook (available on the school website).
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification, students who are deemed competent in all 18 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CUA20220 Certificate II in Creative Industries

NATIONALLY RECOGNISED TRAINING

RTO Code 41353

Qualification description
This course is designed to provide students with a variety of intellectual, technical and operational skills needed to succeed in the performance industry. It also enables students to gain an understanding of the supporting role people play within the Creative Industries sector. This subject is aimed at students who wish to gain an awareness of, working or studying in the performance and creative industries.

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

Entry requirements
Students require a USI.

Students must be prepared to complete tasks outside of school class time.

Whilst there are no required pre-requisite Year 10 subjects, a sound (pass) achievement in English is desirable for the written component of this subject. Previous study in music would be an advantage but not necessary.

Duration and location
This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS.

Learning Outcomes & Experiences
In this subject, students will:

- Participate in a variety of excursions designed to strengthen and reinforce student's knowledge and understanding of the Performance industry
- Become proficient in stage management duties
- Become proficient in technical equipment including sound and lighting desks, lights and sound recording hardware and software
- Achieve skills in leadership, innovation and personal management

Course units
To attain a CUA20220 Certificate II in Creative Industries, 10 units of competency must be achieved:

Unit code	Title
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
CUAEVP211	Assist with the staging of public activities or events
CUAPRP201	Develop basic prop construction skills
CUAFOH211	Undertake routine front of house duties
CUAFOH212	Usher patrons
CUALGT211	Develop basic lighting skills
CUASOU211	Develop basic audio skills and knowledge
CUASOU212	Perform basic sound editing

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
face-to-face instruction
work-based learning
guided learning
online training
field trips

Fees
There are no fees for the course.

Materials, Equipment
Base Level Laptop

BYOx Laptop Requirements
Base level laptop is acceptable

QCE Credits
Maximum 4 Credits

Assessment
Assessment is competency based.
Assessment techniques include:
observation
folios of work
questioning
projects
written and practical tasks.

Work placement
It is recommended for students can organise their own work experience locations by speaking with the work placement coordinator at school.

Pathways
This qualification prepares students for further education, training and employment in the fields of:
Performance Industry: sound technician, lighting technician, event management, stage manager, record producer, sound engineer, tour manager

See other qualifications at training.gov.au.

RTO Obligation
As an RTO, we meet all obligations, including complaints and appeals, as outlined in the VET Student Handbook (available on the school website).
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification, students who are deemed competent in all 10 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CHC22015 Certificate II in Community Services

NATIONALLY RECOGNISED TRAINING

RTO Code 41353

Qualification description
Over the next five years, it is estimated that the Health Care and Social Assistance and Education and Training areas will be the largest growth industries in Australia. The Certificate II in Community Services will prepare students with the basic skills for a career in these sectors as well as providing a pathway for those wishing to pursue further study. Skills acquired in this course include communication, workplace health and safety, infection control, first aid, managing personal stress in the workplace and working with diverse people.

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

Entry requirements
Students require a USI.

Students must be prepared to complete tasks outside of school class time.

A sound (pass) achievement in English is desirable for the language component of this subject.

Duration and location
This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS.

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

- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

Course units
To attain a CHC22015 Certificate II in Community Services, 9 units of competency must be achieved:

Unit code	Title
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTAID003	Provide first aid
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCECE002	Ensure the health and safety of children
BSBWOR201	Manage personal stress in the workplace

Fees
NIL Fees

Materials, Equipment
NIL

BYOx Laptop Requirements
Base level laptop is acceptable

QCE Credits
Maximum 4 Credits

Assessment
Units of competency are clustered and assessed in this way to replicate what occurs in a Health Care and Social Assistance environment as closely as possible. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement
It is recommended for students can organise their own work experience locations by speaking with the work placement coordinator at school.

Pathways
Support worker, Aged and Disability Care, Early Childhood, School Aged Education, Health, Mental Health, Social Work, Counsellor

This qualification may credit toward various Certificate III's including:

- Certificate III Health Services Assistance
- Certificate III Community Services
- Certificate III Individual Support (Disability and Aged Care)
- Certificate III Early Childhood Education and Care
- Certificate III Education Support (teacher aid)
- Certificate III Active Volunteering

RTO Obligation
As an RTO, we meet all obligations, including complaints and appeals, as outlined in the VET Student Handbook (available on the school website). The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification, students who are deemed competent in all 9 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

MSL20118 Certificate II in Sampling and Measurement & MSL30122 Certificate III in Laboratory Skills

External Provider **ABC Training & Consulting**

RTO Code 5800

NATIONALLY RECOGNISED TRAINING

Qualification description

The MSL20118 Certificate II in Sampling and Measurement qualification covers the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors.

Entry requirements

- Students require a USI.
- Have a sound achievement result in Year 10 Maths and English
- Qld secondary school student in Years 10, 11 and 12
- Australian Citizen or permanent resident or New Zealand Citizen
- Successful completion of Cert II is required to continue into the Cert III coursework

Duration and location

This is a one year, dual course delivered in Year 11 on site at Mackay Northern Beaches SHS.

Learning Outcomes & Experiences

- Manipulation of common lab equipment
- Opportunities to present and interpret data
- Critical thinking and knowledge recall
- Scientific Interpretation
- Industry ready skills
- Learn to use and calibrate common measurement instruments

Materials, Equipment

Headphones

BYOx Laptop Requirements

Base level laptop is acceptable

Course units

To attain a **MSL20118 Certificate II in Sampling & Measurement** 8 units of competency must be achieved:

Unit code	Title
MSL912001	Work within a laboratory or field workplace (induction)
MSL943004	Participate in laboratory or field workplace safety
MSL952001	Collect routine site samples
MSL972001	Conduct routine site measurements
MSL922001	Record and present data
MSL973013	Perform basic tests
MSL933008	Perform calibrations checks on equipment and assist with its maintenance
MSMENV272	Participate in environmentally sustainable work practices
MSL30118 Certificate III in Laboratory Skills	
MSL913003	Communicate with other people
MSL913004	Plan and conduct laboratory/ field work
MSL933006	Contribute to the achievement of quality objectives
MSL973014	Prepare working solutions
MSL933005	Maintain the laboratory/field workplace fit for purpose

Fees

Certificate II

This program is fully funded* by the Qld VET Investment Budget for eligible students.

*Pending eligibility check. If a student is not eligible for VETiS funding a Fee for Service charge of $1900 is available which includes the enrolment fee

Certificate III

This program is offered under a fee for service agreement and charged at a minimum of $100 per unit which includes the enrolment fee, $500 in total as the Certificate III update consists of 5 units.

Delivery modes

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

- online training
- face-to-face instruction
- work-based learning
- guided learning

Assessment

Students will complete an online module for each competency as well as a checklist report demonstrating their skills to perform workplace tasks.

Assessment techniques include:

- observation
- questioning
- written and practical tasks.

Students must complete projects during face to face instruction to be given competency completion

Work placement

It is recommended for students to organise their own work experience locations by speaking with the work placement coordinator at school.

Pathways

Completing this course will help students build important foundational skills for further studies in fields such as Health, Medicine, Pharmaceuticals, Engineering, Environmental and Earth Science, Food Technology, and more. Moreover, students can apply this knowledge to support their understanding of future STEM concepts.

abc Training | Consulting

RTO Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by ABC Training. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

SIT20322 Certificate II in Hospitality & SIT30622 Certificate III in Hospitality

External Provider **Blueprint Career Development**

RTO Code 30978

Qualification description

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the hospitality industry.

Competencies are a mix of theory and practical application with the students needing to complete a range of assessment tasks including service periods.

All students will be enrolled in SIT20322 Cert II in Hospitality with the ability to upgrade to SIT30622 Cert III in Hospitality at completion of SIT20322 Cert II in Hospitality.

SIT30622 Cert III in Hospitality contributes to ATAR for those who are eligible

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

Entry requirements

Students require a USI.

Students must be prepared to complete tasks and service periods outside of school class time.

Whilst there are no required pre-requisite Year 10 subjects, English and Mathematics are an advantage. Junior Food Technology would also be advantageous. A sound (pass) in English is desirable for the language component of this subject.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mackay Northern Beaches SHS in partnership with Blueprint Career Development.

Learning Outcomes & Experiences

In this subject, students will:

Prepare and serve simple dishes and non-alcoholic beverages

Use hygienic food safety practices and participate in safe work practices

Work effectively as a team member

Plan and operate hospitality functions and interact with customers

Problem-solve: planning, meeting deadlines, and customer issues

Responsible Service of Alcohol

Course units

To attain a SIT20322 Certificate II in Hospitality, 12 units must be completed, SIT30622 Certificate III in Hospitality, 15 units of competency must be achieved.

Unit code	Title
BSBTWK201	Work effectively with others
SITXWHS005	Participate in safe work practices
SITXCOM007	Show social and cultural sensitivity
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXFSA005	Use hygienic practices for food safety
SITHFAB025	Prepare and serve espresso coffee
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHIND008	Work effectively in hospitality service (Cert III)
SITXCCS014	Provide service to customers (Cert III)
SITXHRM007	Coach others in job skills (Cert III)
SITHCCC028	Prepare appetisers and salads

Fees

To be confirmed on SRS form.

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

BYOx Laptop Requirements

Base level laptop is acceptable

Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

Students are required to complete 12 (*SIT20322 Cert II in Hospitality*) and 36 (*SIT30622 Cert III in Hospitality*) service periods of structured workplace learning:

A service period allows the students to get hands on industry experience in a range of settings both in and outside school. Students will be required to complete external work placement as well as in school functions in order to complete the requirements of the certificate. These can be completed through part-time jobs and work placement – they can be offered in a range of ways to suit student needs – one day per week during school week, blocks of one week during school term, outside of school hours, placement during school holidays or after school.

Pathways

Career Pathways include café attendant, catering assistant, food and beverage attendant, and apprentice chef.

Further study could occur in Certificate III in Hospitality (SIT30622), Certificate III in Commercial Cookery (SIT30821) or a Bachelor of Business (Hospitality & Tourism Management).

RTO Obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification, students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results by Blueprint. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

MEM20422 Certificate II in Engineering Pathways

External Provider **FORMULA HIGH SCHOOL – RACECAR BUILD PROGRAM**

RTO Code 41124

NATIONALLY RECOGNISED TRAINING

Subject description

A course of study in Engineering comprising of:

- A mandatory study area core unit of work, integrated throughout the course of study.
- A specified number of units of study, as prescribed by the particular strand or strands chosen, integrated throughout the course of study.

This Engineering course has been designed as a project-based or activity-based course of study with the emphasis on using current industry practice and safe technological processes to complete tasks through the fabrication and construction of a Formula High School® race car in a workshop or simulated workplace environment. Projects and practical activities set the context within which the key elements of the course are delivered and provide the means for the consolidation and application of skills and knowledge.

Skills taught are authentic and credible. Students are instructed by the trainers and/or carry out blended learning utilising video instruction to gain an understanding of the task plus underpinning knowledge and skill of what is required as an outcome. The student is assigned a task to manufacture, and the steps required to achieve the outcome. The component manufacture is broken down into the various step by step work tasks. The course is designed to develop knowledge and skills within the engineering and manufacturing industry, from the language used to the processes and methods and the quality assurances around building an item for consumer usage.

This course of study is flexible to accommodate new and emerging technologies in the manufacturing industries and the wide range of interests and abilities of the students who study it.

Course units

To attain a MEM20422, 12 units of competency must be achieved:

Unit code	Title
Core Units	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
Elective Units	
MEM11001	Undertake manual handling
MEM16006	Organise and communicate information
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE004	Use fabrication equipment
MSMSUP106	Work in a team

Fees

School Levy to be confirmed on SRS form

Prerequisites

Students must have completed Year 10.
Students must be eligible for VETiS funding. Students will be assessed for eligibility prior to confirmation of enrolment.
Students are eligible to complete one VETiS funded qualification whilst at school. For Queensland Government information about VETiS eligibility please see https://desbt.qld.gov.au/training/training-careers/incentives/vetis or contact us for further information.
Students who are not eligible for VETiS funding may access the program on a fee-paying basis under a payment program. Contact Formula Student for further information.

Assessment Summary

Assessment is carried out taking into account the clustered nature of training and assessment, through observable behaviour assessment by the teacher and questioning either by the trainer or through assessment quizzes. For a student to be assessed as competent in a unit of competency, they must be assessed over time on multiple occasions for each of the Performance Criteria within a Unit of Competency. Students have multiple opportunities for assessment due to the nature of assessment. If it is deemed that the student has had multiple opportunities and is still not able to achieve competency, then the student is determined to be Not Competent.

Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. Safety glasses must be worn at all times in the workshop. Students must wear steel capped shoes/work boots and supplied PPEs at all times in the workshop. Overalls or long-sleeved shirt and trousers will be required for all welding activities.

See more about this program at our Facebook page:

Formula High School: Formula Student RTO Code 41124

Email: info@formulastudent.edu.au; Phone: 0456 601617

https://www.formulastudent.edu.au

Disclaimer: All information contained is accurate at the time of publication.

RTO Obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification, students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results by Formula Student. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

External Provider **Connect 'n' Grow®**

RTO Code 40518

NATIONALLY RECOGNISED TRAINING

Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

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

Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes

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

- face-to-face training
- practicals and scenarios
- online learning

Fees

The total Fee For Service cost of these courses [Cert II and Cert III] is $998.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Credits

Maximum 8 (up to 4 credits for completion of the Certificate II and up to a further 4 credits for completion of the Certificate III).

Course units Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services (Credit Transfer)
HLTWHS001	Participate in workplace health and safety (Credit Transfer)
CHCDIV001	Work with diverse people (Credit Transfer)
HLTINF006	Apply basic principles and practices of infection. prevention and control (Credit Transfer)
CHCCCS010	Maintain a high standard of Service (Credit Transfer)
HLTHSS011	Maintain stock inventory (Credit Transfer)

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways

Potential options may include:

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

RTO 40518 Connect 'n' Grow®

RTO Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

AVI30419- Certificate III in Aviation (Remote Pilot)

External Provider **Aviation Australia**

Qualification description

Obtaining your Remote Pilots Licence (RePL) is the first step to being able to operate remotely piloted aircraft systems (RPAS), otherwise known as drones or UAVs, for commercial or business purposes without many weight or operating restrictions. The unmanned aviation industry is set to grow significantly in the coming years and remotely piloted aircraft (RPA) are replacing manned aircraft in many roles.

Anyone can undertake remote pilot training, even if you have never flown a drone before. Aviation Australia offers a Certificate III in Aviation (Remote Pilot), which covers the training required to legally operate a remotely piloted aircraft. This course includes the theoretical and operational (practical) training required to obtain your RePL and kick-start your drone career. The Certificate III is an academic qualification which you can either use as a stand-alone set of skills or build on by gaining further aviation qualifications such as the Diploma of Aviation Management.

Learning Outcomes & Experiences

- AVI30419 Certificate III in Aviation (Remote Pilot);
- CASA Remote Pilot Licence (RePL)*;
- CASA Aeronautical Radio Operators Certificate (AROC)*

**subject to eligibility and Civil Aviation Safety Authority (CASA) approval*

Fees

This course is approved for funding by the Queensland Government through the Certificate III Guarantee - Vocational Education and Training in Schools (VETiS) program. Information on VETiS can be found:
https://training.qld.gov.au/providers/funded/vetis

If students qualify for the VETIS funding, there is no cost associated with this course. If students have already utilised their VETiS funding, the cost of the certificate is $1,500.

To be eligible to enrol in VETiS funding, students must:

- Be currently enrolled in either Year 10, 11 or 12 at a Queensland school;
- Be an Australian citizen, Australian permanent resident (includes humanitarian entrant); New Zealand citizen or temporary resident with the necessary visa and work permits on the pathway to permanent residency;
- Not be enrolled in or have completed a qualification under VETiS funding previously.

Course units

To attain an AVI300419 Certificate III in Aviation, 14 units of competency must be achieved:

Unit code	Title
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations.
AVIE0003	Operate aeronautical radio
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIG0003	Work effectively in the aviation industry
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIW0006	Perform infrastructure inspections using remote operated systems
AVIW0007	Perform aerial mapping and modelling using remote pilot aircraft system

Duration and location

2-year course delivered onsite at Mackay Northern Beaches SHS

Materials, Equipment

32gb USB for 2yr course

BYOx Laptop Requirements

Base level laptop is acceptable

Delivery modes

Multiple delivery modes may be used in teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

Assessment

Assessment for the Certificate III in Aviation (Remote Pilot) will be related to real life industry situations and is based on a consistent demonstration of competency. All assessment is competency-based, and may include:

- Practical observations and testing
- Theoretical questioning
- Portfolio
- Structured workplace learning
- Online assessment questions and revision

Pathways

There are many different pathways available to work in the unmanned piloting industry. Below are some examples of the different industries utilising the skill set taught in this course.

- Industrial inspections
- 3D mapping
- Surveying
- Emergency services
- Scientific research and environmental monitoring
- Agriculture
- Drone photography and videography

https://aviationaustralia.aero/study/school-programs/remoteaviation/

Any queries: please contact the Remote Pilot VETiS Team on 07 3860 0900 or via email: rpvetis@aviationaustralia.aero

RTO Code 30770 .

RTO Obligation

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a Record of Results by Aviation Australia. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Aviation Australia.

Aviation Australia guarantees that the student will be provided with every opportunity to complete the qualification. They do not guarantee employment upon completion of this qualification. Complaints and appeals are managed by Aviation Australia.

SIS20122 Certificate II in Sport & Recreation and SIS30321 Certificate III in Fitness

Qualification Description:

SIS20122 Certificate II in Sport and Recreation
This qualification allows individuals to develop basic functional knowledge and skills for work in the sport or community recreation industry. These individuals are competent in a range of skills associated with organising and delivering sport and activity sessions within a team and under supervision. They are involved in mainly routine and repetitive tasks including skill development, organising facilities and equipment and associated administration tasks.

SIS30321 Certificate III in Fitness
This qualification reflects the role of group and gym fitness instructors. The qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms and leisure and community centres.

Fees
SIS20122 Certificate II in Sport and Recreation is available under the department's VETiS funding for eligible students who currently do not hold and have not previously been enrolled in a VETiS funded qualification. Whilst the SIS30321 Certificate III in Fitness is fee-for-service and will cost $360 (8 units @ $45 per unit). Student fees will be collected by the school prior to commencement of training.

All students will complete both certificates. Cert III contributes to ATAR for those who are eligible.

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

Entry requirements
Students require a USI.

Students must be prepared to complete tasks outside of school class time.

Students must complete a BKSB, CQU online Literacy and Numeracy test before commencement of training. Visit www.cqu.edu.au for further information regarding pre-enrolment

Further information about CQUniversity and these courses can be found at www.cqu.edu.au

Duration and location
This is delivered in Years 11 and 12 on site at Mackay Northern Beaches State High School in partnership with Central Queensland University.

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

- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

Assessment
Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Materials, Equipment
Headphones

BYO x Laptop Requirements
Base level laptop is acceptable

Practical Completion
All practical components of the course are completed within the school/industry environment

Pathways
Prepares students for further education, training and employment in the fields of:
Fitness industry: SIS40221 – Certificate IV in Fitness (Personal Trainer)

Course units
To attain a SIS20122 Certificate II in Sport and Recreation 10 units of competency must be achieved & SIS30321 Certificate III in Fitness, 15 units of competency must be achieved. Note (*): 7 units will be Credit Transfers into SIS30321 once successfully completed within SIS20122.

Unit code	SIS20122 Certificate II in Sport and Recreation	Unit code	SIS30321 Certificate III in Fitness
SISXIND011	Maintain sport, fitness and recreation industry knowledge	**SISFFIT047**	**Use anatomy and physiology knowledge to support safe and effective exercise**
SISOFLD001	Assist in conducting recreation sessions	**SISFFIT032**	**Complete pre-exercise screening and service orientation**
SISXCCS004	Provide quality service	**SISFFIT033**	**Complete client fitness assessments**
HLTWHS001	Participate in workplace health and safety	**BSBOPS304**	**Deliver and monitor a service to customers**
SISXEMR003	Respond to emergency situations	**SISFFIT035**	**Plan group exercise sessions**
SISXFAC006	Maintain activity equipment	**SISFFIT036**	**Instruct group exercise sessions**
SISXFAC007	Maintain clean facilities	**SISFFIT040**	**Develop and instruct gym-based exercise programs for individual clients**
BSBPEF301	Organise personal work priorities	**SISFFIT052**	**Provide healthy eating information**
BSBXTW301	Work in a team	*** HLTWHS001**	**Participate in workplace health and safety**
HLTAID011	Provide first aid	*** SISXEMR003**	**Respond to emergency situations**
		*** SISXFAC006**	**Maintain activity equipment**
		*** SISXFAC007**	**Maintain clean facilities**
		*** BSBPEF301**	**Organise personal work priorities**
		*** BSBXTW301**	**Work in a team**
		*** HLTAID011**	**Provide first aid**

RTO obligation
Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by CQUniversity. Students who are deemed competent in all units of competencies will be awarded a Qualification and an Academic Transcript by CQUniversity.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by CQUniversity.
The nationally recognised qualifications, SIS20121 - Certificate II in Sport and Recreation and SIS30321 – Certificate III in Fitness, are offered by CQUniversity Australia, RTO 40939. Mackay Northern Beaches State High School (3rd party) will recruit on behalf of CQUniversity. CQUniversity is responsible for conducting training, assessment and issuance of qualifications.