

Senior Studies Guide

Year 11
2024

Year 12
2025

Trinity College
BEENLEIGH



Contents

Introduction	6
Entering Senior Secondary School	7
Subject Selections.....	7
Review of Academic Performance	8
Pre-Requisite Requirements and Subject Selection Rules	9
Senior Education Profile	10
Statement of Results	10
Queensland Certificate of Education (QCE)	10
Senior External Examinations.....	14
Short Courses	14
Underpinning Factors	14
Vocational Education and Training (VET).....	16
Australian Tertiary Admission Rank (ATAR) eligibility	17
English Requirement.....	17
ATAR FAQs	18
General Syllabuses.....	19
Assessment	19
External Assessment.....	20
Applied Syllabuses	20
Assessment	21
Essential English and Essential Mathematics — Common internal assessment.....	21
Senior External Examinations	22
Assessment	23
Alternative Sequences.....	23
Composite Classes/ Concurrent Delivery.....	23
Online Delivery – Fisher ONE	24
Professional Readiness Program.....	26
Program Description.....	26
Duration and Location	26
Delivery modes.....	26
Fees	26
Assessment	26
Work placement.....	27
Course Outline.....	27
Pathways	27
RTO obligation.....	27

Senior Subject Curriculum	28
Senior Subjects	30
Ancient History (Alternative Sequence)	31
Aquatic Practices	33
Biology	35
Building and Construction Skills	36
Business	39
Chemistry	40
Design	42
Digital Solutions (Online)	44
Drama	46
Drama in Practice	48
English	50
(English) Literature	52
Essential English	54
Essential Mathematics	56
Fashion	58
Film, Television and New Media	60
Food and Nutrition	62
General Mathematics	64
Health	67
Industrial Technology Skills	69
Japanese	72
Legal Studies	75
Marine Science	76
Mathematical Methods	78
Modern History (Alternative Sequence)	80
Music	82
Music Extension (Performance)	84
Physical Education (Alternative Sequence)	86
Physics (Alternative Sequence)	88
Psychology (Concurrent)	89
Religion & Ethics	90
Spanish	93
Specialist Mathematics	95
Study of Religion	96
Visual Art	97

Visual Arts In Practice	99
Vocational Education (VET)	101
VETiS Funding.....	101
School-Based Apprenticeships or Traineeships (SATs)	102
Industry Placement Program (IP WEEK)	102
Trade Pathways Program	102
Vocational Certificate Courses	103
CPC10120 Certificate I in Construction.....	103
AUR20720 Certificate II in Automotive Vocational Preparation	104
UEE22020 Certificate II in Electrotechnology (Career Start)	105
SIT20316 Certificate II in Hospitality / SIT20116 Certificate II in Tourism.....	106
SHB20121 Certificate II in Retail Cosmetics*	107
SHB20216 Certificate II in Salon Assistant – Hairdressing or Barbering *	108
FSK20119 Certificate II in Skills for Work and Vocational Pathways	109
10741NAT Certificate III in Christian Ministry and Theology	110
CUA30120 Certificate III in Dance	112
CUA30720 Certificate III in Design Fundamentals *	113
SIS30321 Certificate III in Fitness + SIS20115 Certificate II in Sport and Recreation.....	114
HLT33115 Certificate III in Health Services Assistance	116
(including HLT23221 Certificate II in Health Support Services) *	116
ICT30120 Certificate III in Information Technology (Animation/Game Development).....	117
ICT30120 Certificate III in Information Technology (Programming / Web Development)	118
CUA30920 Certificate III in Music	119
CUA31020 Certificate III in Screen and Media	120
SIS30115 Certificate III in Sport and Recreation + SIS20115 Certificate II in Sport and Recreation	121
CUA31120 Certificate III in Visual Arts*	123
BSB40120 Certificate IV in Business (Business Operations)*	124
10971NAT Certificate IV in Justice Studies	125
BSB50120 Diploma of Business (Business Development).....	126

Introduction

This study guide is provided for students entering Year 11, who are considering the most appropriate course for their studies at Trinity College during the Senior Phase of Learning. The contents of this study guide should be studied thoroughly to gain an accurate understanding of the nature, scope, requirements and relative difficulty of each subject.

Students are able to select from a wide range of subject areas to create an individual program of study that best serves their needs and aspirations. The College has a tradition of excellence in learning and teaching, in which the needs of the individual student is the central focus of the learning process.

At Trinity College a number of support structures exist so that students and their parents are fully aware of the choices available and the applications of the selected course work. It is very much our intention to have parent's integrally and frequently involved in the subject selection process of their child.

The course offerings shown in this study guide are prospective in that the actual availability of courses in any particular year will be subject to demand and the capacity of the College to run the course.

Subject levies are applied to all subjects offered by the College, regardless of the pathway chosen by a student. The levies for the coming academic year are mailed to parents before the end of Semester 2 of this year.



Entering Senior Secondary School

Subject Selections

On the basis of choices made by students, the timetable for next year will be created in such a way as to maximise the degree to which student preferences can be satisfied. For some very few students, it may not be possible to accommodate their particular subject combination. Students in this category will be required to re-consider their Subject Program.

Importantly Two-year Subject Programs of current Year 11 students continuing into Year 12 are always preserved.



Review of Academic Performance

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

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

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

Continuing on into Unit 3 and Unit 4 (Year 12) of a General Subject commenced in Year 11 should be considered conditional upon satisfactory application and/or achievement in the two Units in Year 11. Where the College has concerns regarding a particular student's academic performance and commitment to study, the student may be required to participate in a more formal review of their progress in their current studies and may also be required to show cause why they should commence or continue Senior study in the following year.

Where the student has selected a Subject Program which, in the opinion of the College, is inadvisable on the basis of previous results achieved, they will be encouraged to reconsider their subject selection.

Pre-Requisite Requirements and Subject Selection Rules

Pre-requisite requirements are subjects, units of study or Levels of Achievement that, in the opinion of the College, need to be studied or attained before a student can expect success in a future subject. Pre-requisite requirements for subjects are outlined in the subject descriptions later in this booklet.

If a student does not meet a pre-requisite requirement for a subject they wish to take, they need to either:

- change their subject selection to remove the particular subject, or
- seek approval from the relevant Curriculum Leader to have the requirement waived and to enrol in the subject.

If approval to enrol is not granted by the relevant Curriculum Leader, and the student still wishes to enrol in the subject, they may apply to the Assistant Principal – Senior Years for permission. The Assistant Principal – Senior Years may allow the student to enrol in the subject provisionally for the first unit, which will be reviewed at the end of this unit.

A student who does not meet the pre-requisite requirements for a subject and who does not have approval from either the Curriculum Leader or the Assistant Principal – Senior Years to enrol in the subject, will not be permitted to retain that subject in their proposed program of study.

Students whose selections contravene Subject Selection Rules must re-choose unless specific exemptions are granted in their case by the Assistant Principal – Senior Years.

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

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Visit our Website: <http://www.trinitycollege.qld.edu.au>

Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE)

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)

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority.

The QCE completed Core requirement is 12 credits of the total 20 credits to meet the set amount of learning needed to be issued a QCE.



Core Credit

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE credit allocation table below).

Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit each to a QCE.1 A grade of C or better in a Unit 3 and 4 pair will accrue two credits to a QCE. Extension subjects will accrue credit in the Core category of learning. Two credits will accrue to a QCE when the set standard of a grade of C or better is achieved in the Unit 3 and 4 pair.

Completed Core requirement

Within the QCE set pattern requirement, students must accrue 12 credits from completed Core courses. Students must complete a Core course of study from beginning to end to contribute to the 12 credits.

Students must complete all four units of study for QCAA General or Applied subjects to contribute to the completed Core credit requirement.

In a General or Applied subject, Core credits can only contribute to the completed Core requirement if a student completes Units 1, 2, 3 and 4 and achieves a grade of C or better in the Unit 3 and 4 pair. Credit will accrue for units where the set standard is met. For example, Essential English (Core course of study) completed for all four units may contribute two, three or four QCE credits to the completed Core requirement. More examples are included in the table below.

In VET qualifications, credits contribute to the completed Core requirement when a student completes a Certificate II, III or IV within other VET QCE requirements. The amount of credit for each completed certificate may vary depending on the notionally agreed nominal hours of learning required (as determined by the Department of Employment, Small Business and Training).

Relaxation of Completed Core Credit

Relaxation of the completed Core requirement will be automatically applied for students who change from a QCAA Mathematics subject to another QCAA Mathematics subject, as well as students who change from a QCAA English subject to another QCAA English subject. Credits accrue for units that meet the set standard.

QCE credit for a General or Applied subject		
General subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
Maximum credit available (Per subject)		4

QCE credit for vocational education and training (VET) — completed qualification and partial qualification completion		
VET qualification	Competencies complete	QCE credits
Certificate II (maximum credit available for a completed course is 4 credits)	100% complete	4
	75% complete	3
	50% complete	2
	25% complete	1
	<25% complete	0
Certificate III, IV or Diploma	100% complete	8

QCE credit for vocational education and training (VET) — completed qualification and partial qualification completion

VET qualification	Competencies complete	QCE credits
Example shows an 8 credit Certificate III (maximum credit available for a completed course is 5–8 credits [*])	75% complete	6
	50% complete	4
	25% complete	2
	<25% complete	0
*Credit is determined by the nominal hours outlined in the training package as outlined in QCE credit for vocational education and training (VET). Some courses may differ from the example above.		

VET qualifications must be completed to contribute credit to the completed Core requirement for a QCE.

QCE credit for vocational education and training (VET) — school-based apprenticeships and traineeships

School-based apprenticeships and traineeships	Requirements	QCE credits
School-based apprenticeships (VET qualification is not completed while at school in a school-based apprenticeship [*])	VET qualification: There is a limit to the amount of training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship	Up to 2
	On-the-job: minimum 50 days (375 hours) per 12	Up to 4 ^{**} (2 credits for each 50 days completed each 12 months)

QCE credit for vocational education and training (VET) — school-based apprenticeships and traineeships

School-based apprenticeships and traineeships	Requirements	QCE credits
	<p>months from date of commencement (a minimum of 7.5 hours per week averaged over each 3 month period).</p> <p>Electrotechnology school-based apprentices require a minimum of 80 days (600 hours) per 12 months.</p>	
School-based traineeships	<p>As outlined with the relevant VET certificate level. No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.</p>	Up to 8

*School-based apprenticeship VET qualifications do not contribute to the completed Core requirement of the QCE as they cannot be completed while at school.



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.

External Examinations and short courses are offered on an individual basis to students with specific needs.

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 Examinations

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA, these are offered to students who may speak a Language Other Than English at home, e.g. Vietnamese.

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 offered as:

- a course listed under the college as 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

From 2019, the Australian Tertiary Admission Rank (ATAR) replaced the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The calculation of an Australian Tertiary Admission Rank (ATAR) is 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 best results in a combination of four General subject results plus a Certificate III or higher VET qualification.

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

English Requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in English or Essential English.

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



ATAR FAQs

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

ATAR eligibility

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

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET format course at AQF certificate III or above
- accumulated their subject results within a five-year period.

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

ATAR calculation

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

Inter-subject scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject.

Hence, as an example only, if a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject, they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation.

If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

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

Students should choose subjects that:

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

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.

It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III.[only if the student achieves competency]

Accessing the ATAR

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

Can I use my ATAR to apply in other states?

Yes. The Queensland ATAR will be recognised in all other Australian states and territories.

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.

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

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

Extension Syllabuses Course Overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 Assessments

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

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

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

Instrument-Specific Marking Guides

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

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

Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External Assessment

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

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

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

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.

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

- The Senior External Examination is for:
- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
 - to meet tertiary entrance or employment requirements
 - for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

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



Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures study guide, Section 10.

Alternative Sequences

If the number of students choosing particular general subjects are low then there is a provision to run the subject as an Alternative Sequence (AS). An AS is a course of study consisting of four units. Each pair of units is written as summative learning. The subject matter and assessment described in the units is undertaken by students either as formative or summative studies. In the final two units they study, students will undertake summative assessment. Please note that not all subjects are suitable for AS delivery.

The summative assessment techniques and conditions of AS units 1 and 2 are the same for AS units 3 and 4, with three summative internal assessments and one summative external assessment. All summative internal assessments will require Endorsement and Confirmation.

Composite Classes/ Concurrent Delivery

A delivery strategy that combines multiple ages (multi-year levels) in the same class. It is a mechanism used in senior schools to maintain a breadth of curriculum delivery and/or to cater for subjects with small candidatures. Year 11 and 12 students are timetabled into a composite class, but the teacher differentiates the instruction for each group. Common themes or objectives may be used to guide instruction and/or lessons may be phased to split the direct instruction time for one year level with the consolidation time for the other. This strategy is used in New South Wales, Victoria, South Australia and Queensland.

Online Delivery – Fisher ONE

Fast Facts	
Provider	St John Fisher College – School of Distance Education (FisherONE)
Subject Cost	\$950 per 2 units (charged annually)
IT Platform	Microsoft Teams

The St John Fisher College School of Distance Education (FisherONE) is a Brisbane Catholic Education (BCE) initiative to provide online, senior schooling subjects in a Catholic faith learning environment. It is an online learning initiative – which means that students benefit from being able to access subjects not available at their base school whilst maintaining their enrolment.

Am I Eligible for Online Education?

If you identify the need to access a subject not offered at your school during the Senior Education and Training (SET) planning process you may wish to study the subject online. Your school must also identify that you display the skills necessary for thriving in the online environment (for example: high levels of organisation skills, communication skills, study skills and self-motivation). To support these discussions, we have created a student self-assessment.

What does the learning look like?

You will be required to engage with one explicit teaching lesson per week via Teams and additional learning activities throughout the week. It is expected students will participate in live lessons and these lessons will be recorded for you to look back on or in case you are absent one week. Your timetable will show a line for you to dedicate to your online learning. You will be assigned a mentor teacher/supervisor by your school for in school support. The mentor teacher will check-in with you regularly to see how you're travelling with your online subject.

What subjects are available?

- Ancient History
- Business
- Design
- Digital Solutions
- Japanese
- Modern History
- Music
- Specialist Mathematics

What is expected of me?

When you are engaging in online subjects (either live or in your own time), it is expected that you fully participate. There is an expectation that you will attend the face to face video lesson each week and actively engage in learning. This includes completing all required learning activities and tasks and participating in required online discussions by the date indicated by your online teacher. Failure to do so makes it difficult for your online teacher to gauge your level of understanding and will result in your online teacher contacting your school to flag that you may be at risk of not successfully completing a unit. It is also expected that you would abide by FisherONE's assessment policies and timelines (which reflect QCAA's guidelines). These will be provided to you prior to your start date, and it is an expectation that you make yourself familiar with these documents.

Assessment

All subjects studied through FisherONE use the Queensland Curriculum and Assessment Authority (QCAA) syllabuses and have the same learning objectives and outcomes, course prerequisites, and learning demands as subjects taught in face-to-face classrooms.

Access Arrangements and Reasonable Adjustments (AARAs)

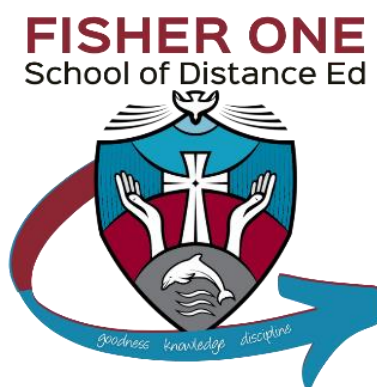
If you usually receive Access Arrangements and Reasonable Adjustments (AARAs) for assessments at your school, you should receive the same AARAs for assessment items as part of your online subject (your school will have to pass this information onto your online teacher).

What if I no longer wish to continue with my online subject?

If you decide that your online subject no longer meets your needs, you should discuss this with the person responsible for senior curriculum at your school. They will be able to identify alternative subject options to suit your pathway needs and will arrange to cancel your enrolment in the online subject. You may be required to complete a unit of work before exiting your online subject, to ensure you remain eligible to attain your Queensland Certificate of Education.

How do I enrol?

1. Work with your school through the SET planning process at your school
2. Complete the registration form which will be given to you by your school leader
3. Pay the \$100 enrolment fee



Professional Readiness Program

Program Description

The Professional Readiness Program offers students the opportunity to engage in a diverse selection of courses, empowering them to enhance their employability and further develop life skills. This program is custom-tailored for each individual student, allowing them to progress at their own pace whilst they build a portfolio that ensures they stand out from other candidates now and in the future. Throughout the two-year program, students will have the chance to pursue various qualifications, micro credentials and short courses encompassing but not limited to:

- FNS20120 Cert II in Financial Services
- BSB20120 Cert II in Workplace Skills*
- SIR10116 Cert I Retail
- BSB10120 Cert I Work Skills
- CHC24015 Cert II Active Volunteering
- ICT20120 Cert II Applied Digital Technologies*

In addition to this, in year 12, students have the opportunity to participate in the following full- day courses (pending minimum class numbers):

- Response service of Alcohol
- Responsible Gambling
- First Aid
- Prepare and Serve Espresso Coffee

Students will also be supported in applying for entry into the Griffith GUEST program which allows students to undertake university subjects while still at school. This is subject to student acceptance and availability of courses at the time.

Upon completion of the program, students will have amassed a robust portfolio of knowledge and skills that will greatly bolster their prospects for future employment beyond their college experience. This comprehensive portfolio will serve as a valuable asset, showcasing their abilities and enhancing their employability. Students may receive up to 15 QCE points upon completion of the program (subject to duplication of learning across other qualifications).

*pending application approval

Duration and Location

This is a two-year program delivered in Year 11 and 12 on site at Trinity College (RTO #30527). Students who participate in the GUEST program may be required to be off-site one day a week over a semester.

Delivery modes

A diverse array of instructional methods will be employed throughout the teaching and learning process of this qualification. These encompass a wide range of delivery modes, including face-to-face instruction, immersive work-based learning experiences, expert-guided learning sessions, and the flexibility of online training. This multifaceted approach ensures a dynamic and well-rounded educational experience for students, catering to their individual learning styles and preferences.

Fees

There are no additional costs involved in this course.

Assessment

Assessment for this course includes but is not limited to: completing practical tasks; group work; responding to case studies; short response tasks; project/folio work.

Work placement

Students have the option to undertake Industry Placement in an industry of their choosing across years 11 and 12, however not necessary for this course.

Course Outline

Through the completion of various qualifications, students will cultivate a diverse set of skills tailored to their chosen pathways. These encompass:

- Proficiency in personal budgeting and fundamental financial planning
- Comprehensive comprehension of taxation and planning principles
- Effective workplace communication skills
- Exceptional customer service abilities
- Collaboration and teamwork proficiency
- Digital literacy encompassing spreadsheeting, social media marketing, and word processing aptitude.

The development of this program stems from meticulous consultation with our esteemed local industry partners. It has been specifically designed to address identified skill and knowledge gaps that are prevalent among school leavers. By bridging these gaps, the program equips students with the essential competencies sought after by the industry, ensuring their seamless transition into the workforce.

Units of competency available upon student enrolment or as requested.

Pathways

Upon successfully completing this program, students will be equipped to pursue entry-level positions that align harmoniously with any additional vocational education qualifications they may have attained during years 11 and 12. This program offers students a personalized pathway, tailored to their specific areas of interest and expertise. As a result, they will possess a unique and versatile skill set that opens doors to diverse employment opportunities. Whether their vocational education qualifications lie in business, technology, hospitality, or any other field, students will have the advantage of a well-rounded foundation, enhancing their prospects for successful career placement.

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 in each qualification will be awarded a Qualification and a record of results by Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment



Senior Subject Curriculum

Year 11 and 12 Subjects (Subjects will run according to demand)	
General Subjects (ATAR)	Vocational (Certificate Courses)
Ancient History (Online) Biology Business Chemistry Design Digital Solutions (Online) Drama English (English) Literature Film, Television & New Media Food and Nutrition General Mathematics Health Japanese Legal Studies Marine Science Mathematical Methods Modern History Music Music Extension (Year 12 Performance) Physical Education Physics (Alternate Sequence) Psychology (Concurrent) Spanish Specialist Mathematics (Concurrent) Study of Religion Visual Art (Alternate Sequence)	CPC10120 Certificate I in Construction AUR20720 Certificate II in Automotive Vocational Preparation [RTO: TAFE Queensland Gold Coast # 0083] UEE22011 Certificate II in Electrotechnology [RTO: TAFE Queensland Gold Coast # 0083] HLT23215 Certificate II in Health Support Services /HLT33115 Certificate III in Health Services Assistance – [RTO: Connect 'n Grow # 40518] SIT20322 Certificate II in Hospitality/SIT20122 Certificate II in Tourism SHB20116 Certificate II in Retail Cosmetics SHB20216 Certificate II in Salon Assistance - Hairdressing and Barbering [RTO: Creative Edge Training # 41497] FSK20119 Certificate II in Skills for Work and Vocational Pathways 10741NAT Certificate III in Christian Ministry and Theology [RTO: Institute of Faith Education # 31402] CUA30120 Certificate III in Dance* CUA30720 Certificate III in Design Fundamentals* SIS30321 Certificate III in Fitness [RTO: Binnacle Training # 31319] ICT30120 Certificate III in Information Technology* (Animation/Game Development) ICT30120 Certificate III in Information Technology* (Programming/Web Development) CUA30920 Cert III Music* CUA31020 Certificate III in Screen and Media SIS30115 Certificate III in Sport and Recreation [RTO: Binnacle Training # 31319] CUA31120 Certificate III in Visual Arts* BSB40120 Certificate IV in Business 10971NAT Certificate IV in Justice Studies [RTO: Unity College # 32123] BSB50120 Diploma of Business [RTO: Get Set Education # 45252] All courses are delivered by Trinity College RTO #30527 unless otherwise specified *Pending application approval
Applied Subjects	
Aquatic Practices Building and Construction Skills Drama in Practice Essential English Essential Mathematics Fashion Industrial Technical Skills Religion & Ethics Visual Arts in Practice	



Senior Subjects



Ancient History (Alternative Sequence)

General Senior Subject

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 — Slavery Ancient societies — Art and architecture Ancient societies — Weapons and warfare Ancient societies — Technology and engineering Ancient societies — The family Ancient societies — Beliefs, rituals and funerary practices.	Personalities in their time Hatshepsut Akhenaten Xerxes Perikles Alexander the Great Hannibal Barca Cleopatra Agrippina the Younger Nero Boudica Cao Cao Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) Richard the Lionheart Alternative choice of personality	Reconstructing the ancient world Thebes — East and West, 18th Dynasty Egypt The Bronze Age Aegean Assyria from Tiglath Pileser III to the fall of the Empire Fifth Century Athens (BCE) Philip II and Alexander III of Macedon Early Imperial Rome Pompeii and Herculaneum Later Han Dynasty and the Three Kingdoms The 'Fall' of the Western Roman Empire The Medieval Crusades	People, power and authority Schools choose one study of power from: Ancient Egypt — New Kingdom Imperialism Ancient Greece — the Persian Wars Ancient Greece — the Peloponnesian War Ancient Rome — the Punic Wars 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%

Aquatic Practices

Applied Senior Subject

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing, and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs, and other opportunities available for participating in and contributing to aquatic activities.

Projects and investigations are key features of Aquatic Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike aquatic contexts. It is anticipated that there will be 5 hours of fieldwork per unit.

Pathways

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens.

Objectives

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

- develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict, and uncertainty.
- gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness, and a willingness to make necessary compromises to accomplish common goals.
- learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols, and diagrams associated with scientific communication.
- apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.
- Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively, and efficiently in practical aquatic situations.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Aquatic ecosystems <ul style="list-style-type: none">• Factors affecting aquatic ecosystems both natural and man-made.• Understand the significance of waterways in Aboriginal and	Recreational and Commercial Fishing <ul style="list-style-type: none">• Explain and perform different fishing techniques and the management of fish stocks.• Develop an understanding of	Aquariums and Aquaculture <ul style="list-style-type: none">• Understand biotic and abiotic components that need to be monitored and maintained in an aquarium, aquaculture,	Representations and popular culture texts <ul style="list-style-type: none">• explore oceanography, vessel design and marine engineering.• explain the different hull shapes and the principles of

<p>Torres strait Islander culture.</p> <ul style="list-style-type: none"> • Develop an understanding of conservation management of aquatic ecosystems 	<p>the common types of fishing gear and model their use.</p> <ul style="list-style-type: none"> • Prepare seafood dishes. 	<p>aquaponics or mariculture system.</p> <ul style="list-style-type: none"> • explore career and business opportunities relating to aquaculture and develop skills to prepare them to participate in this industry. 	<p>mechanical and non-mechanical boat propulsion systems.</p> <ul style="list-style-type: none"> • analyse and interpret the effects of hull shape on performance and the impact of salt water on marine equipment.
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Assessment

Students will complete two assessment instruments for each unit. Assessments are developed considering students and school context. The units are stand alone units and can be taken in any order.

Summative assessments

Students will complete 4 summative assessments for their exit grade in Units studied in Year 12. Due to the nature of the course units may either be studied in Year 11 or 12.

Biology

General Senior Subject

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

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

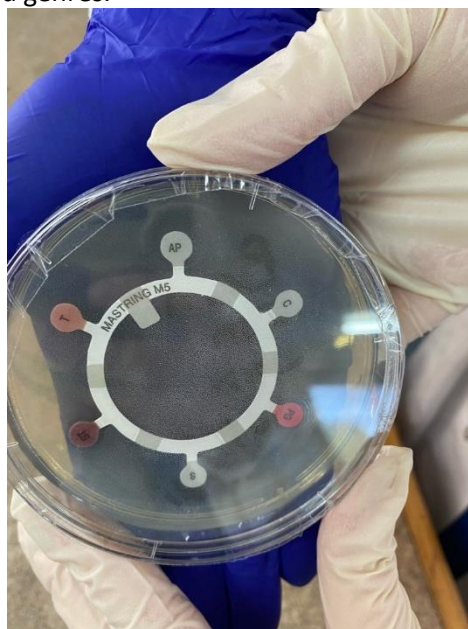
Pathways

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

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 <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms	Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics	Heredity and continuity of life <ul style="list-style-type: none">• 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): 50% Examination			



Building and Construction Skills

Applied Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core Topics	Elective Topics
<ul style="list-style-type: none">• Industry practices• Construction processes	Carpentry plus at least two other electives: <ul style="list-style-type: none">• Bricklaying• Concreting• Landscaping• Plastering and 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
<ul style="list-style-type: none">• A response to a single task, situation and/or scenario.	<ul style="list-style-type: none">• A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3–6 minutes• product: continuous class time.	<ul style="list-style-type: none">• Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none">• 60–90 minutes50–250 words per item

Business

General Senior Subject

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

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

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

Pathways

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

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 <ul style="list-style-type: none">• Fundamentals of business• Creation of business ideas	Business growth <ul style="list-style-type: none">• Establishment of a business• Entering markets	Business diversification <ul style="list-style-type: none">• Competitive markets• Strategic development	Business evolution <ul style="list-style-type: none">• Repositioning a business• Transformation of a business

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%



Chemistry

General Senior Subject

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

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

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

Pathways

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

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

Assessment

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 assessment

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			

Design

General Senior Subject

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 <ul style="list-style-type: none">• Experiencing design• Design process• Design styles	Commercial design <ul style="list-style-type: none">• Explore — client needs and wants• Develop — collaborative design	Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design <ul style="list-style-type: none">• 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%

Digital Solutions (Online)

General Senior Subject

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

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

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

Pathways

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

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

Drama

General Senior Subject

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

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

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

Pathways

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

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? <ul style="list-style-type: none">• 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? <ul style="list-style-type: none">• Realism, including Magical Realism, Australian Gothic• associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none">• 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? <ul style="list-style-type: none">• 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): 25% Examination — extended response			

Drama in Practice

Applied Senior Subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works

Structure

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

Core	Electives	
Dramatic principles Dramatic practices	Acting (stage and screen) Career pathways (including arts entrepreneurship) Community theatre Contemporary theatre Directing Playbuilding	Scriptwriting Technical design and production The theatre industry Theatre through the ages World theatre

Assessment

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

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended Response	Investigation
A response to a single task, situation and/or scenario that contains two or more components	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance onstage (stage acting) <ul style="list-style-type: none"> – 2–4 minutes: individual – 1½–3 minutes: group • performance onstage (screen acting) <ul style="list-style-type: none"> – 2–3 minutes: individual – 1½–2 ½ minutes: group • performance offstage (directing, designing) <ul style="list-style-type: none"> – 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • Product; Variable conditions 	<ul style="list-style-type: none"> • acting performance (stage) <ul style="list-style-type: none"> – 3–5 minutes: individual – 2–4 minutes: group • acting performance (screen) <ul style="list-style-type: none"> – 2½–3½ minutes: individual – 2–3 minutes: group • directing performance <ul style="list-style-type: none"> – 5–7 minutes: individual (excluding actors delivering text) 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation : 4–7 minutes.

English

General Senior Subject

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

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

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

Pathways

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

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 <ul style="list-style-type: none">• Examining and creating perspectives in texts	Texts and culture <ul style="list-style-type: none">• Examining and shaping representations of culture in texts	Textual connections <ul style="list-style-type: none">• Exploring connections between texts	Close study of literary texts

<ul style="list-style-type: none"> • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts 	<ul style="list-style-type: none"> • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts 	<ul style="list-style-type: none"> • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts 	<ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts
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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 for a 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%

(English) Literature

General Senior Subject

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

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

Assessment

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): <ul style="list-style-type: none">• Examination — analytical written response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — analytical written response	25%

Essential English

Applied Senior Subject

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

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

Assessment

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	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Extended response — Written response



Essential Mathematics

Applied Senior Subject

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance.

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

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

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



Pathways

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

Objectives

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

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

Structure

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



Fashion

Applied Senior Subject

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

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

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

Pathways

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

Objectives

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

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products

create communications that convey meaning to audiences

Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core Topics	Elective topics	
<ul style="list-style-type: none">• Fashion culture• Fashion technologiesFashion design	<ul style="list-style-type: none">• Adornment<ul style="list-style-type: none">– Accessories– Millinery– Wearable art• Collections• Fashion designers	<ul style="list-style-type: none">• Fashion in history• Haute couture• Sustainable clothing• Textiles• Theatrical design• Merchandising

Assessment

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

- two projects
- one extended response.

Project	Investigation	Elective topics	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes product: 1–4.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutesmultimodal: 4–7 minutes.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	<ul style="list-style-type: none">• products 1–4

Film, Television and New Media

General Senior Subject

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

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

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

Pathways

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

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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): 25% Examination — extended response			

Food and Nutrition

General Senior Subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- 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
Food science of vitamins, minerals and protein <ul style="list-style-type: none">• Introduction to the food system• Vitamins and minerals• Protein• Developing food solutions	Food drivers and emerging trends <ul style="list-style-type: none">• Consumer food drivers• Sensory profiling• Labelling and food safety• Food formulation for consumer markets	Food science of carbohydrate and fat <ul style="list-style-type: none">• The food system• Carbohydrate• Fat• Developing food solutions	Food solution development for nutrition consumer markets <ul style="list-style-type: none">• Formulation and reformulation for nutrition consumer markets• Food development process

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	20%	Summative internal assessment 3 (IA3): Project — folio	30%
Summative internal assessment 2 (IA2): Project — folio	25%	Summative external assessment (EA): Examination	25%



General Mathematics

General Senior Subject

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

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

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

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of Business, Commerce, Education, Finance, IT, Social Science and the Arts.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none">• Consumer arithmetic• Shape and measurement• Linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none">• Applications of trigonometry• Algebra and matrices• Univariate data analysis	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none">• Bivariate data analysis• Time series analysis• Growth and decay in sequences• Earth geometry and time zones	Investing and networking <ul style="list-style-type: none">• Loans, investments and annuities• 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): 50% Examination			



Health

General Senior Subject

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
<ul style="list-style-type: none">• Resilience as a personal health resource	<ul style="list-style-type: none">• Peers and family as resources for healthy livingAlcohol (elective)Body image (elective)	<ul style="list-style-type: none">• Community as a resource for healthy livingHomelessness (elective)Road safety (elective)Anxiety (elective)	<ul style="list-style-type: none">• 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%





Industrial Technology Skills

Applied Senior Subject

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

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

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

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 Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	Aeroskills	<ul style="list-style-type: none">• Aeroskills mechanical• Aeroskills structures
	Automotive	<ul style="list-style-type: none">• Automotive mechanical• Automotive body repair• Automotive electrical
	Building and construction	<ul style="list-style-type: none">• Bricklaying• Plastering and painting• Concreting• Carpentry• Tiling• Landscaping
	Engineering	<ul style="list-style-type: none">• Sheet metal working• Welding and fabrication• Fitting and machining
	Furnishing	<ul style="list-style-type: none">• Cabinet-making• Furniture finishing• Furniture-making• Glazing and framing• Upholstery
	Industrial graphics	<ul style="list-style-type: none">• Engineering drafting• Building and construction drafting• Furnishing drafting
	Plastics	<ul style="list-style-type: none">• Thermoplastics fabrication• Thermosetting fabrication

Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this 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
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3–6 minutes• product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item



Japanese

General Senior Subject

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

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

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

Pathways

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



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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	私達のまわり Exploring our world <ul style="list-style-type: none">• Travel• Technology and media• The contribution of Japanese culture to the world	私達の社会 Our society <ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Groups in society	私の将来 My future <ul style="list-style-type: none">• Finishing secondary school, plans and reflections• Responsibilities and moving on

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%



Legal Studies

General Senior Subject

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 <ul style="list-style-type: none">• Legal foundations• Criminal investigation process• Criminal trial process• Punishment and sentencing	Balance of probabilities <ul style="list-style-type: none">• Civil law foundations• Contractual obligations• Negligence and the duty of care	Law, governance and change <ul style="list-style-type: none">• Governance in Australia• Law reform within a dynamic society	Human rights in legal contexts <ul style="list-style-type: none">• Human rights• 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%

Marine Science

General Senior Subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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 Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, 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
Oceanography <ul style="list-style-type: none"> • An ocean planet • The dynamic shore 	Marine biology <ul style="list-style-type: none"> • Marine ecology and biodiversity • Marine environmental management 	Marine systems — connections and change <ul style="list-style-type: none"> • The reef and beyond • Changes on the reef 	Ocean issues and resource management <ul style="list-style-type: none"> • Oceans of the future • Managing fisheries

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





Mathematical Methods

General Senior Subject

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics.

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

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

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

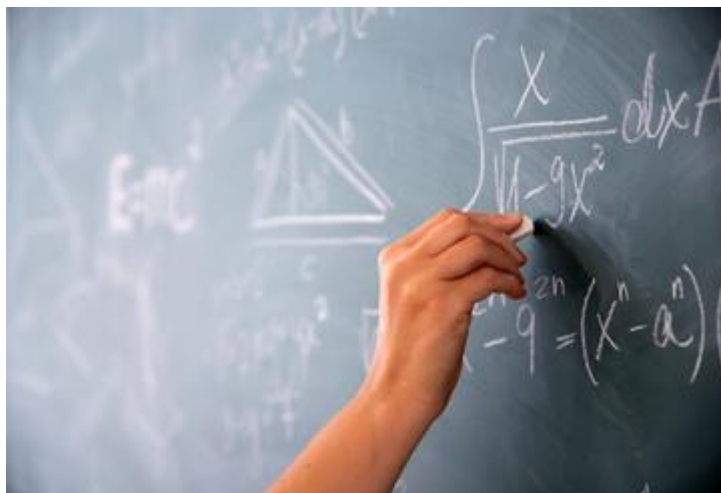
Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially Physics and Chemistry), Mathematics and Science education, medical and health sciences (including human biology, Biomedical science, Nanoscience and Forensics), Engineering (including chemical, civil, electrical and mechanical Engineering, avionics, communications and mining), computer science (including electronics and software design), Psychology and Business.

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • 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): 50% Examination			

Modern History (Alternative Sequence)

General Senior Subject

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

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

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

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

Pathways

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

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
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers’ movement since the 1860s • Women’s movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	National experiences in the modern world <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • 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%



Music

General Senior Subject

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

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

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

Pathways

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

Objectives

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

- demonstrate technical skills
- explain the use of 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

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



Music Extension (Performance)

General Senior Subject

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

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

Objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

Assessment

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 1	20%	Summative internal assessment 3 (IA3): Performance project	35%
Summative internal assessment 2 (IA2): Investigation 2	20%		
Summative external assessment (EA): 25% Examination — extended response			



Physical Education (Alternative Sequence)

General Senior Subject

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

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

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

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

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

Pathways

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



Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none">• Motor learning integrated with a selected physical activity• Functional anatomy and biomechanics integrated with a selected physical activity	Sport psychology, equity and physical activity <ul style="list-style-type: none">• Sport psychology integrated with a selected physical activity• Equity — barriers and enablers	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none">• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity• Ethics and integrity	Energy, fitness and training and physical activity <ul style="list-style-type: none">• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

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%



Physics (Alternative Sequence)

General Senior Subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

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
<ul style="list-style-type: none">• Linear motion and force• Gravity and motion	<ul style="list-style-type: none">• Ionising radiation and nuclear reactions• Special relativity• The Standard Model	<ul style="list-style-type: none">• Heating processes• Electrical circuits	<ul style="list-style-type: none">• Waves• Quantum theory• Electromagnetism

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			

Psychology (Concurrent)

General Senior Subject

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

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

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

Pathways

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

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 <ul style="list-style-type: none">• Psychological science A• The role of the brain• Cognitive development• Human consciousness and sleep	Individual behaviour <ul style="list-style-type: none">• Psychological science B• Intelligence• Diagnosis• Psychological disorders and treatments• Emotion and motivation	Individual thinking <ul style="list-style-type: none">• Localisation of function in the brain• Visual perception• Memory• Learning	The influence of others <ul style="list-style-type: none">• 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			

Religion & Ethics

Applied Senior Subject

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

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

Pathways

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

Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

Structure

The Religion & Ethics course is designed around core perspectives that are explored within elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core perspectives	Elective topics
<ul style="list-style-type: none">• Who am I? The personal perspective• Who are we? The relational perspective• Is there more than this? The spiritual perspective	<ul style="list-style-type: none">• The Australian scene• Sacred Stories• Heroes & role models• Peace & Conflict• Ethics & Morality• Meaning & purpose

Assessment

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

- Investigation - Multimodal response.
- Investigation - Written response.
- Examination – Short Response to Stimulus.
- Extended Response – Written folio.

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test





Spanish

General Senior Subject

Spanish provides students with the opportunity to reflect on their understanding of the Spanish 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 Spanish-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 Spanish can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend Spanish to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Spanish 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 Spanish.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	La exploración de nuestro mundo Exploring our world <ul style="list-style-type: none">• Travel• Technology and media• The contribution of Spanish culture to the world	Nuestra Sociedad Our society <ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Groups in society	Mi futuro My future <ul style="list-style-type: none">• Finishing secondary school, plans and reflections• Responsibilities and moving on

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%



Specialist Mathematics

General Senior Subject

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

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

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

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of Science, all branches of Mathematics and statistics, Computer Science, Medicine, Engineering, Finance and Economics.

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none">• Combinatorics• Vectors in the plane• Introduction to proof	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none">• Complex numbers 1• Trigonometry and functions• Matrices	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none">• Proof by mathematical induction• Vectors and matrices• Complex numbers 2	Further statistical and calculus inference <ul style="list-style-type: none">• 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): 50% Examination			

Study of Religion

General Senior Subject

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

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

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Pathways

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

Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings <ul style="list-style-type: none">• Sacred texts• Abrahamic traditions	Religion and ritual <ul style="list-style-type: none">• Lifecycle rituals• Calendrical rituals	Religious ethics <ul style="list-style-type: none">• Social ethics• Ethical relationships	Religion, rights and the nation-state <ul style="list-style-type: none">• Religion and the nation–state• Religion and human rights

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

Visual Art

General Senior Subject

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

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

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

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

Pathways

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

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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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): 25% Examination			



Visual Arts In Practice

Applied Senior Subject

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

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

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

Pathways

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

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

Assessment

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

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

Project	Product	Extended Response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) <p>presentation: 3–6 minutes.</p>	variable conditions	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) <p>presentation: 4–7 minutes.</p>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) <p>presentation: 4–7 minutes.</p>



Vocational Education (VET)

Trinity College offers students nationally recognised courses which are equivalent to the courses being offered by TAFE Colleges and other private Colleges. These courses have been designed by industry and are nationally recognised. Students who complete individual competencies or entire Certificate courses will be recognised by employers, TAFE and private Colleges throughout Australia.

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

Trinity College is committed to completing the outlined training and assessment once students have started study in their chosen qualification(s) or course(s) from the course start date, and meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that will lead to a Statement of Attainment. In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement, the College, will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred).

Should a student start in a VET course late (i.e. after course commencement, Term 1 Year 11), a student may not obtain the full qualification. Where a student has been deemed competent in an individual unit of competency(ies) the student will be issued a Statement of Attainment (SOA).

VETiS Funding

All qualifications which are delivered by the Trinity College Beenleigh RTO (#30527) are fully funded by Trinity College (no additional charge or access to VETiS funding). Some courses are delivered through internship agreements with external RTO's, which may either incur a fee or be included in the State Governments VET Investment Budget (VETiS Funding).

Due to funding and restrictions that have been imposed by the State government, the VET Investment Budget will only fund **one funded VET in Schools** employment stream qualification, delivered by an external Registered Training Organisation. As a result, students who choose a subject covered in VETiS will be unable to receive another funded VET in Schools program.

Example 1. Student selects Cert II Automotive AND Cert II Electrotechnology. Only one qualification can access VETiS Funding, and the other must be paid for in full.



Example 2. Student selects Cert III Fitness and Certificate II Hair Salon Assistant. Cert III Fitness is fully funded by Trinity College and VETiS funding is used for Cert II Hair Salon Assistant.

For further information on VETiS Funding and eligibility, please contact the VET and Pathways Leader Mrs Alicki Campbell alicki.campbell@bne.catholic.edu.au

School-Based Apprenticeships or Traineeships (SATs)

Vocational Education and Training (VET) students have the opportunity to include in their studies, training and learning external to the school. School Based Apprenticeships and Traineeships (SATs) are arranged through the school.

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

Industry Placement Program (IP WEEK)

Industry Placement or Structured Work Placement allows students to gain invaluable knowledge and skills through ongoing involvement with industries of their choice. Students participate in a one-week blocks of Industry Placement where they apply the skills they have learnt in their VET courses whilst at school. IP week may be compulsory for some certificates. Please review certificate information.

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

To be eligible for the Industry Placement (IP) Program, students should study mostly Applied subjects and at least one VET course, however students on an ATAR Pathway may apply to the VET and Pathways Leader Mrs Alicki Campbell (alicki.campbell@bne.catholic.edu.au) or the Assistant Principal – Curriculum Mr Craig Hirst (chirst@bne.catholic.edu.au) for inclusion in the IP Program. General Subjects continue to run during IP weeks.

Trade Pathways Program

All students who undertake a course in the Trade Training Centre or have an interest in Trades may participate in the Trinity Trade Pathways Program. It is recommended, however not necessary to also select Cert II Skills For Work to participate in this program. Students must commence this program in year 11 and continue through to year 12. This program will provide mentoring to students on how to secure work, access to work experience and assist students in securing an apprenticeship in their desired trade. Please note apprenticeships and employment are not guaranteed by participating in this program. This is an extracurricular program where students may be required to meet during lunch times and may be required to complete work experience over a period of time (as agreed by the parent and employer). Student academic performance and attendance at school will also be monitored to continue involvement in the program.

Vocational Certificate Courses

Trinity College

RTO number: 30527



CPC10120 Certificate I in Construction

Qualification description

This qualification was developed primarily to provide a general Vocational Education and Training (VET) in Schools option for students interested in manufacturing below the technician and professional levels. The Certificate I in Construction offers students an opportunity to study at a basic level the principles of manufacturing practice and to apply this knowledge to practical projects.

Areas of the industry they will cover are:

- Carpentry
- Concreting
- Brick and block laying
- Tiling

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

Entry requirements

Cert I Construction in year 10 is recommended, however not essential. Please note that only Certificate 1 in Construction is available to students who elect to start the course in year 11 as there is not enough time to complete both qualifications.

Duration and location

This is a one-year course delivered in Years 10, 11 and 12 on site at Trinity College. (RTO 30257)

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.

Fees

There are no additional costs involved in this course

Assessment

Assessment is competency based and completed in a simulated construction environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a construction setting as closely as possible.

Assessment techniques include:

- Folio of work
- Written theory books
- Observations with checklists
- Practical skill performance
- Work placement feedback or evidence gathered through work placement, project assessment and teacher questioning.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real construction environment

Course units

Competencies covered in Cert I Construction

CPCCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011	Undertake a basic construction project
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2005	Use construction tools and equipment
CPCCOM1013	Plan and organise work
CPCCCM2004	Handle construction materials
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001	Read and interpret plans and specifications

Pathways

This qualification may articulate into:

- Certificate II in Construction
- Diploma in Construction
- Diploma in Engineering
- Diploma in Surveying

See other construction qualifications at training.gov.au.

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 11/12 units of competency will be awarded a Qualification and a record of results by Trinity College.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

AUR20720 Certificate II in Automotive Vocational Preparation

Qualification description

Kick start your career in the automotive industry with this foundation qualification. This entry-level course will give you the confidence you need to seek an automotive apprenticeship

The automotive industry offers the opportunity to get involved in a broad-based skills area driven by new technologies. Automotive employment opportunities are emerging in diagnostic, servicing, repair and maintenance roles across Australia.

In this course you will gain the basic skills and knowledge required to carry out workplace tasks safely and effectively. You will become familiar with electrical and mechanical components and systems and learn how to use appropriate tools and equipment to complete basic removal, inspection and refitting of automotive components.

This course will set you on the path to finding an apprenticeship in a wide range of automotive occupations including as a light or heavy vehicle mechanic, an automotive electrician, a diesel fitter or an outdoor power equipment technician. You may also like to seek employment as a vehicle service assistant or as an automotive parts interpreter.

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

Entry requirements

There are no pre-requisites for study in this course.

Duration and location

This is a 9-month course delivered to Years 11 and 12 on site at Trinity College in partnership with TAFE Qld Gold Coast (RTO 0083).

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.

Fees

This course is covered by Vetis Funding if first course undertaken. Fee for service available: price on request

Work placement

Students are required to complete 40 hours of work placement for this course which can be completed during Work Experience or Industry Placement Week.

School Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed 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 by TAFE QLD Gold Coast. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Course Units

AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURETK001	Identify, select and use low voltage electrical test equipment
AURTTA001	Remove and tag steering, suspension and braking system components
AURTTA002	Assist with automotive workplace activities
AURTTA127	Carry out basic servicing operations
AURTTE003	Remove and tag engine system components

Assessment

Students may be assessed using a variety of techniques:

- Practical based tests and assignments
- Demonstration of skills using particular salon equipment
- Completion of simulations
- Written and practical case studies/assignments

Pathways

This qualification satisfies the training & skills requirements for a number of occupations including: Mechanics Assistant, a Specialist Service Person in the light automotive, agricultural and mining industries. Students can also follow a pathway to Certificate III in Mechanical Technology or a Certificate III in Automotive Specialist.

UEE22020 Certificate II in Electrotechnology (Career Start)

Qualification description

Kick start your career in the electrotechnology industry with this entry-level course. Build the skills you need to get your foot in the door for an apprenticeship or seek trade assistant work to get you started.

In this course you will learn the skills needed to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits. You'll learn about environmentally sustainable work practices and the selection and use of materials, tools and components for electrical work. This course also covers a General Safety Induction course (White Card) – an industry requirement to work on Queensland construction sites, and some of the units needed for the first stage of an electrical apprenticeship.

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

Entry requirements

Energy Skills Queensland recommends that students have completed Year 10 with passes in Mathematics, English and Science and have a minimum entry age of 14.

Duration and location

This is a 12 month course delivered in Years 11 or 12 on site at Trinity College in partnership with TAFE Queensland (RTO 0275).

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.

Assessment

Electrotechnology students may be assessed using a variety of techniques:

- Practical based tests and assignments
- Demonstration of skills using particular electrical equipment
- Completion of electrical simulations
- Written and practical case studies/assignments/tests.
- Compulsory Work placement is required.

School Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed 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 by TAFE Queensland. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Course Units

UEECD0007	Apply Work Health and Safety regulations, codes and practices in the workplace
UEECD0046	Solve problems in single path circuits
UEECD0052	Use of routine equipment/plant/technologies in an energy sector environment
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
CPCCWHS1001	Work safely in the construction industry
HLTAID009	Provide cardiopulmonary resuscitation
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electrotechnology equipment
UEECD0035	Provide basic instruction in the use of electrotechnology apparatus
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0033	Produce products for carrying out energy sector work activities
UEERE0001	Apply environmentally and sustainable procedures in the energy sector

Fees

This course is covered by VETIS Funding if it is the first course undertaken. Fee for service available for \$4911.

Work experience

This program does not contain a compulsory Work Experience component; however we recognise the value and employment opportunities that Work Experience provides.

Pathways

Graduates of this course will gain credits towards the underpinning knowledge of a Trade Certificate (first year apprenticeship) in the Electrotechnology trade. Students can also follow a pathway to the UEE30820 Certificate III in Electrotechnology (Electrician) qualification, UEE32220 Certificate III in Refrigeration and Air Conditioning.

SIT20316 Certificate II in Hospitality / SIT20116 Certificate II in Tourism

Qualification description

This course is designed to provide students with an insight into the hospitality/ tourism industry and the opportunities that it presents to young people. This is a highly practical course which gives students an opportunity to complete the full Certificate II in Hospitality and Certificate II in Tourism. The course offers studies in the structure and nature of the hospitality/ tourism industry as well as providing entry level training in a number of hospitality/ tourism fields such as food and beverage preparation and service, front and back house staff, retail travel, tourist attractions, tour guidance etc. It is a requirement that students will be working at designated College functions.



Entry requirements

Year 10 Certificate I in Hospitality is recommended but not essential.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity College. (RTO 30527)

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

Students are provided with the opportunity to do structured workplace learning, where they could work in the hospitality and tourism industry.

Fees

There are no additional costs involved in this course.

Assessment

Hospitality/ Tourism students may be assessed during a variety of techniques including: Computer based tests and assignment; Tourism and Hospitality simulations; Oral presentations and role play activities; Field reports. Some practical assessments will be held outside school hours and are compulsory. Students must be committed to participation in theoretical and practical lessons and industry placement.

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 / 11 units of competency will be awarded a Qualification and a record of results from Trinity College.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Course units

Competencies covered in Certificate II in Hospitality

BSBTWK201	Work Effectively with others
SITIND006	Source and use information on the hospitality industry
SITIND007	Use hospitality skills effectively
SITXCCS011	Interact with Customers
SITXCOM007	Show social and cultural sensitivity
SITWHS005	Participate in Safe work practices
SITXFSA005	Use hygiene practices for food safety
SITHCCC0024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHFAB025	Prepare and serve espresso coffee
SITXCCS010	Provide Visitor Information
Sithfab021	Provide responsible service of alcohol

Competencies covered in Certificate II in Tourism

SITIND003	Source and use information on the tourism and travel industry
SITXCCS011	Interact with Customers
SITXCOM007	Show social and cultural sensitivity
SITWHS005	Participate in Safe work practices
SITXCCS009	Provide customer information and assistance
SITXCCS0010	Provide Visitor Information
SIRXSL001	Sell to the retail customer
CUAEUP211	Assist with the staging of public activities or events
SITXFSA005	Use hygienic practices for food safety
SITIND004	Source and use information on the holiday park and resort industry
STIHFAB021	Provide responsible service of alcohol

Pathways

This qualification may articulate into:

- Cert III in Hospitality
- Cert III in Tourism

See other qualifications at training.gov.au

SHB20121 Certificate II in Retail Cosmetics*

Qualification description

This qualification reflects the role of retail sales personnel involved in a defined range of tasks to sell and demonstrate beauty or cosmetic products. They follow known routines and procedures and work under direct supervision.

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

Entry requirements

There are no pre-requisites for study in this course.

Duration and location

This is a 12 month course delivered in Years 11 or 12 on site at Trinity College in partnership with TAFE Queensland (RTO 0275).

*pending class numbers

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.

Fees

This course is covered by VETIS Funding if first course undertaken.

Fee for service available: price on request

Assessment

The assessment is conducted using a combination of realistic workplace tasks, projects, knowledge tests and responses to case studies.

School Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed 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 TAFE Queensland. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

Course Units

Core	
SHBXCCS007	Conduct salon financial transactions
SHBBCCS004	Demonstrate retail skin care products
SHBXIND005	Communicate as part of a salon team
SHBXWHS003	Apply safe hygiene, health and work practices
SHBXIND003	Comply with organisational requirements within a personal services environment
SHBBCCS005	Advise on beauty products and services
SHBBMUP009	Design and apply makeup
SIRXIND003	Organise personal work requirements
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
Electives	
SIRRINV001	Receive and handle retail stock
SHBBRES003	Research and apply beauty industry information
SHBBINF002	Maintain infection control standards
BSBSUS211	Participate in sustainable work practices
SIRRMER001	Produce visual merchandise displays
SHBBMUP010	Design and apply Photographic makeup

Pathways

This qualification provides a pathway to work as a retail sales consultant in any business that sells beauty or cosmetic products and services. This can include beauty and hairdressing salons, retail outlets and department stores.

Students may wish to continue their learning in either the Hairdressing and / or Beauty Industry by enrolling in the following fields:

- SHB20216 - Certificate II in Salon Assistant
- SHB30121 - Certificate III in Beauty Services
- SHB30416 - Certificate III in Hairdressing
- SHB30221 - Certificate III in Make-Up
- SHB30321 - Certificate III in Nail Technology
- SHB40121 - Certificate IV in Beauty Therapy
- SHB50121 Diploma of Beauty Therapy



SHB20216 Certificate II in Salon Assistant – Hairdressing or Barbering *

Qualification description

This is a preparatory qualification which provides a defined and limited range of basic skills and knowledge used in hairdressing salons or in barbers by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers or barbers who manage the client service.

The combined skills and knowledge do not provide for a job outcome as a hairdresser and this qualification is intended to prepare individuals for further training.

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

Entry requirements

There are no pre-requisites for study in this course.

Duration and location

This is a 12-month course delivered in Years 11 or 12 on site at Trinity College in partnership with TAFE Queensland Training (RTO 0275). *pending class numbers

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.

Fees

This course is covered by VETiS Funding if first course undertaken.

Fee for service available: price on request

Assessment

The assessment is conducted using a combination of realistic workplace tasks, projects, knowledge tests and responses to case studies.

School Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed 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 Creative Edge Training. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Course Units

BSBWHS201	Contribute to health and safety of self and others
SHHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team
Electives	
SHHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SHBHDES002	Braid hair
SHBHIND002	Research and use hairdressing industry information
SHBHREF005	Rinse and neutralise chemically restructured hair
SHBXCCS004	Recommend products and services
SIRRMER001	Produce visual merchandise displays
SIRRINV001	Receive and handle retail stock
SIRXSLS001	Sell to the retail customer

Work placement

40 hrs work placement is highly encouraged for Students to complete in the La Valla Salon or arranged through work placement in an external Salon or Barbershop and can be completed during Work Experience or Industry Placement Week.

Pathways

On completion of your course, you may wish to further your studies in the PEAP (Pre-Employment Apprenticeship Program) to gain further skills in Hairdressing or Barbering. Alternatively, you may commence an apprenticeship in Hairdressing or Barbering whilst still at school. Creative Edge Training will happily discuss your individual career options.



FSK20119 Certificate II in Skills for Work and Vocational Pathways

Qualification description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

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

Entry requirements

None

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity College. *Pending application approval. (RTO 30527)

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 and online training.

Fees

There are no additional costs involved in this course.

Assessment

Assessment for this course includes but is not limited to

- completing practical tasks,
- hands-on activities,
- group work,
- responding to case studies,
- short response tasks
- project/folio work

Work placement

Students are provided with the opportunity to undertake industry placement in an industry of their choosing.

Course units

FSKLRG011	Use routine strategies for work-related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM018	Collect data and construct routine tables and graphs for work
FSKNUM027	Collect, organise and interpret statistical data for work
FSKNUM025	Use detailed maps to plan travel routes for work
FSKOCM007	Interact Effectively with others
FSKRDG010	Read and respond to routine workplace information
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM005	Use oral communication skills for effective workplace presentations
BSBTWK201	Work effectively with others
BSBWHS211	Contribute to the health and safety of self and others
BSBSUS211	Participate in sustainable work practices

Pathways

It is suitable for students 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.

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 14 units of competency will be awarded a Qualification and a record of results by Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

10741NAT Certificate III in Christian Ministry and Theology

Qualification description

The Certificate III in Christian Ministry and Theology is a nationally accredited qualification offered by the Institute of Faith Education (IFE) in partnership with the College. It is designed to be relevant for high school students and gives you the opportunity to study and reflect on your own beliefs and ethics and develop vital study and employability skills.

Student Selection

Sound comprehension skills and verbal communication skills are required to address the requirements of assessment.

Delivery Mode

Classroom

Fee for Service

There are no additional fees for this course

Outcome

10741NAT Certificate III in Christian Ministry and Theology

QCE Credits

8 maximum

Pathways

As a nationally accredited Certificate III, Compass supports your transition to employment, vocational and higher education including providing direct entry into some university courses. For further information download the detailed course brochure via the QR code or contact IFE.

Job Role

Employment within the Catholic or wider Christian sector such as education, health care, social services and aged care, including careers in business or management. The course builds far reaching generic skills that are relevant to careers in any sector, including critical and creative thinking, communication, teamwork, problem solving, social intelligence and customer service skills.

Delivery

A variety of practical learning activities develop skills for the workplace.

Recognition of Prior Learning

Students may apply for RPL (Recognition of Prior Learning) for specific units of competency if current knowledge and skills can be provided and verified.

Credit Transfer

Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment.

Learning Support

Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher.

Benefits of the Course

- *Compass* delivers great content that is applicable to life, employment and further study.
- A nationally recognised and accredited qualification that contributes up to 8 credits towards the QCE. It can also contribute to the ATAR.
- A completed Certificate III can provide direct entry to university.
- Improves chances of employment post school and/or university.
- Contemporary and relevant to current issues in the Australian community.
- A course highly valued by learners: Of more than 500 students surveyed in 2019 and 2020, 96% said they were satisfied with the course. 90% said they would recommend it to others. Students said the course focused on relevant skills, that they learnt to work with people and to plan and manage their own work, and that the course prepared them well for work.

Assessment

- As a vocational education training course, assessment is competency-based. There are no exams. Assessment includes, for example, practical projects, short written or verbal responses, team activities, presentations and creative learning tasks.

Course Overview

Module 1 – Community

- Consider the values and beliefs that shape Catholic communities and explore how they apply in your own school
- Learn teamwork and problem solving skills in your practical project.

Module 2 – The Story

- The Bible is one of the most influential books in the world. In this module you will learn to understand it better and will discuss its relevance today.
- Develop your teamwork, project management and communication skills in the practical project.

Module 3 – Choices

- Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact on life.
- Understand the importance of service learning and develop your skills at communicating your ideas.

Module 4 – The Edge

- Reflect on your life journey and explore the big questions in life.
- Articulate your own vision to support your future pathway.

If you would like to consider Compass as a subject and have further questions, visit the IFE website or contact the IFE today. We would love to speak with you. The Institute of Faith Education is a Registered Training Organisation. This qualification is issued by the Institute of Faith Education. Students are enrolled with the Institute of Faith Education. The course is taught face-to-face in the college by college staff.

<http://ife.qld.edu.au>

Phone 07 3324 3485

Email: ife@bne.catholic.net.au





Trinity College, Beenleigh

RTO number 30527



CUA30120 Certificate III in Dance

Qualification description

This qualification reflects the role of individuals working as entry level dancers in the live performance industry. Individuals are expected to demonstrate application of foundational skills and knowledge for routine activities expected for dance and live performance contexts.

The job roles that relate to this qualification may include ensemble dancer.

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

Entry requirements

Individuals must complete an audition or hold a Certificate II in Dance.

Duration and location

This is a two-year course delivered to Year 11 and 12 on site at Trinity College (RTO 30527)

Course units

CUACHR311	Develop basic dance composition skills
CUACHR412	Create short dance pieces
CUADAN331	Integrate rhythm into movement activities
CUAIND311	Work effectively in the creative arts industry
CUAPRF317	Develop performance techniques
CUAWHS311	Condition the body for dance performance
CUADAN318	Increase depth of contemporary dance technique
CUAPRF314	Develop audition techniques
CUADAN315	Increase depth of jazz dance technique
CUADTM311	Assist with dance teaching
CUAIND314	Plan a career in the creative arts industry
CUAMUP311	Prepare personal appearances for performances
CUAPRF316	Develop Musical Theatre techniques

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.

Fees

There are no additional costs involved in this course.

Assessment

- Folio of work
- Observation of performances
- Participation in school cultural events
- Video evidence of performances
- Theory Workbooks

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in the dance and arts industry

Pathways

Successful completion of this qualification allows students to directly enter the workforce and/or follow a path of further tertiary study at a higher level. Continuing studies could include: Certificate IV, Certificate IV, Diploma or Advanced Diploma courses related to the Entertainment Industry.

See other qualifications at training.gov.au.

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 13 units of competency will be awarded a Qualification and a record of results through Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CUA30720 Certificate III in Design Fundamentals *

Qualification description

This qualification reflects the role of individuals who are developing a broad range of technical and conceptual design skills and who take responsibility for own outputs in work and learning. Practice at this level is underpinned by the design process and introductory theory and history for a range of design contexts.

The outcomes of this qualification apply to those working in design roles across different work environments. The job roles that relate to this qualification may include Design Assistant, Junior Graphic Design Assistant and Junior Interior Design or Decorator Assistant. It also provides a pathway to other junior design assistant roles.

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

Entry requirements

Nil.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity College Beenleigh. *Pending application approval (RTO 30527)

Delivery modes

Face to face training will be used during the teaching and learning of this qualification.

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based. Units of competency are clustered and assessed in this way to replicate artistic process follow in industry.

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects

Course units

- To attain a CUA30720 Certificate III in Design Fundamentals, 12 units of competency must be achieved:

CUAACD311	Produce drawings to communicate ideas
CUADES201	Follow a design process
CUADES301	Explore the use of colour
CUADES302	Explore and apply the creative design process to 2D forms
CUADES304	Source and apply design industry knowledge
CUAPPR311	Produce creative work
CUAWHS312	Apply work health and safety practices
CUAACD313	Produce technical drawings
CUAACD314	Make scale models
CUAACD312	Produce computer-aided drawings
CUAANM313	Create 3D digital models
CUADES305	Source and apply information on the history and theory of design

Work placement

- Students are provided with the optional opportunity to do structured workplace learning, where they could work in a real artistic environment.

Pathways

This qualification may articulate into:

- Cert IV Design
- Diploma of Graphic Design
- Bachelor of Design, Bachelor of Architecture

See other financial qualifications at training.gov.au

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 15 units of competency will be awarded a Qualification and a Record of Results.

SIS30321 Certificate III in Fitness + SIS20115 Certificate II in Sport and Recreation

HOW DOES IT WORK

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

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

Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › Entry qualification: SIS20115 Certificate II in Sport and Recreation
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- › A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS



SKILLS ACQUIRED

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

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



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



SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:
SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 8 Units

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
\$365.00 per person (Cert II entry qualification =
\$265.00 + Cert III Gap Fee = \$100.00)
(+ First Aid \$55.00)

QCE Outcome:
Maximum 8 QCE Credits

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> Binnacle Lounge Induction The Sport, Fitness & Recreation (SFR) Industry Apply Knowledge of Coaching Practices
TERM 2	PROGRAMS
	<ul style="list-style-type: none"> Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 3	TOPICS
	<ul style="list-style-type: none"> Perform Research and Create a Group Presentation Organise and Complete Work Tasks
TERM 4	PROGRAMS
	<ul style="list-style-type: none"> Group Nutrition Presentation: Create and Deliver a Presentation to your Peers Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants
TERM 5	TOPICS
	<ul style="list-style-type: none"> Cardio and Conditioning Programs Anatomy and Physiology The SFR Industry
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Cardio Program Group Conditioning Sessions for Adolescent Participants
TERM 7	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology First Aid Course: HLTAID011 Provide First Aid
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20115 CERTIFICATE II IN SPORT AND RECREATION	
TERM 9	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology Health and Nutrition Consultations
TERM 10	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Gym Program: Adolescent Client Conduct Consultations with a Client (Peer) Plan and Conduct Sessions (Scenario Clients)
TERM 11	TOPICS
	<ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients Older Clients
TERM 12	PROGRAMS
	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Gentle Exercise Program: Participate in Gentle Exercise Sessions Mobility Program: Plan and Instruct Mobility Sessions
TERM 13	TOPICS
	<ul style="list-style-type: none"> Older Clients Specific Populations
TERM 14	PROGRAMS
	<ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One Sessions: Female and Male Adults aged 18+; and Older adults aged 55+

UNITS OF COMPETENCY

HLTAID011	Provide First Aid	ICTICT203	Operate application software packages
HLTWHS001	Participate in workplace health and safety	BSBSUS201	Participate in environmentally sustainable work practices
SISXEMR001	Respond to emergency situations	BSBOPS304	Deliver and monitor a service to customers
SISXIND001	Work effectively in sport, fitness and recreation environments	BSBPEF301	Organise personal work priorities
SISXCAI002	Assist with activity session	SISFFIT035	Plan group exercise sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge	SISFFIT036	Instruct group exercise sessions
SISXCCS001	Provide quality service	SISFFIT032	Complete pre-exercise screening and service orientation
BSBSUS211	Participate in sustainable work practices	SISFFIT033	Complete client fitness assessments
BSBWOR202	Organise and complete daily work activities	SISFFIT052	Provide healthy eating information
BSBTEC201	Use business software applications	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBTEC202	Use digital technologies to communicate in a work environment	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBTEC203	Research using the internet		

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

HLT33115 Certificate III in Health Services Assistance (including HLT23221 Certificate II in Health Support Services) *

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

None

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity College. *Pending application approval. (RTO 30527)

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.

Fees

There are no additional costs involved in this course.

Assessment

Assessment for this course includes but is not limited to

- completing practical tasks,
- hands-on activities,
- group work,
- responding to case studies,
- short response tasks
- project/folio work

Work placement

Students are required to complete 1 week of work experience in years 11 and 12 (2 weeks total) during Industry Placement week in an industry of their choice.

Course units

FSKLRG011	Use routine strategies for work-related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM018	Collect data and construct routine tables and graphs for work
FSKNUM027	Collect, organise and interpret statistical data for work
FSKNUM025	Use detailed maps to plan travel routes for work
FSKOCM007	Interact Effectively with others
FSKRDG010	Read and respond to routine workplace information
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM005	Use oral communication skills for effective workplace presentations
BSBTWK201	Work effectively with others
BSBWHS211	Contribute to the health and safety of self and others
BSBSUS211	Participate in sustainable work practices

Pathways

It is suitable for students 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.

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 14 units of competency will be awarded a Qualification and a record of results by Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.



Trinity College, Beenleigh

RTO number 30527



ICT30120 Certificate III in Information Technology (Animation/Game Development)

Qualification description

Put yourself at the forefront of new technology and development with a qualification that will set you up with a career as an IT professional. Increase your knowledge of industry-standard applications and learn about caring for hardware and more advanced features in operating systems, fault-finding, and creating games.

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

Entry requirements

Students must have good written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects. Junior Digital Technologies is beneficial, however not compulsory.

Duration and location

This is a three year course delivered in Years 10 to 12 on site at Trinity College. * (30527)

Course units

BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
CUAANM301	Create 2D digital animations
CUAANM302	Create 3D digital animations
ICTDMT405	Produce interactive animations
ICTGAM301	Apply simple modelling techniques
ICTGAM302	Design and apply simple textures to digital art
ICTGAM303	Review and apply the principles of animation

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.

Fees

There are no additional costs involved in this course.

Assessment

- Folio of work
- Review of existing products
- Providing ICT advice to client (work place and role plays)
- Building websites, games and apps.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in the IT industry.

Pathways

- Diploma of IDMT, Bachelor of IT.

See other qualifications at training.gov.au.

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 Trinity College.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

ICT30120 Certificate III in Information Technology (Programming / Web Development)

Qualification description

Put yourself at the forefront of new technology and development with a qualification that will set you up with a career as an IT professional. Increase your knowledge of industry-standard applications and learn about caring for hardware and more advanced features in operating systems, fault-finding, and creating games.

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

Entry requirements

Students must have good written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects. Junior Digital Technologies is beneficial, however not compulsory.

Duration and location

This is a three year course delivered in Years 10 to 12 on site at Trinity College. 30527)

Course units

BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
ICTICT430	Apply introductory object-oriented language skills
ICTPRG435	Write scripts for software applications
ICTWEB304	Build simple web pages
ICTWEB306	Develop web presence using social media
ICTWEB431	Create and style simple markup language documents
ICTICT438	Select, configure and deploy software and hardware testing tools

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.

Fees

There are no additional costs involved in this course.

Assessment

- Folio of work
- Review of existing products
- Providing ICT advice to client (work place and role plays)
- Building websites

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in the IT industry.

Pathways

- Diploma of IDMT, Bachelor of IT.

See other qualifications at training.gov.au.

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 Trinity College.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CUA30920 Certificate III in Music

Qualification description

This qualification reflects the role of individuals who apply a broad range of competencies in various work contexts in the music industry.

They use some discretion, judgement and theoretical knowledge, and may undertake routine activities and provide support to a team or work group.

They may work in music performance, sound production, music creation and composition, music business.

The job roles that relate to this qualification may include assistant sound technician, assistant music manager, musician, sound assistant and road crew.

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

Entry requirements

Nil.

Duration and location

This is a two-year course delivered to Year 11 and 12 on site at Trinity College (RTO 30527)

Course units

CUACMP31	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAIND314	Plan a career in the creative arts industry
CUAMPF312	Prepare for musical performances
CUAMPF414	Perform music as part of a group
CUAMCP311	Create simple musical compositions
CUAMCP313	Create simple musical pieces using music technology
CUASOU317	Record and mix basic music demos
CUAMPF311	Develop technical skills for musical performances
CUASOU308	Install and disassemble audio equipment
CUASOU331	Undertake live audio operations

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.

Fees

There are no additional costs involved in this course.

Assessment

- Folio of work
- Producing of videos, films and animations
- Participating in film competitions

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in the media industry.

Pathways

Diploma of Screen and Media, Bachelor of Arts / Creative Industries.

See other qualifications at training.gov.au.

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 11 units of competency will be awarded a Qualification and a record of results through Trinity College.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CUA31020 Certificate III in Screen and Media**Qualification description**

Make a start on your career in the media with this entry-level course. This qualification will give you the foundation skills needed to work in several assistant roles in film, sound, media, and web design.

Learn the practical skills and knowledge to create content for a range of media and visual design components, follow the design process, and develop and extend critical and creative thinking skills.

This course provides students with the opportunity to develop their skills in news presenting, film, photography and animation. Students will undertake several practical assessments, requiring them to produce items to be submitted in ACMI and BUFTA competitions.

Entry requirements

Students must have good written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects. Junior Media is beneficial, however not compulsory.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity College.

Course units

BSBCRT311	Apply critical thinking skills in a team environment
CUAIND311	Work effectively in the creative arts industry
CUAWHS312	Apply work health and safety practices
CUAACD201	Develop drawing skills to communicate ideas
CUAAIR312	Develop techniques for presenting to camera
CUAWRT302	Write simple stories
CUACAM311	Shoot material for screen productions
CUADIG311	Prepare video assets
CUADIG303	Produce and prepare photo images
CUASOU212	Perform basic sound editing
CUAWRT301	Write content for a range of media

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.

Fees

There are no additional costs involved in this course.

Assessment

- Folio of work
- Producing of videos, films and animations
- Participating in film competitions

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in the media industry.

Pathways

Diploma of Screen and Media, Bachelor of Arts / Creative Industries.

See other qualifications at training.gov.au.

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 11 units of competency will be awarded a Qualification and a record of results through Trinity College.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.



SIS30115 Certificate III in Sport and Recreation + SIS20115 Certificate II in Sport and Recreation

HOW DOES IT WORK

This qualification reflects the multiskilled role of individuals in operational and customer support positions in the sport or community recreation industry.

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

- › Officiating games
- › Conducting coaching sessions
- › Community sport, fitness and recreation programs
- › Using digital technologies in sports environments

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

WHAT DO STUDENTS ACHIEVE?

- › SIS30115 Certificate III in Sport and Recreation (max. 7 QCE Credits). Completing the 'Term 7 Add-On' as well can result in a maximum 8 QCE Credits
- › Entry qualification: SIS20115 Certificate II in Sport and Recreation (only in Dual Qualification)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › A range of career pathway options including Club Level Official and/or Coach
- › Successful completion of the Certificate III in Sport and Recreation may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS



SKILLS ACQUIRED

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

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



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



SIS30115 CERTIFICATE III IN SPORT AND RECREATION + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:
SIS30115 Certificate III in Sport
and Recreation)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 6 Units

Suitable Year Level(s):
Year 11 and 12

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

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

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

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> Binnacle Lounge Induction Introduction to Training Programs Introduction to the Sport, Fitness and Recreation (SFR) Industry
TERM 2	PROGRAMS
	<ul style="list-style-type: none"> Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 3	TOPICS
	<ul style="list-style-type: none"> Perform Research and Create a Group Presentation Organise and Complete Work Tasks
TERM 4	PROGRAMS
	<ul style="list-style-type: none"> Group Nutrition Presentation: Create and Deliver a Presentation to your Peers Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants
TERM 5	TOPICS
	<ul style="list-style-type: none"> Cardio and Conditioning Programs Anatomy and Physiology The SFR Industry
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Cardio Program Group Conditioning Sessions for Adolescent Participants Respond to an Emergency Situation: Fire Evacuation Drill
TERM 7	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology Provide First Aid
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> Coaching Program (Teacher Facilitated): Assist with Delivering Coaching Sessions Sports Program: Plan and Conduct Sport Sessions for Participants
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20115 CERTIFICATE II IN SPORT AND RECREATION	
TERM 9	TOPICS
	<ul style="list-style-type: none"> Plan and Conduct Sports Programs Apply Knowledge of Officiating Practices
TERM 10	PROGRAMS
	<ul style="list-style-type: none"> Group Sports Program (Teacher Facilitated) Use and Maintain Business Technology (Additional Project) Community Officiating General Principles (Online Course)
TERM 11	TOPICS
	<ul style="list-style-type: none"> Plan and Deliver a Sports Competition Community SFR Program
TERM 12	PROGRAMS
	<ul style="list-style-type: none"> Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants Round Robin Tournament
TERM 13	TOPICS
	<ul style="list-style-type: none"> Sport-Specific Coaching Sessions Personal Development Workplace Performance
TERM 14	PROGRAMS
	<ul style="list-style-type: none"> Sport-Specific Coaching Program

UNITS OF COMPETENCY

HLTAID011	Provide First Aid	BSBWOR204	Use business technology
HLTWHS001	Participate in workplace health and safety	BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISXEMP001	Respond to emergency situations	SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
SISXIND001	Work effectively in sport, fitness and recreation environments	ICTWEB201	Use social media tools for collaboration and engagement
SISXCAI002	Assist with activity sessions	SISXCAI006	Facilitate groups
SISXIND002	Maintain sport, fitness and recreation industry knowledge	BSBWOR301	Organise personal work priorities and development
SISXCCS001	Provide quality service	BSBADM307	Organise schedules
BSBWOR202	Organise and complete daily work activities	SISXCAI004	Plan and conduct programs
BSBTEC201	Use business software applications	TERM 7 ADD-ON UNITS OF COMPETENCY	
BSBTEC202	Use digital technologies to communicate in a work environment	SISSSCO001	Conduct sport coaching sessions with foundation level participants
BSBTEC203	Research using the internet	BSBPEF302	Develop self-awareness
ICTICT203	Operate application software packages	BSBTWK201	Work effectively with others
BSBSUS201	Participate in environmentally sustainable work practices	HLTAID009	Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011)

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

CUA31120 Certificate III in Visual Arts*

Qualification description

This qualification reflects the role of individuals who are developing a range of visual art skills and who may take responsibility for own outputs in work and learning. It applies to work in different visual arts, craft and design environments. Practice at this level is underpinned by the application of introductory art theory and history.

The job roles that relate to this qualification may include studio worker/assistant in the fields of Graphic Design, Fine Arts or textiles, Community Theatre Assistant and Arts, Craft or Design practitioner. It also provides pathways to other visual arts, craft and design job roles. Individuals may work under direction, using some discretion and judgment, and may provide support to a team. They may also work autonomously on familiar tasks within defined work settings.

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

Entry requirements

Visual Arts in Year 10 is strongly recommended.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity College Beenleigh. *pending application approval.

Delivery modes

Face to face training will be used during the teaching and learning of this qualification.

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based. Units of competency are clustered and assessed in this way to replicate artistic process follow in industry.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects

Course units

To attain a CUA31120 Certificate III in Visual Arts, 12 units of competency must be achieved:

Unit code	Title
CUAPPR311	Produce Creative Work
BSBWHS211	Contribute to Health and Safety of others
CUAACD311	Produce drawings to communicate ideas
CUADRA311	Produce Drawings
CUADIG315	Produce Digital Images
CUARES301	Apply knowledge and theory to own arts practice
CUAPAI311	Produce Paintings
BSBDES301	Explore the use of colour
CUATEX311	Produce Textile work
CUAPPR314	Participate in Collaborative creative Projects
MSTTD4002	Prepare Stencils and screens for textile printing
CUADES202	Evaluate the nature of design in a specific industry context

Work placement

Students are provided with the optional opportunity to do structured workplace learning, where they could work in a real artistic environment.

Pathways

This qualification may articulate into:

- Cert IV Visual Arts
- Diploma of Visual Arts
- Bach of Visual Arts

See other financial qualifications at training.gov.au

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.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.



BSB40120 Certificate IV in Business (Business Operations)*

Qualification description

This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have supervisory performance accountabilities.

Individuals in these roles carry out a mix of specialist and moderately complex administrative or operational tasks that require self-development skills. They use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Entry requirements

None

Duration and location

This is a two-year course delivered in Year 11 and 12 on site at Trinity College (RTO #30527).

*pending application approval

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.

Fees

There are no additional costs involved in this course.

Assessment

Assessment for this course includes but is not limited to

- completing practical tasks,
- group work,
- responding to case studies,
- short response tasks
- project/folio work
- simulated business experiences

Work placement

There is no compulsory work experience in this course, however students are strongly encourage to attend Industry Placement week at least once over the two years.

Course units

Unit code	Title
BSBCRT411	Apply critical thinking to work practices
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBTWK401	Build and maintain business relationships
BSBWHS411	Implement and monitor WHS policies, procedures and programs
BSBWRT411	Write complex documents
BSBXCM401	Apply communication strategies in the workplace
BSBESB401	Research and develop business plans
BSBMKG431	Assess marketing opportunities
BSBMKG433	Undertake marketing activities
BSBINS401	Analyse and present research information
BSBPEF402	Develop personal work priorities
BSBPEF401	Manage personal health and wellbeing

Pathways

This qualification provides a pathway to work in an administration role, including office and marketing support. This qualification also provide pathways into some university courses.

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 Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

10971NAT Certificate IV in Justice Studies

Duration:

2 years

Qualification description:

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

Aims: The Certificate IV in Justice Studies course is designed to

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

Entry requirements:

Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Attitude – students need to demonstrate independent learning skills

Qualification packaging rules:

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

Units of Competency	Unit Code	Unit Name
	NAT10971001	Provide information and referral advice on justice-related issues
	NAT10971002	Prepare documentation for court proceedings
	NAT1097003	Analyse social justice issues
	BSBXC401	Apply communication strategies in the workplace
	PSPREG003	Apply Regulatory Powers
	BSBLEG421	Apply understanding of the Australian Legal System
	BSBPEF402	Develop personal work priorities
	BSBLEG523	Apply legal principles in tort law matters
	PSPREG010	Prepare a brief of evidence
	BSBPEF402	Lead team effectiveness or
	PSPREG012	Gather Information through Interviews

Learning experiences:

Content is delivered in a classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via an online plus face-to-face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals

Technology required: access to the internet

Assessment:

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

Pathways:

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

Course Costs:

\$750 up-front fee (current at 30th September 2022)

Further information

Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

BSB50120 Diploma of Business (Business Development)

Qualification

BSB50120 Diploma of Business (Business Development)

Qualification description:

The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community. The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills. This nationally recognised qualification is offered through a partnership with an external provider and the School. Training is delivered in a blended model of face-to-face training and online modules and assessment.

Course Provider

Get Set Vocational Education and Training Pty. Ltd. (T/as Get Set Education) **RTO ID: 45252**

Phone: 1300 446 448 **Email:** info@getset.edu.au

Delivery Mode

Blended face-to-face with online learning component

Delivery

Site/Location

Learner's school combined with online learning platform

Course Duration

18 Months

Career Outcomes

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

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

Business Owner.

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

Pre-requisites

It is recommended that students have achieved a sound level (C) of achievement in Year 10 English and an average effort grade of a B across all of their subjects.

Assessment

Students will have both theoretical and practical assessments throughout the course.

Students are assessed through:

Practical tasks/observations

Written reports

Group projects

eLearning projects

Learner portfolio.

Costs

Full fee: \$849.00

The full fee includes a non-refundable \$49.00 enrolment fee which is collected upon submitting the online enrolment form.

The remaining \$800.00 will be collected by the school as part of the school fees.

Further details can be found in the Course Outline.

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



