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Message from the Principal

At Pimpama State Secondary College our mission is to develop learners who can identify opportunity and manage risk, who can innovate and create, who can shape and define their future. The focus of the junior phase of learning at Pimpama State Secondary College has been to build a strong foundation of 21st century skills that will ensure our students experience success both in senior and in their post-schooling pathways.

The senior phase of learning (Years 10, 11 and 12) is the final phase of a student’s compulsory Years of schooling. While many students will still be unsure of their future vocations it is important that when choosing subjects for senior students consider their passions and aptitude in different areas of the curriculum.

The goal for a student moving through the senior phase of learning is not about being focussed on specific tertiary courses or jobs but on being able to choose from multiple pathways that will provide a variety of opportunities where students who are intrinsically motivated, curious, persistent, and willing to take risks will learn new knowledge and skills continuously. Our students will be able to find new opportunities or create their own, a disposition that will be increasingly important as many traditional careers disappear.

John Thornberry
College Principal

Statement of Intent

Our primary focus will be on personalising the learning experience for each child. This means focussing on the relationship between the teacher and the student, using technologies to engage and enrich learning and making innovative use of our learning spaces. To achieve a personalised approach to learning we will have the following five goals:

1. High expectations and early intervention so that every child can achieve their dream.
2. A belief that every child can learn and their learning will be tailored to their individual level.
3. Our teachers will be learners. They will be able to articulate what they do, why they do it and how effective it is.
4. Teachers will develop a deep understanding and insight into each student’s learning needs and preferences and adapt teaching, learning and assessment to maximise individual potential for success.
5. The use of technology will enrich and personalise learning experiences for students, make learning accessible 24/7, and develop 21st century learning and communication skills.

While being innovative and ‘cutting edge’ are important aspects of creating a relevant 21st century learning environment there are many traditional values that cannot be overlooked in ensuring our learning environment is supportive and positive and nurtures the aspirations of all students, regardless of background and culture.
We will invest in our young people by:

1. Providing a positive school culture – ensuring a safe, supportive learning environment for all students.
2. Having high expectations for learning, participation, dress and behaviour.
3. High levels of family & community participation in supporting student learning, and strategic decision making.
4. Global citizenship and leadership programs Years 7 – 12.

The Law about School Completion

Under the Youth Participation in Education and Training Act 2003, the school leaving age in Queensland has been raised to make it compulsory for all young people to be either ‘learning or earning’ until they turn 17. Young people need to stay at school until they finish Year 10 or turn 16, whichever comes first. After completing Year 10, students must either:

i. Stay in education and training for a further 2 Years
ii. Gain a QCE (Queensland Certificate of Education)
iii. Get a Certificate III vocational qualification or higher
iv. Be in full-time employment (at least 25 hours per week) or
v. Turn 17

Senior School Expectations – Senior Agreement

The Senior Agreement is an accountability document that outlines the responsibilities of PSSC Senior Students. We require students and parents to read and sign the agreement to ensure they fully understand the expectations of the Senior School. PSSC Senior School believes it is important that all policies are transparent so that teachers, parents and students can work together to maintain high expectations and promote student learning. The Policies in the Senior Agreement outline our expectations regarding:

- Attendance
- Uniform
- Behaviour
- Assessment
- Study Expectations
Senior Education Profile

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

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

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

Statement of results

Students are issued with a statement of results in December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

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

**Applied syllabuses**

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

**Senior External Examination**

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

**Short Courses**

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.


**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
Vocational education and training (VET)

Another type of subject a student can choose to study is Vocational Education and Training. Students can access VET programs through:

- this college as a registered training organisation (RTO)
- third-party arrangements with an external providers
- opportunities to undertake school-based apprenticeships or traineeships.

More information regarding studying vocational education at Pimpama State Secondary College can found towards the end of this handbook.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

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.

PSSC reports satisfactory completion of Units 1 and 2 to the QCAA, and will also 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.

PSSC will 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 will 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.

Teachers will 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.

PSSC develops at least two but no more than four internal assessments for Units 1 and 2 and these assessments 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, PSSC develops 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.

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 handbook, Section 10.
Short Courses

Course overview

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

Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education

Assessment

A Short Course uses two summative school-developed assessments to determine a student’s exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

Assessment in the Senior Phase is continuous and uses a range of measures, both formative and summative. Assessment focuses on gathering evidence about every student's learning progress. Such information helps students, teachers and family members select immediate learning goals and plan further education. Assessment is delivered in line with QCAA policy.
### SUBJECT PRE-REQUISITES AND COURSE FEES

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRE-REQUISITES</th>
<th>COURSE FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td><strong>General Maths</strong>&lt;br&gt;Minimum B in Year 10 Core Maths or Minimum C in Year 10 Extension Maths</td>
<td>Nil</td>
</tr>
<tr>
<td>G</td>
<td><strong>Mathematical Methods</strong>&lt;br&gt;Minimum B in Year 10 Core Maths or Minimum C in Year 10 Extension Maths</td>
<td>Nil</td>
</tr>
<tr>
<td>G</td>
<td><strong>Specialist Mathematics</strong>&lt;br&gt;Must study Mathematical Methods to choose Specialist as an elective</td>
<td>Nil</td>
</tr>
<tr>
<td>A</td>
<td><strong>Essential Mathematics</strong></td>
<td>Nil</td>
</tr>
<tr>
<td>SC</td>
<td><strong>Numeracy</strong></td>
<td>Nil</td>
</tr>
<tr>
<td>G</td>
<td><strong>Chinese</strong>&lt;br&gt;Minimum C in Year 10 Chinese</td>
<td>Nil</td>
</tr>
<tr>
<td>G</td>
<td><strong>Business</strong>&lt;br&gt;Minimum C grade in English (General)</td>
<td>Nil</td>
</tr>
<tr>
<td>A</td>
<td><strong>Tourism</strong></td>
<td>Nil</td>
</tr>
<tr>
<td>G</td>
<td><strong>Design</strong>&lt;br&gt;Minimum B grade in Graphics and/or Foundation Technology Studies and/or Foundation Design&lt;br&gt;Minimum C grade in English (General)</td>
<td>yes</td>
</tr>
<tr>
<td>G</td>
<td><strong>Digital Solutions</strong>&lt;br&gt;Minimum B grade in Information Technology Systems&lt;br&gt;Minimum C grade in Maths (Core)</td>
<td>yes</td>
</tr>
<tr>
<td>A</td>
<td><strong>Industrial Tech Skills</strong>&lt;br&gt;Minimum C grade in Foundation Technology Studies</td>
<td>yes</td>
</tr>
<tr>
<td>A</td>
<td><strong>Fashion</strong>&lt;br&gt;Minimum C grade in Foundation Design or Foundation Technology studies and/or Visual Art</td>
<td>yes</td>
</tr>
<tr>
<td>G</td>
<td><strong>Film, Television &amp; New Media</strong>&lt;br&gt;Minimum B grade in Foundation Design&lt;br&gt;Minimum C grade in English (General)</td>
<td>Nil</td>
</tr>
<tr>
<td>A</td>
<td><strong>Practical Art &amp; Design (Visual Arts in Practice)</strong>&lt;br&gt;Minimum C grade in Visual Art and/or Foundation Design</td>
<td>yes</td>
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<tr>
<td>A</td>
<td><strong>Digital Design (Media Arts in Practice)</strong>&lt;br&gt;Minimum C grade in Visual Art and/or Foundation Design</td>
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<td>G</td>
<td><strong>Visual Art</strong>&lt;br&gt;Minimum B grade in Visual Art&lt;br&gt;Minimum C grade in English (General)</td>
<td>yes</td>
</tr>
<tr>
<td>Subject</td>
<td>Minimum Grade Requirement</td>
<td>Notes</td>
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<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
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<tr>
<td>Health</td>
<td>Minimum C grade in English (General) or B grade English (Applied)</td>
<td>Nil</td>
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<tr>
<td>Physical Education</td>
<td>Minimum C grade in English (General) or B grade English (Applied)</td>
<td>Nil</td>
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<tr>
<td>English</td>
<td>Minimum C grade in English (General) or B grade Essential English (Applied)</td>
<td>Nil</td>
</tr>
<tr>
<td>Literature</td>
<td>Minimum B grade in English (General)</td>
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</tr>
<tr>
<td>Essential English</td>
<td>Essential English (Applied)</td>
<td>Nil</td>
</tr>
<tr>
<td>Geography</td>
<td>Minimum C grade in English (General) or B grade Essential English (Applied)</td>
<td>Nil</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Minimum C grade in English (General) or B grade Essential English (Applied)</td>
<td>Nil</td>
</tr>
<tr>
<td>Modern History</td>
<td>Minimum C grade in English (General) or B grade Essential English (Applied)</td>
<td>Nil</td>
</tr>
<tr>
<td>Social &amp; Community Studies</td>
<td>Essential English (Applied)</td>
<td>Nil</td>
</tr>
<tr>
<td>Engineering</td>
<td>Year 10 Physics Elective Minimum B grade in Maths (Core) OR Minimum C grade in Maths (Extension) Minimum B grade in English (General)</td>
<td>Nil</td>
</tr>
<tr>
<td>Biology</td>
<td>Year 10 Biology Elective Minimum B grade in English (General)</td>
<td>Yes - Mandatory Field Work</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Year 10 Chemistry Elective Minimum B grade in English (General)</td>
<td>Yes - Mandatory Field Work</td>
</tr>
<tr>
<td>Psychology</td>
<td>Minimum C grade in Year 10 Core Science Minimum B grade in English (General)</td>
<td>Nil</td>
</tr>
<tr>
<td>Physics</td>
<td>Year 10 Physics Elective Minimum B grade in Maths (Core) OR Minimum C grade in Maths (Extension) Minimum B grade in English (General)</td>
<td>Nil</td>
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<tr>
<td>Marine Science</td>
<td>Year 10 Marine Science Elective Minimum B grade in English (General)</td>
<td>Year 12 Camp – Approx. $550</td>
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<tr>
<td>Science in Practice</td>
<td>Minimum C grade in Year 10 Core Science</td>
<td>Yes - Mandatory Field Work</td>
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<tr>
<td>Dance</td>
<td>Minimum C grade Year 10 Dance Minimum C grade in English (General)</td>
<td>Nil</td>
</tr>
<tr>
<td>Drama</td>
<td>Minimum C grade Year 10 Drama Minimum C grade in English (General)</td>
<td>Nil</td>
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<tr>
<td>Music</td>
<td>Minimum C grade in Year 10 Music OR practical audition/interview Minimum C grade in English (General)</td>
<td>Nil</td>
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<tr>
<td>Music Extension</td>
<td>Minimum B grade in Yr 11 Music</td>
<td>Nil</td>
</tr>
<tr>
<td>Dance in Practice</td>
<td>Entry via invitation/audition ONLY</td>
<td>Nil</td>
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<tr>
<td>Drama in Practice</td>
<td>Entry via invitation/audition ONLY</td>
<td>Nil</td>
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<tr>
<td>VET</td>
<td>Certificate II Business</td>
<td>Nil</td>
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<tr>
<td>VET</td>
<td>Certificate II Skills for Work &amp; Vocational Placement</td>
<td>Nil</td>
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<td>VET</td>
<td>Certificate I in Information, Digital Media and Technology</td>
<td>Nil</td>
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<tr>
<td>VET</td>
<td>Certificate III Hospitality</td>
<td>Nil</td>
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<tr>
<td>VET</td>
<td>Certificate II in Creative Industries</td>
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<td>VET</td>
<td>Certificate III in Business</td>
<td>Minimum C grade in English (General)</td>
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<td>VET</td>
<td>Certificate II in Sport and Recreation</td>
<td>Nil</td>
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<td>VET</td>
<td>Certificate II Electro-technology</td>
<td>Nil</td>
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<td>VET</td>
<td>Certificate II Automotive Vocational Preparation</td>
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<td>Certificate I Construction</td>
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<td>VET</td>
<td>Certificate II Health Support Services</td>
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<td>VET</td>
<td>Certificate III in Individual Support</td>
<td>Certificate II Health Support Services</td>
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<td>VET</td>
<td>Certificate III in Early Childhood Education and Care</td>
<td>Nil – application process.</td>
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<td>VET</td>
<td>Certificate III in Fitness</td>
<td>Nil</td>
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<td>VET</td>
<td>Certificate III in Music Industry</td>
<td>Minimum C grade in English (General)</td>
</tr>
<tr>
<td>VET</td>
<td>Certificate III Aviation</td>
<td>Nil</td>
</tr>
<tr>
<td>VET</td>
<td>Certificate IV in Crime and Justice</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Introduction

The Mathematics Faculty offers three strands in Year 10: Essential, General and Mathematical Methods. These subjects are designed to prepare students for the different levels of mathematics offered in Year 11 and 12.

In Year 11 and 12 there are a range of authority and non-authority subjects in which students may choose an individual or combination of subjects. General courses in Mathematics (i.e. General Maths, Mathematical Methods and Specialist Maths) are often prerequisites for many university courses.

College Pathways

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Maths</td>
<td>Year 8 Maths</td>
<td>Year 10 Maths</td>
</tr>
<tr>
<td>Year 9 Maths</td>
<td>Year 10 General Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 11 and 12 General Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 11 and 12 Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 11 and 12 Specialist Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 11 and 12 Essential Mathematics*</td>
</tr>
</tbody>
</table>
General Mathematics

General senior subject

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

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

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

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

Pathways

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

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

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

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1): Problem-solving and modelling task</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2): Examination</strong></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 3 (IA3): Examination</strong></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Summative external assessment (EA): Examination</strong></td>
<td>50%</td>
</tr>
</tbody>
</table>
Mathematical Methods’ major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra, statistics and functions</strong></td>
<td><strong>Calculus and further functions</strong></td>
<td><strong>Further calculus</strong></td>
<td><strong>Further functions and statistics</strong></td>
</tr>
<tr>
<td>Arithmetic and geometric sequences and series 1</td>
<td>Exponential functions 2</td>
<td>The logarithmic function 2</td>
<td>Further differentiation and applications 3</td>
</tr>
<tr>
<td>Functions and graphs</td>
<td>The logarithmic function 1</td>
<td>Further differentiation and applications 2</td>
<td>Trigonometric functions 2</td>
</tr>
<tr>
<td>Counting and probability</td>
<td>Trigonometric functions 1</td>
<td>Integrals</td>
<td>Discrete random variables 2</td>
</tr>
<tr>
<td>Exponential functions 1</td>
<td>Introduction to differential calculus</td>
<td></td>
<td>Continuous random variables and the normal distribution</td>
</tr>
<tr>
<td>Arithmetic and geometric sequences</td>
<td>Further differentiation and applications 1</td>
<td></td>
<td>Interval estimates for proportions</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Problem-solving and modelling task</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Examination</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Specialist Mathematics’ major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

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

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

Pathways

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

Objectives

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

select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

communicate using mathematical, statistical and everyday language and conventions

evaluate the 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.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combinatorics, vectors and proof</td>
<td>Complex numbers, trigonometry, functions and matrices</td>
<td>Mathematical induction, and further vectors, matrices and complex numbers</td>
<td>Further statistical and calculus inference</td>
</tr>
<tr>
<td>Combinatorics</td>
<td>Complex numbers 1</td>
<td>Proof by mathematical induction</td>
<td>Integration and applications of integration</td>
</tr>
<tr>
<td>Vectors in the plane</td>
<td>Trigonometry and functions</td>
<td>Vectors and matrices</td>
<td>Rates of change and differential equations</td>
</tr>
<tr>
<td>Introduction to proof</td>
<td>Matrices</td>
<td>Complex numbers 2</td>
<td>Statistical inference</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>Problem-solving and modelling task</td>
<td>Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td></td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 50% Examination
Essential Mathematics’ major domains are Number, Data, Location and time, Measurement and Finance.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number, data and graphs</strong>&lt;br&gt;Fundamental topic: Calculations&lt;br&gt;Number&lt;br&gt;Representing data&lt;br&gt;Graphs</td>
<td><strong>Money, travel and data</strong>&lt;br&gt;Fundamental topic: Calculations&lt;br&gt;Managing money&lt;br&gt;Time and motion&lt;br&gt;Data collection</td>
<td><strong>Measurement, scales and data</strong>&lt;br&gt;Fundamental topic: Calculations&lt;br&gt;Measurement&lt;br&gt;Scales, plans and models&lt;br&gt;Summarising and comparing data</td>
<td><strong>Graphs, chance and loans</strong>&lt;br&gt;Fundamental topic: Calculations&lt;br&gt;Bivariate graphs&lt;br&gt;Probability and relative frequencies&lt;br&gt;Loans and compound interest</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Problem-solving and modelling task</td>
<td>Summative internal assessment 3 (IA3): Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Common internal assessment (CIA)</td>
<td>Summative internal assessment (IA4): Examination</td>
</tr>
</tbody>
</table>
Introduction

The Business and Enterprise Faculty offers two elective subjects in Year 10: Foundation Business and Enterprise, and Hospitality. These subjects are designed to prepare students for subjects offered in Year 11 and 12.

In Year 11 and 12 there are a range of authority and non-authority subjects in which students may choose an individual or combination of subjects.

College Pathways

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 10</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>Business and Enterprise (Elective)</td>
<td>Foundation Business and Enterprise</td>
</tr>
<tr>
<td></td>
<td>Food Studies (Elective)</td>
<td>Hospitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 be able to:

- 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.
<table>
<thead>
<tr>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td><strong>Business creation</strong></td>
</tr>
<tr>
<td>Fundamentals of business</td>
</tr>
<tr>
<td>Creation of business ideas</td>
</tr>
</tbody>
</table>

**Assessment**

**Unit 1** — Topic 1 — Exam

- Topic 2 — Investigative Report

**Unit 2** — Topic 1 — Feasibility Study

- Topic 2 — Exam

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Examination — combination response</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3): Extended response — feasibility report</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Investigation — business report</td>
<td>25%</td>
</tr>
<tr>
<td>Summative external assessment (EA): Examination — combination response</td>
<td>25%</td>
</tr>
</tbody>
</table>
Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

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

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Structure
The Tourism course is designed around interrelated core topics and electives.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Tourism</strong></td>
<td><strong>Australian Tourism</strong></td>
<td><strong>The Tourism Work Environment</strong></td>
<td><strong>Niche Tourism</strong></td>
</tr>
<tr>
<td>Destination Q – Local and Queensland Tourism</td>
<td>Impact of Technology</td>
<td>including Dealing with the Customer Cultural Understanding WHS</td>
<td>Event Management</td>
</tr>
<tr>
<td>International Travel</td>
<td>International Travel</td>
<td></td>
<td>Budget Travel</td>
</tr>
</tbody>
</table>
Assessment

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

- one project
- one examination
- no more than two assessments from each technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes performance: continuous class time product: continuous class time.</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.</td>
<td>60–90 minutes 50–250 words per item</td>
</tr>
</tbody>
</table>
Introduction

The Creative Arts Faculty is made up of a range of subjects that lay at the crossroads of Visual art, Textiles, Design, Digital and New Media. The Creative Arts provide opportunities for students to develop and apply their creativity; problem solving, analysis and communication skills; as well as form opinions through Making and Responding.

Our subject offerings and teachers will help foster students’ individual and collective creativity, skills, and talents and set them on a pathway that offers diverse and rewarding career opportunities. The Creative Arts Faculty offers a number of Foundation Subjects designed to prepare students for subjects offered in Year 11 and 12.

In Year 11 and 12 there are a range of General, Applied and Vocational subjects from which students may choose an individual or combination of subjects.

College Pathways

<table>
<thead>
<tr>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 9</strong></td>
<td><strong>Year 10</strong></td>
</tr>
<tr>
<td>Visual Art</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Digital Media &amp; Design</td>
<td>Fashion</td>
</tr>
<tr>
<td></td>
<td>Digital Media &amp; Design</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society’s values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others’ art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways
A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.
Structure
The Media Arts in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media technologies</td>
<td>Audio</td>
</tr>
<tr>
<td>Media communications</td>
<td>Curating</td>
</tr>
<tr>
<td>Media in society</td>
<td>Graphic design</td>
</tr>
<tr>
<td></td>
<td>Interactive media</td>
</tr>
<tr>
<td></td>
<td>Moving images</td>
</tr>
<tr>
<td></td>
<td>Still image</td>
</tr>
</tbody>
</table>

Assessment
For Media 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, separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of skills in the production of media artwork/s.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
<tr>
<td>At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes product: variable conditions.</td>
<td>variable conditions presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

Requirements: Students will need a laptop and charger, headphones and a minimum 16GB USB. As there is no Levy charge for this course, if the course offers excursions to students, these fees will be additional if the student chooses to attend.
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 and craft; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including artist, craftsman, advertising, arts administration and management, communication, design, education, galleries and museums and public relations.

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**

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

**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**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>Investigation — inquiry phase 1:</td>
<td>Project — inquiry phase 3</td>
</tr>
<tr>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>Project — inquiry phase 2</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 25%
Examination

**Requirements:** Students will need a laptop and charger, A4 Visual Art/Sketch Journal, 2B and 4B pencils, eraser, sharpener and a minimum 8 GB USB. Students must pay the levy to be permitted to take completed artworks home. All students have access to the materials, skills and expertise of the teacher, however if the levy is not paid the artwork will remain the property of the school. Course levy will supply students with the necessary materials and resources to successfully complete the course, however as this course is driven by personal aesthetic, students will need to supply their own materials if they want materials other than the school's supply. If the course offers excursions to students, these fees will be additional if the student chooses to attend.
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, advertising, photography, artistry, craft, 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.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual mediums, technologies, techniques</td>
<td>2D</td>
</tr>
<tr>
<td>Visual literacies and contexts</td>
<td>3D</td>
</tr>
<tr>
<td>Artwork realisation</td>
<td>Digital and 4D</td>
</tr>
<tr>
<td></td>
<td>Design</td>
</tr>
<tr>
<td></td>
<td>Craft</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of</td>
<td>A technique that assesses the interpretation, analysis/examination and/or</td>
<td>A response that includes locating and using information beyond students’ own</td>
</tr>
<tr>
<td></td>
<td>identified skills to the production of</td>
<td>evaluation of ideas and information in provided stimulus materials.</td>
<td>knowledge and the data they have been given.</td>
</tr>
<tr>
<td></td>
<td>artworks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>variable conditions</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>written: 600–1000 words</td>
<td>written: 600–1000 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>spoken: 3–4 minutes</td>
<td>spoken: 3–4 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>multimodal</td>
<td>multimodal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-presentation: 10 A4 pages max (or equivalent)</td>
<td>non-presentation: 10 A4 pages max (or equivalent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>presentation: 4–7 minutes</td>
<td>presentation: 4–7 minutes</td>
</tr>
<tr>
<td>A project consists of:</td>
<td>variable conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a product component: variable conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at least one different component from the following</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>written: 500–900 words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spoken: 2½–3½ minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>multimodal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-presentation: 8 A4 pages max (or equivalent)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentation: 3–6 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requirements: Students will need a laptop and charger, A4 Visual Art/Sketch Journal, 2B and 4B pencils, eraser, sharpener and a minimum 8 GB USB. Students must pay the levy to be permitted to take completed artworks home. All students have access to the materials, skills and expertise of the teacher, however if the levy is not paid the artwork will remain the property of the school. Course levy will supply students with the necessary materials and resources to successfully complete the course, however as this course is driven by personal aesthetic, students will need to supply their own materials if they want materials other than the school’s supply. If the course offers excursions to students, these fees will be additional if the student chooses to attend.
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 editor, photographer; advertising, communication, design, film and television, and education.

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**

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

**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**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Case study investigation</td>
<td>15% Summative internal assessment 3 (IA3): Stylistic project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Multi-platform project</td>
<td>25%</td>
</tr>
<tr>
<td>Summative external assessment (EA): 25% Examination — extended response</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Requirements:** Students will need a laptop and charger, headphones and a minimum 16GB USB. As there is no Levy charge for this course, if the course offers excursions to students, these fees will be additional if the student chooses to attend.
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.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion culture</td>
<td>Adornment</td>
</tr>
<tr>
<td>Fashion technologies</td>
<td>Accessories</td>
</tr>
<tr>
<td>Fashion design</td>
<td>Millinery</td>
</tr>
<tr>
<td></td>
<td>Wearable art</td>
</tr>
<tr>
<td></td>
<td>Collections</td>
</tr>
<tr>
<td></td>
<td>Fashion designers</td>
</tr>
<tr>
<td></td>
<td>Fashion in history</td>
</tr>
<tr>
<td></td>
<td>Haute couture</td>
</tr>
<tr>
<td></td>
<td>Sustainable clothing</td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
</tr>
<tr>
<td></td>
<td>Theatrical design</td>
</tr>
<tr>
<td></td>
<td>Merchandising</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response applies identified skill/s in fashion technologies and design processes.</td>
</tr>
<tr>
<td>A project consists of a product component and at least one of the following components: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes product: 1–4.</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.</td>
<td>products 1–4</td>
</tr>
</tbody>
</table>

Requirements: Students will need a laptop and charger, A4 Visual Art/Sketch Journal, 2B and 4B pencils, eraser, sharpener and a minimum 8 GB USB. Students must pay the levy to be permitted to take completed garments/items home. All students have access to the materials, skills and expertise of the teacher, however if the levy is not paid the garments/items will remain the property of the school. Course levy will supply students with the necessary materials and resources to successfully complete the course, however as this course is driven by personal aesthetic, students will need to supply their own materials if they want materials other than the school’s supply. If the course offers excursions to students, these fees will be additional if the student chooses to attend.
**Introduction**

The Creative Industries Faculty is made up of a range of subjects that lay at the crossroads of design, entrepreneurialism, technology and industrial practices. The Creative Industries provide a significant contribution to our national prosperity and capacity to propel a creative, imaginative nation into the future.

Our subject offerings and teachers will help foster students’ individual and collective creativity, skills, and talents and set them on a pathway that offers diverse and rewarding career opportunities. The Creative Industries Faculty offers a number of Foundation Subjects designed to prepare students for subjects offered in Year 11 and 12.

In Year 11 and 12 there are a range of General, Applied and Vocational subjects from which students may choose an individual or combination of subjects.

**College Pathways**

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>CoDesign (Academy)</td>
<td>CoDesign (Academy)</td>
<td>Playmakers</td>
</tr>
<tr>
<td>Designing Futures</td>
<td>Design</td>
<td>Design</td>
</tr>
<tr>
<td>Industrial Technology Skills</td>
<td>Industrial Technology Skills</td>
<td>Industrial Technology Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design in practice</strong></td>
<td><strong>Commercial design</strong></td>
<td><strong>Human-centred design</strong></td>
<td><strong>Sustainable design</strong></td>
</tr>
<tr>
<td>Experiencing design</td>
<td>Explore — client needs and wants</td>
<td>Designing with empathy</td>
<td>Explore — sustainable design opportunities</td>
</tr>
<tr>
<td>Design process</td>
<td>Develop — collaborative design</td>
<td></td>
<td>Develop — redesign</td>
</tr>
<tr>
<td>Design styles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Examination — design challenge</td>
<td>Summative internal assessment 3 (IA3): Project</td>
</tr>
<tr>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Project</td>
<td>Summative external assessment (EA): Examination — design challenge</td>
</tr>
<tr>
<td></td>
<td>35%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Industry area</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Aeroskills</td>
<td>Aeroskills mechanical, Aeroskills structures</td>
</tr>
<tr>
<td>Production processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td></td>
<td>Automotive mechanical, Automotive body repair, Automotive electrical</td>
</tr>
<tr>
<td>Building and construction</td>
<td></td>
<td>Bricklaying, Plastering and painting, Concreting, Carpentry, Tiling, Landscaping</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td>Sheet metal working, Welding and fabrication, Fitting and machining</td>
</tr>
<tr>
<td>Furnishing</td>
<td></td>
<td>Cabinet-making, Furniture finishing, Furniture-making, Glazing and framing, Upholstery</td>
</tr>
<tr>
<td>Industrial graphics</td>
<td></td>
<td>Engineering drafting, Building and construction drafting, Furnishing drafting</td>
</tr>
<tr>
<td>Plastics</td>
<td></td>
<td>Thermoplastics fabrication, Thermosetting fabrication</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>A project consists of a product component and at least one of the following components: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes product: continuous class time.</td>
<td>Students demonstrate production skills and procedures in class under teacher supervision.</td>
<td>60–90 minutes 50–250 words per item</td>
</tr>
</tbody>
</table>
Digital Solutions

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating with code</strong></td>
<td><strong>Application and data solutions</strong></td>
<td><strong>Digital innovation</strong></td>
<td><strong>Digital impacts</strong></td>
</tr>
<tr>
<td>Understanding digital problems</td>
<td>Data-driven problems and solution requirements</td>
<td>Interactions between users, data and digital systems</td>
<td>Digital methods for exchanging data</td>
</tr>
<tr>
<td>User experiences and interfaces</td>
<td>Data and programming techniques</td>
<td>Real-world problems and solution requirements</td>
<td>Complex digital data exchange problems and solution requirements</td>
</tr>
<tr>
<td>Algorithms and programming techniques</td>
<td>Prototype data solutions</td>
<td>Innovative digital solutions</td>
<td>Prototype digital data exchanges</td>
</tr>
<tr>
<td>Programmed solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>Investigation — technical proposal</td>
<td>Project — folio</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>Project — digital solution</td>
<td>Examination</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Introduction

A range of English subjects are offered within the department, and students are encouraged to select courses of study which meet their individual needs, interests, abilities and aspirations.

In Year 10, students will be offered assigned to either

- English
- Essential English or
- Literacy (Short Course)

In Year 11 and 12, students can choose either:

- General subject – English and/or Literature
- Applied subject – Essential English

In Year 12 – English and Literature Extension

The study of Humanities focuses on humankind, our cultures, societies and the world and environment we inhabit. Pimpama State Secondary College offers three Year 10 and three Senior Humanities subjects (all Authority Subjects) at Year 11 and 12 levels.

College Pathways

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>English Extension</td>
<td>English Extension</td>
<td>English Extension</td>
</tr>
<tr>
<td></td>
<td>Extension</td>
<td>Extension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The study of Humanities focuses on humankind, our cultures, societies and the world and environment we inhabit. Pimpama State Secondary College offers three Year 10 and three Senior Humanities subjects (all Authority Subjects) at Year 11 and 12 levels.
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

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

Assessment

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

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Summative assessments

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<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Extended response — written response for a public audience</td>
<td>25% Summative internal assessment 3 (IA3): Extended response — imaginative written response</td>
</tr>
</tbody>
</table>
| Summative internal assessment 2 (IA2): Extended response — persuasive spoken response | 25% Summative external assessment (EA): Examination — analytical written response | 25%
The subject Essential English develops and refines students’ understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

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

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

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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:

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language that Works</td>
<td>Texts and human experiences</td>
<td>Language that influences</td>
<td>Representations and popular culture texts</td>
</tr>
<tr>
<td>• Work safety and responsibilities</td>
<td>• Inspirational people and stories of</td>
<td>• Creating and shaping perspectives on community, local</td>
<td>• Responding to popular culture texts</td>
</tr>
</tbody>
</table>
Assessment

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Summative assessments

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<thead>
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Extended response — spoken/signed response</td>
<td>Summative internal assessment 3 (IA3): Extended response — multimodal response</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to literary studies</strong>&lt;br&gt;• Ways literary texts are received and responded to&lt;br&gt;• How textual choices affect readers&lt;br&gt;• Creating analytical and imaginative texts</td>
<td><strong>Texts and culture</strong>&lt;br&gt;• Ways literary texts connect with each other — genre, concepts and contexts&lt;br&gt;• Ways literary texts connect with each other — style and structure&lt;br&gt;• Creating analytical and imaginative texts</td>
<td><strong>Literature and Identity</strong>&lt;br&gt;• Relationship between language, culture and identity in literary texts&lt;br&gt;• Power of language to represent ideas, events and people&lt;br&gt;• Creating analytical and imaginative texts</td>
<td><strong>Independent explorations</strong>&lt;br&gt;• Dynamic nature of literary interpretation&lt;br&gt;• Close examination of style, structure and subject matter&lt;br&gt;• Creating analytical and imaginative texts</td>
</tr>
</tbody>
</table>

### Assessment

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

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#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Examination — analytical written response</td>
<td>Summative internal assessment 3 (IA3): Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Extended response — imaginative spoken/multimodal response</td>
<td>Summative external assessment (EA): Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

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

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

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

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

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

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

**Structure and assessment**
Schools develop two assessment instruments to determine the student’s exit result.

<table>
<thead>
<tr>
<th>Topic 1: Personal identity and education</th>
<th>Topic 2: The work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>- an extended response — written (Internal assessment 1A)</td>
<td>- an extended response — short response (Internal assessment 2A)</td>
</tr>
<tr>
<td>- a student learning journal (Internal assessment 1B).</td>
<td>- a reading comprehension task (Internal assessment 2B).</td>
</tr>
</tbody>
</table>
Introduction

The Health and Physical Education (HPE) faculty offers four electives in Year 10: Health, Physical Education, Recreation and Elite Athlete Development (EAD). Please note the EAD program is subject to an application, trial and acceptance process.

Year 10 Health is designed to prepare students for Senior Health Education offered in Year 11 and 12. Year 10 Physical Education is designed to prepare students for Senior Physical Education offered in Year 11 and 12.

Year 10 RECREATION is designed to prepare students for Certificate II in Sport and Recreation offered in Year 11 and 12.

Year 10 EAD program is an athlete development program for aspiring elite athletes focussing on improving sports performance.

In Year 11 and 12 there are two General and two Certificate subject to choose from in the Health and Physical Education faculty.

College Pathways

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>HPE</td>
<td>HPE</td>
<td>HPE</td>
</tr>
<tr>
<td>Or</td>
<td>Or</td>
<td>Or</td>
</tr>
<tr>
<td>EAD</td>
<td>EAD</td>
<td>EAD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience as a personal health resource</td>
<td>Peers and family as resources for healthy living</td>
<td>Community as a resource for healthy living</td>
<td>Respectful relationships in the post-schooling transition</td>
</tr>
<tr>
<td>Alcohol (elective)</td>
<td>Alcohol (elective)</td>
<td>Homelessness (elective)</td>
<td>Road safety (elective)</td>
</tr>
<tr>
<td>Body image (elective)</td>
<td>Body image (elective)</td>
<td>Anxiety (elective)</td>
<td>Anxiety (elective)</td>
</tr>
</tbody>
</table>

Assessment

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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>Investigation — action research</td>
<td>Investigation — analytical exposition</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>Examination — extended response</td>
<td>Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor learning, functional anatomy, biomechanics and physical activity</td>
<td>Sport psychology, equity and physical activity</td>
<td>Tactical awareness, ethics and integrity and physical activity</td>
<td>Energy, fitness and training and physical activity</td>
</tr>
<tr>
<td>Motor learning integrated with a selected physical activity</td>
<td>Sport psychology integrated with a selected physical activity</td>
<td>Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity</td>
<td>Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity</td>
</tr>
<tr>
<td>Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>Equity — barriers and enablers</td>
<td>Ethics and integrity</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Project — folio</td>
<td>25%</td>
<td>Summative internal assessment 3 (IA3): Project — folio</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Investigation — report</td>
<td>20%</td>
<td>Summative external assessment (EA): Examination — combination response</td>
</tr>
</tbody>
</table>
Introduction

A range of English subjects are offered within the department, and students are encouraged to select courses of study which meet their individual needs, interests, abilities and aspirations.

In Year 10, students will be offered assigned to either

- English
- Essential English or
- Literacy (Short Course)

In Year 11 and 12, students can choose either:

- General subject – English and/or Literature
- Applied subject – Essential English

In Year 12 – English and Literature Extension

The study of Humanities focuses on humankind, our cultures, societies and the world and environment we inhabit. Pimpama State Secondary College offers three Year 10 and three Senior Humanities subjects (all Authority Subjects) at Year 11 and 12 levels. The Year 10 Humanities courses aim to provide a seamless link between Junior Secondary Humanities and the Year 11 and 12 Authority subjects.

College Pathways

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<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>Geotech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study of Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(elective)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warriors of the Ancient World</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(elective)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legal Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(elective)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Geography

Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways
A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to risk and vulnerability in hazard zones</td>
<td>Planning sustainable places Responding to challenges facing a place in Australia Managing the challenges facing a megacity</td>
<td>Responding to land cover transformations Land cover transformations and climate change Responding to local land cover transformations</td>
<td>Managing population change Population challenges in Australia Global population change</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Examination — combination response 25%</td>
<td>Summative internal assessment 3 (IA3): Investigation — data report 25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Investigation — field report 25%</td>
<td>Summative external assessment (EA): Examination — combination response 25%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beyond reasonable doubt</strong>&lt;br&gt;Legal foundations&lt;br&gt;Criminal investigation process&lt;br&gt;Criminal trial process&lt;br&gt;Punishment and sentencing</td>
<td><strong>Balance of probabilities</strong>&lt;br&gt;Civil law foundations&lt;br&gt;Contractual obligations&lt;br&gt;Negligence and the duty of care</td>
<td><strong>Law, governance and change</strong>&lt;br&gt;Governance in Australia&lt;br&gt;Law reform within a dynamic society</td>
<td><strong>Human rights in legal contexts</strong>&lt;br&gt;Human rights&lt;br&gt;The effectiveness of international law&lt;br&gt;Human rights in Australian contexts</td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Examination — combination response</td>
<td>25% Summative internal assessment 3 (IA3): Investigation — argumentative essay</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Structure</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age of Imperialism, 1848–1914</td>
<td>Independence movement in Algeria, 1945–1962</td>
<td><strong>South Korea, 1948–1972</strong></td>
<td><strong>Struggle for peace in the Middle East since 1948</strong></td>
</tr>
<tr>
<td></td>
<td>Meiji Restoration, 1868–1912</td>
<td><strong>Alternative topic for Unit 1</strong></td>
<td><strong>Alternative topic for Unit 2</strong></td>
<td><strong>Alternative topic for Unit 1</strong></td>
</tr>
</tbody>
</table>

**Assessment**

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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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong> Examination — essay in response to historical sources 25%</td>
<td>**Summative internal assessment 3 (IA3): Investigation — historical essay based on research 25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong> Independent source investigation 25%</td>
<td>**Summative external assessment (EA): Examination — short responses to historical sources 25%</td>
</tr>
</tbody>
</table>
Social & Community Studies

Applied senior subject

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

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

Pathways

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

Objectives

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

recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills

recognise and explain the ways life skills relate to social contexts

explain issues and viewpoints related to social investigations

organise information and material related to social contexts and issues

analyse and compare viewpoints about social contexts and issues

apply concepts and ideas to make decisions about social investigations

use language conventions and features to communicate ideas and information, according to purposes

plan and undertake social investigations

communicate the outcomes of social investigations, to suit audiences

appraise inquiry processes and the outcomes of social investigations.
Structure
The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

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

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

- one project or investigation
- one examination
- no more than two assessments from each technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.</td>
<td>60–90 minutes 50–250 words per item on the test.</td>
</tr>
</tbody>
</table>
Chinese provides students with the opportunity to reflect on their understanding of the Chinese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students 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 Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>我的世界</td>
<td>探索世界</td>
<td>社会现象</td>
<td>我的未来</td>
</tr>
<tr>
<td>My world</td>
<td>Exploring our world</td>
<td>Our society</td>
<td>My future</td>
</tr>
<tr>
<td>Family/carers and friends</td>
<td>Travel</td>
<td>Roles and relationships</td>
<td>Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td>Lifestyle and leisure</td>
<td>Technology and media</td>
<td>Socialising and connecting with my peers</td>
<td>Responsibilities and moving on</td>
</tr>
<tr>
<td>Education</td>
<td>The contribution of Chinese culture to the world</td>
<td>Individuals in society</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Examination — short response</td>
<td>Summative internal assessment 3 (IA3): Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Examination — combination response</td>
<td>Summative external assessment (EA): Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Introduction
The Performance Arts faculty offers three subjects in Year 10: Dance, Drama and Music, as well as extension subjects in all three arts areas. These subjects are designed to prepare students for subjects offered in Year 11 and 12.

In Year 11 and 12 there are a range of general and applied subjects in which students may choose an individual or combination of subjects.

College Pathways

<table>
<thead>
<tr>
<th></th>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>GEN</td>
<td>DANCE</td>
<td>Performance Arts</td>
<td>Dance</td>
</tr>
<tr>
<td>ASPIRING PERFORMER'S ACADEMY</td>
<td>Dance Excellence</td>
<td>Dance in Practice (A)</td>
<td>Dance in Practice (A)</td>
</tr>
<tr>
<td>GEN</td>
<td>DRAMA</td>
<td>Performance Arts</td>
<td>Drama</td>
</tr>
<tr>
<td>ASPIRING PERFORMER'S ACADEMY</td>
<td>Drama Excellence</td>
<td>Drama in Practice (A)</td>
<td>Drama in Practice (A)</td>
</tr>
<tr>
<td>GEN</td>
<td>MUSIC</td>
<td>Performance Arts</td>
<td>Music</td>
</tr>
<tr>
<td>ASPIRING PERFORMER'S ACADEMY</td>
<td>Music Excellence</td>
<td>Music Excellence</td>
<td>Music Extension (Yr 12 ONLY) (G)</td>
</tr>
</tbody>
</table>
Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moving bodies</strong></td>
<td><strong>Moving through environments</strong></td>
<td><strong>Moving statements</strong></td>
<td><strong>Moving my way</strong></td>
</tr>
<tr>
<td>How does dance communicate meaning for</td>
<td>How does the integration of the environment</td>
<td>How is dance used to communicate viewpoints?</td>
<td>How does dance communicate meaning for me?</td>
</tr>
<tr>
<td>different purposes and in different</td>
<td>shape dance to communicate meaning?</td>
<td><strong>Genres:</strong></td>
<td><strong>Genres:</strong></td>
</tr>
<tr>
<td>contexts?</td>
<td><strong>Genres:</strong></td>
<td>• Contemporary</td>
<td>• fusion of movement styles</td>
</tr>
<tr>
<td><strong>Genres:</strong></td>
<td>• Contemporary</td>
<td>• Hip Hop</td>
<td>• developing a personal movement style</td>
</tr>
<tr>
<td>• Contemporary</td>
<td>• Hip Hop</td>
<td>• Jazz</td>
<td>• personal viewpoints and influences on</td>
</tr>
<tr>
<td>• Jazz</td>
<td>• Jazz</td>
<td>• Musical Theatre</td>
<td>genre</td>
</tr>
<tr>
<td>• Ballet</td>
<td>• Musical Theatre</td>
<td><strong>Subject matter:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Subject matter:</strong></td>
<td><strong>Subject matter:</strong></td>
<td>• physical dance environments</td>
<td></td>
</tr>
<tr>
<td>• meaning, purpose and context</td>
<td><strong>Subject matter:</strong></td>
<td>including site-specific dance</td>
<td></td>
</tr>
<tr>
<td>• historical and cultural origins of focus</td>
<td></td>
<td>• virtual dance environments</td>
<td></td>
</tr>
<tr>
<td>genres</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>Performance</td>
<td>Project — dance work</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>Choreography</td>
<td>25%</td>
</tr>
<tr>
<td>20%</td>
<td>Examination — extended response</td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 25%
Examination — extended response
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share</strong></td>
<td><strong>Reflect</strong></td>
<td><strong>Challenge</strong></td>
<td><strong>Transform</strong></td>
</tr>
<tr>
<td>How does drama promote shared understandings of the human experience?</td>
<td>How is drama shaped to reflect lived experience?</td>
<td>How can we use drama to challenge our understanding of humanity?</td>
<td>How can you transform dramatic practice?</td>
</tr>
<tr>
<td>• cultural inheritances of storytelling</td>
<td>• Realism, including Magical Realism, Australian Gothic</td>
<td>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</td>
<td>• Contemporary performance</td>
</tr>
<tr>
<td>• oral history and emerging practices</td>
<td>• associated conventions of styles and texts</td>
<td>• associated conventions of styles and texts</td>
<td>• associated conventions of styles and texts</td>
</tr>
<tr>
<td>• a range of linear and non-linear forms</td>
<td></td>
<td></td>
<td>• inherited texts as stimulus</td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Project — dramatic concept</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3): Project — practice-led project</td>
<td>35%</td>
</tr>
<tr>
<td>Summative external assessment (EA): Examination — extended response</td>
<td>25%</td>
</tr>
</tbody>
</table>
Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs</td>
<td>Identities</td>
<td>Innovations</td>
<td>Narratives</td>
</tr>
<tr>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
</tr>
<tr>
<td>How does the treatment and combination of</td>
<td>How do musicians use their understanding of</td>
<td>How do musicians incorporate innovative music</td>
<td>How do musicians manipulate music elements to</td>
</tr>
</tbody>
</table>
different music elements enable musicians to design music that communicates meaning through performance and composition?

music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

practices to communicate meaning when performing and composing?

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**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Composition</td>
<td>20%</td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 25%
Examination
Dance in Practice provides students with opportunities to explore established and progressive dance genres and styles through active engagement in dance and dance productions at a school and community level.

Students create, perform and produce dance works in class, school and community contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students undertake the study of at least three dance genres in Dance in Practice, gaining a broad range of technical and expressive skills and understanding. Exposure to multiple dance genres fosters a greater appreciation of dance as an art form.

Students will study and have the opportunity to sit a Commonwealth Society of Teachers of Dance - Modern Jazz examination which is recognized as contributing studies for the Queensland Certificate of Education (QCE). For every grade passed (over Grade 4) will be awarded 1 Enrichment credit point.

Pathways
A course of study in Dance in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as dance education, dance teaching, choreography, performance and event production.

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works.
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes.
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.
Structure
The Dance in Practice course is designed around core and elective dance genres. At least two dance genres are explored in Units 1 and 2 and again in Units 3 and 4 of the course and three genres across the four-unit course of study.

<table>
<thead>
<tr>
<th>Core</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Performance</td>
<td>Ballet</td>
</tr>
<tr>
<td>Dance Production</td>
<td>Contemporary</td>
</tr>
<tr>
<td>Dance Literacies</td>
<td>Jazz</td>
</tr>
<tr>
<td></td>
<td>Tap</td>
</tr>
<tr>
<td></td>
<td>Ballroom</td>
</tr>
<tr>
<td></td>
<td>Popular dance</td>
</tr>
<tr>
<td></td>
<td>World dance</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assess physical demonstrations of applying a range of cognitive, technical, physical and/or creative/expressive skills.</td>
<td>A technique that assesses the production of a design solution and folio (set, costume, production, lighting, sound) or choreographic work.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
<tr>
<td>The Project in Dance in Practice requires: a collection of:</td>
<td>Student application of identified skills when responding to a task that involves solving a problem, providing a solution, or conveying meaning or intent.</td>
<td><strong>Design solution and folio:</strong> Variable conditions.</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
</tr>
<tr>
<td>a dance performance</td>
<td></td>
<td></td>
<td>written:</td>
<td>written:</td>
</tr>
<tr>
<td>one other chosen from the following:</td>
<td></td>
<td></td>
<td>• magazine/journal articles</td>
<td>• magazine/journal articles</td>
</tr>
<tr>
<td>o written</td>
<td></td>
<td></td>
<td>• essays</td>
<td>• essays</td>
</tr>
<tr>
<td>o spoken</td>
<td></td>
<td></td>
<td>• reviews</td>
<td>• reviews</td>
</tr>
<tr>
<td>o multi-modal</td>
<td></td>
<td></td>
<td>• applications for funding</td>
<td>• reports</td>
</tr>
<tr>
<td>o product</td>
<td></td>
<td></td>
<td><strong>spoken:</strong></td>
<td>spoken:</td>
</tr>
<tr>
<td>o production or teaching performance.</td>
<td></td>
<td></td>
<td>• oral presentations</td>
<td>• oral presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• interviews</td>
<td>• interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• podcasts</td>
<td>• podcasts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• seminars</td>
<td>• seminars</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>multimodal</strong></td>
<td><strong>multimodal</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>at least two modes delivered at the same time:</td>
<td>at least two modes delivered at the same time:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• written</td>
<td>• written</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• spoken/signed</td>
<td>• spoken/signed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• nonverbal, e.g. physical, visual</td>
<td>• nonverbal, e.g. physical, visual</td>
</tr>
</tbody>
</table>
Drama in Practice provides students with opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager.

Students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem.

Through the core of dramatic practices students also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Students will study and have the opportunity to sit an Australian Music Examinations Board – Drama and Performance examination which is recognized as contributing studies for the Queensland Certificate of Education (QCE). For every grade passed (over Grade 5) will be awarded 1 Enrichment credit point.

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. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

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

- 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. Students explore at least four electives and a maximum of eight electives across the four-unit course of study allowing teachers to cater to students’ interests.

<table>
<thead>
<tr>
<th>Core</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic principles</td>
<td>Elective 1: Acting (stage and screen)</td>
</tr>
<tr>
<td>Dramatic practices</td>
<td>Elective 2: Career pathways (including arts entrepreneurship)</td>
</tr>
<tr>
<td></td>
<td>Elective 3: Community theatre</td>
</tr>
<tr>
<td></td>
<td>Elective 4: Contemporary theatre</td>
</tr>
<tr>
<td></td>
<td>Elective 5: Directing</td>
</tr>
<tr>
<td></td>
<td>Elective 6: Playbuilding</td>
</tr>
<tr>
<td></td>
<td>Elective 7: Scriptwriting</td>
</tr>
<tr>
<td></td>
<td>Elective 8: Technical design and production</td>
</tr>
<tr>
<td></td>
<td>Elective 9: The theatre industry</td>
</tr>
<tr>
<td></td>
<td>Elective 10: Theatre through the ages</td>
</tr>
<tr>
<td></td>
<td>Elective 11: World theatre.</td>
</tr>
</tbody>
</table>

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 extended response (live theatre)

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product (Artwork)</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assess the demonstration and interpretation of dramatic principles, practices, concepts and ideas through acting, directing a performance, designing lighting, sound or audiovisual多media, or conducting a drama workshop.</td>
<td>A technique that assesses the production of a design solution and folio (set, lighting, sound and/or audiovisual/multimedia).</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given. Investigations involve research and follow an inquiry approach.</td>
</tr>
<tr>
<td>The Project in Drama in Practice requires: at least two assessable components from the following: written spoken multimodal performance product</td>
<td>Acting Performance (stage): 2 – 5 mins individual or 1.5 – 4 mins group</td>
<td>Design solution in 2D and/or 3D form – set, lighting, sound and/or audiovisual/multimedia, costume Playscript Program Webpage for a theatre company</td>
<td>Presented in one of the following modes: written: • magazine/journal articles • essays • reviews spoken: • oral presentations • podcasts • articles • informative essays • letters to the editor • reports</td>
<td>Presented in one of the following modes: written: • magazine/journal articles • informative essays • letters to the editor • reports spoken: • oral presentations • interviews • podcasts • seminars multimodal at least two modes delivered at the same time: • written • spoken/signed nonverbal, e.g. physical, visual</td>
</tr>
</tbody>
</table>
The Music Extension syllabus provides an opportunity for students with specific abilities in music to extend their expertise. It is designed for students interested in specialising in one of three areas of music study: composition, musicology or performance. Students will undertake detailed studies in one of these specialisations.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

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.

Assumed knowledge, prior learning or experience

The subject Music Extension assumes that Units 1 and 2 of the General Music syllabus (or equivalent) have been studied before commencing this syllabus. ‘Equivalent’ refers to compatible interstate or overseas school Music syllabuses or qualifications.

Pathways

Music Extension is an Extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music Extension can establish a basis for further education and employment in the fields of performing arts and music.

Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields such as:

- **arts administration and management**, e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager
- **communication**, e.g. music copyist, music editor, music librarian, print music manager, sound archivist, musicologist, music journalist
- **education**, e.g. arts educator, instrumental teacher, studio teacher, university music academic
- **creative industries**, e.g. backing musician, chamber musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager
- **public relations**, e.g. creative director, music lawyer, music merchandiser
- **science and technology**, e.g. music therapist, music video director, new media artist, producer, programmer, sound designer.
Objectives
By the conclusion of the course of study, students will:

Common objectives across ALL three specialisations
- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music

Composition objectives
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas

Musicology objectives
- analyse music
- investigate music
- synthesise information

Performance objectives
- apply technical skills
- interpret music elements and concepts
- realise music ideas
**Structure**

<table>
<thead>
<tr>
<th></th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Explore**   | Students enter into an apprenticeship and work towards realising their potential as composers, musicologists or performers. As an apprentice, students will work alongside an expert, artisan and/or resource to explore their specialisation. They consider what constitutes good practice through research, mentor guidance, critique and fundamental skills of the specialisation. Students also develop skills in goal setting and reflective practice when developing their skills and understanding in the specialisation. Unit 3 contains two key ideas:  
  - initiate best practice  
  - consolidate best practice. | Students draw on their experiences from Unit 3 to realise their potential as composers, musicologists or performers. As emerging artists, students critically reflect on their musicianship and refine practice in an endeavour to discover their personal style as musicians. They operate with increasing independence and sophistication through independent application of the subject matter from Unit 3 and through the student’s emerging individual music voice or identity. Unit 4 contains one key idea: independent best practice. In this key idea, students demonstrate best practice independently. They work towards an individual approach to their specialisation. |
| **Emerge**    |                                                                        |                                                                        |

**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**

<table>
<thead>
<tr>
<th></th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Composition</strong></td>
<td><strong>Musicology</strong></td>
</tr>
<tr>
<td>Summative internal assessment 1 (IA1): Composition</td>
<td>20% Summative internal assessment 1 (IA1): Composition</td>
<td>20% Summative internal assessment 1 (IA1): Composition</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Composition</td>
<td>20% Summative internal assessment 2 (IA2): Composition</td>
<td>20% Summative internal assessment 2 (IA2): Composition</td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3): Composition project</td>
<td>35% Summative internal assessment 3 (IA3): Composition project</td>
<td>35% Summative internal assessment 3 (IA3): Composition project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction

The Science faculty offers seven subjects in Year 10: Biology, Chemistry, Physics, Marine Science, Engineering, Psychology and Science in Practice. These subjects are designed to prepare students for subjects offered in Year 11 and 12.

In Year 11 and 12, there are a 6 authority subjects and one non-authority subject from which students may choose an individual or combination of subjects: Biology, Chemistry, Physics, Marine Science, Engineering, Psychology and Science in Practice respectively.

College Pathways

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cells and multicellular organisms</td>
<td>Maintaining the internal environment</td>
<td>Biodiversity and the interconnectedness of life</td>
<td>Heredity and continuity of life</td>
</tr>
<tr>
<td>Cells as the basis of life Multicellular organisms</td>
<td>Homeostasis Infectious diseases</td>
<td>Describing biodiversity Ecosystem dynamics</td>
<td>DNA, genes and the continuity of life Continuity of life on Earth</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Data test 10%</td>
<td>Summative internal assessment 3 (IA3): Research investigation 20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Student experiment 20%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 50% Examination</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemical fundamentals — structure, properties and reactions</strong>&lt;br&gt;Properties and structure of atoms&lt;br&gt;Properties and structure of materials&lt;br&gt;Chemical reactions — reactants, products and energy change</td>
<td><strong>Molecular interactions and reactions</strong>&lt;br&gt;Intermolecular forces and gases&lt;br&gt;Aqueous solutions and acidity&lt;br&gt;Rates of chemical reactions</td>
<td><strong>Equilibrium, acids and redox reactions</strong>&lt;br&gt;Chemical equilibrium systems&lt;br&gt;Oxidation and reduction</td>
<td><strong>Structure, synthesis and design</strong>&lt;br&gt;Properties and structure of organic materials&lt;br&gt;Chemical synthesis and design</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;Data test</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;Student experiment</td>
<td>20%</td>
</tr>
</tbody>
</table>

| Summative external assessment (EA): 50% | Examination |

Examination
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oceanography</strong>&lt;br&gt;An ocean planet&lt;br&gt;The dynamic shore</td>
<td><strong>Marine biology</strong>&lt;br&gt;Marine ecology and biodiversity&lt;br&gt;Marine environmental management</td>
<td><strong>Marine systems — connections and change</strong>&lt;br&gt;The reef and beyond&lt;br&gt;Changes on the reef</td>
<td><strong>Ocean issues and resource management</strong>&lt;br&gt;Oceans of the future&lt;br&gt;Managing fisheries</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
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<tbody>
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<td>Summative internal assessment 1 (IA1): Data test</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td></td>
<td>Examination</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermal, nuclear and electrical physics</td>
<td>Linear motion and waves</td>
<td>Gravity and electromagnetism</td>
<td>Revolutions in modern physics</td>
</tr>
<tr>
<td>Heating processes</td>
<td>Linear motion and force</td>
<td>Gravity and motion</td>
<td>Special relativity</td>
</tr>
<tr>
<td>Ionising radiation and nuclear reactions</td>
<td>Waves</td>
<td>Electromagnetism</td>
<td>Quantum theory</td>
</tr>
<tr>
<td>Electrical circuits</td>
<td></td>
<td></td>
<td>The Standard Model</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
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</tr>
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<td>10% Summative internal assessment 3 (IA3): Research investigation 20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Student experiment</td>
<td>20%</td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 50% Examination
Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

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

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

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

Objectives
By the conclusion of the course of study students should:
- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure
The Science in Practice course is designed around core topics and at least three electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific literacy and working scientifically</td>
<td>Science for the workplace</td>
</tr>
<tr>
<td>Workplace health and safety</td>
<td>Resources, energy and sustainability</td>
</tr>
<tr>
<td>Communication and self-management</td>
<td>Health and lifestyles</td>
</tr>
<tr>
<td></td>
<td>Environments</td>
</tr>
<tr>
<td></td>
<td>Discovery and change</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Collection of work</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A response to a series of tasks relating to a single topic in a module of work.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes performance: continuous class time product: continuous class time.</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.</td>
<td>At least three different components from the following: written: 200–300 words spoken: 1½ –2½ minutes multimodal non-presentation: 6 A4 pages max (or equivalent) presentation: 2–3 minutes performance: continuous class time test: 20–30 minutes 50–250 words per item.</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.</td>
<td>60–90 minutes 50–250 words per item</td>
</tr>
</tbody>
</table>
Engineering
General senior subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

By the conclusion of the course of study, students will:
recognise and describe engineering problems, concepts and principles
symbolise and explain ideas and solutions
analyse problems and information
determine solution success criteria for engineering problems
synthesise information and ideas to predict possible solutions
generate prototype solutions to provide data to assess the accuracy of predictions
evaluate and refine ideas and solutions to make justified recommendations
make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering fundamentals and society</strong></td>
<td><strong>Emerging technologies</strong></td>
<td>**Statics of structures and environmental</td>
<td><strong>Machines and mechanisms</strong></td>
</tr>
<tr>
<td>Engineering history</td>
<td>Emerging needs</td>
<td>considerations</td>
<td>Machines in society</td>
</tr>
<tr>
<td>The problem-solving process in Engineering</td>
<td>Emerging processes and machinery</td>
<td>Application of the problem-solving process</td>
<td>Materials</td>
</tr>
<tr>
<td>Engineering communication</td>
<td>Emerging materials</td>
<td>in Engineering</td>
<td>Machine control</td>
</tr>
<tr>
<td>Introduction to engineering</td>
<td>Exploring autonomy</td>
<td>Civil structures and the environment</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>Civil structures, materials and forces</td>
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<tr>
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<tr>
<td>materials</td>
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Assessment

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Summative assessments

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<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>Project — folio</td>
<td>Project — folio</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>Examination</td>
<td>Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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
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- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.
Assessment

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

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</tr>
</tbody>
</table>
BSB20115 Certificate II Business (VBU)

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>N/A</th>
<th>Subject Type:</th>
<th>VET (4 QCE points)</th>
</tr>
</thead>
</table>
| Future Options: | - Further Certificate courses at TAFE in Business  
- Employment as Office Administrator, Clerical Worker, Data Entry Operator, Junior Personal Assistant, Word Processing Operator, Receptionist in Administration, Legal, Banking, Tourism, Event Management Hospitality, Insurance, Health Care and Travel industries | |

Business Administration includes: Technical skills in MS Office computing packages, using business technology, designing organisational documents, financial administration, Occupational Health and Safety procedures, organising schedules. General employability skills for the workplace include: communication, teamwork, planning and organising, initiative and enterprise, problem solving, technology skills, ability to learn and self-management.

**Units of Competency:**

- BSBWHS201 Contribute to health and safety of self and others
- BSBITU201 Produce simple word processed documents
- BSBWOR202 Organise and complete daily work activities
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBITU202 Create and use spreadsheets
- BSBIND201 Work effectively in a business environment
- BSBCCM201 Communicate in the workplace
- BSBWOR204 Use business technology
- BSBINM201 Process and maintain workplace information
- BSBCUS201 Deliver a service to customers
- BSBWOR203 Work effectively with others
- BSBINN201 Contribute to workplace innovation

**Assessment:** Practical, observational and theoretical based assessment (all competency based)

**Subject Costs:** Potential costs associated with excursions over the two year course.

**Link to TAS:** G:\Teachers\SENIOR SECONDARY\VET\VET Register of Documents\Training and Assessment Strategies
### FSK20113 Certificate II Skills for Work & Vocational Placement

**Prerequisites:** N/A  
**Subject Type:** VET (4 QCE points)

**Future Options:** Any vocational career. Apprenticeship, Traineeship or immediate employment

**Delivery:** This course is not fee for service nor use a student’s VETis funding

This qualification prepares students for the world of work. Students learn foundation literacy and numeracy skills specific to the vocational setting. This is a great preparatory course for students wanting an apprenticeship, traineeship or immediate employment.

**Units of Competency:**
- FSKDIG03 Use digital technology for routine workplace tasks
- FSKLRG09 Use strategies to respond to routine workplace problems
- FSKLRG11 Use routine strategies for work-related learning
- FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKOCM07 Interact effectively with others at work
- FSKRDRG10 Read and respond to routine workplace information
- FSKWLG09 Write routine workplace texts
- BSBITU201 Produce simple word processed documents
- BSBINN201 Contribute to workplace innovation
- BSBWOR204 Use business technology
- BSBWOR203 Work effectively with others
- FSKLRG10 Use routine strategies for career planning
- FSKNUM06 Use highly familiar maps and diagrams for work

**Assessment:** Practical, observational and theoretical based assessment (all competency based)

**Subject Costs:** Nil

**Link to TAS:** G:\Teachers\SENIOR SECONDARY\VET\VET Register of Documents\Training and Assessment Strategies

### ICT10115 Certificate I in Information, Digital Media and Technology

**Prerequisites:** N/A  
**Subject Type:** VET (2 QCE points)

**Future Options:** Entry level qualification into information, technology and digital media.

**Delivery:** This course is not fee for service nor use a student’s VETis funding

This course has been designed to develop a basic understanding of Information, Digital Media and Technology. Skills in the computer and software operation are important for the senior years of schooling and beyond.

**Units of Competency:**
- ICTICT101 Operate a personal computer
- ICTICT102 Operate word-processing applications
- ICTICT103 Use, communicate and search securely on the internet
- ICTICT104 Use digital devices
- ICTICT106 Operate presentation packages
- ICTICT108 Use digital literacy skills to access the internet

**Assessment:** Practical, observational and theoretical based assessment (all competency based)

**Subject Costs:** Nil

**Link to TAS:** G:\Teachers\SENIOR SECONDARY\VET\VET Register of Documents\Training and Assessment Strategies
## CUA20215 Certificate II in Creative Industries (VCI)

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>N/A</th>
<th>Subject Type:</th>
<th>VET (4 QCE points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options:</td>
<td>When you complete the Certificate II in Creative Industries you will have made a start into a career pathway as a multimedia designer, event coordinator or production assistant. You will engage in experiences such as planning for and running Creative Arts events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery:</td>
<td>This course is not fee for service nor use a student’s VETis funding.</td>
<td></td>
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</tr>
</tbody>
</table>

Creativity is the third top skill that employers are looking for to future proof your career. You will gain the knowledge and skills to use digital technologies and multimedia, social media, design and drawing. You'll gain arts industry knowledge and experience working in effective teams.

### Units of Competency:
- BSBCUS201 Deliver a service to customers
- CUAFOH201 Undertake routine front of house duties
- CUAFOH202 Usher patrons
- SITXCCS201 Provide visitor information
- CUAAM201 Assist in a basic camera shoot
- CUARES201 Collect and organise content for broadcast or publication
- CUADIG202 Develop digital imaging skills
- BSBWOR203 Work effectively with others
- CUAIND201 Develop and apply creative arts industry knowledge
- CUAWH5302 Apply work health and safety practices

### Assessment:
Practical, observational and theoretical based assessment (all competency based)

### Subject Costs:
Course fees TBD

### Link to TAS:
G:\Teachers\SENIOR SECONDARY\VET\VET Register of Documents\Training and Assessment Strategies

## BSB30115 - Certificate III in Business (VBN)

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>N/A</th>
<th>Subject Type:</th>
<th>VET (8 QCE points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options:</td>
<td>Successful completion of this course gives you the skills to seek entry-level employment in a wide range of administration and business type roles. You will also be placed for further study at a diploma level or above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery:</td>
<td>This course is not fee for service nor use a student’s VETis funding.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course will give you a sound basis in Workplace Health and Safety, and offers various streams of practical skills including maintaining business resources, operational plan support, purchase of goods and services, and customer complaints.

### Units of Competency:
- BSBWHS302 - Apply knowledge of WHS legislation in the workplace
- BSBCCM201 - Communicate in the Workplace
- BSBCCM301 - Process Customer Complaints
- BSBCUS301 - Deliver and monitor a service to customers
- BSBDIV301 - Work Effectively with Diversity
- BSBINN301 - Promote innovation in a team environment
- BSBITU302 - Create electronic presentations
- BSBITU303 - Design and produce text documents
- BSBITU304 - Produce spreadsheets
- BSBUS401 - Implement and monitor environmentally sustainable work practices
- BSBWOR301 - Organise Personal Work Priorities and Development
- BSBWRT301 - Write simple documents

### Assessment:
Practical, observational and theoretical based assessment (all competency based)

### Subject Costs:
Potential costs associated with excursions over the two year course.

### Link to TAS:
G:\Teachers\SENIOR SECONDARY\VET\VET Register of Documents\Training and Assessment Strategies\Cert III Business
## SIS20115 Certificate II in Sport and Recreation

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Nil.</th>
<th>Subject Type:</th>
<th>VET (4 QCE points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options:</td>
<td>Likely functions for those with this qualification include providing support in delivering sport and recreation programs, grounds and facilities maintenance, retail, customer service assistance and administrative assistance. This may include work in fitness centres, outdoor sporting grounds or complexes or aquatic centres.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Topics covered include sport, fitness and recreation equipment for activities, fitness and recreation industry knowledge, undertaking client health assessment, first aid, and planning and delivering gym programs and group fitness sessions.

### Units of Competency:

- **BSBWOR202** Organise and complete daily work activities
- **HLTAID003** Provide first aid
- **HSTWHS001** Participate in workplace health and safety
- **SISXCAI002** Assist with activity sessions
- **SISXCCS001** Provide quality service
- **SISXEMR001** Respond to emergency situations
- **SISXIND001** Work effectively in sport, fitness and recreation environments
- **SISXIND002** Maintain sport, fitness and recreation industry knowledge
- **SISXFAC002** Maintain sport, recreation and fitness facilities
- **SISXFAC001** Maintain equipment for activities
- **SISXCAI001** Provide equipment for activities
- **FSKLRG09** Use strategies to respond to routine workplace problems
- **FSKDIG03** Use digital technology for routine workplace tasks

### Assessment:

Practical, observational and theoretical competency based assessment

### Subject Costs:

There may be costs associated with excursions throughout the program

### Link to TAS:

G:\Teachers\SENIOR SECONDARY\VET\VET Register of Documents\Training and Assessment Strategies
## UEE22011 Certificate II Electro-technology (Career Start) (VET)

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Nil.</th>
<th>Subject Type:</th>
<th>VET (VETis funded) (4 QCE points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options:</td>
<td>Electrician (commercial or residential, electrical design, electrical engineering)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn how to safely solve problems in extra-low voltage single-path and multiple-path DC circuits, identify and select materials for electrotechnology work activities, participate in environmentally sustainable work practices, use equipment / plant / technologies, and dismantle, assemble and fabricate electrotechnology components</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Units of Competency:
- UEEENEE101A - Apply Occupational Health and Safety regulations, codes and practices in the workplace
- UEEENEE104A - Solve problems in d.c. circuits
- UEEENEE141A - Use of routine equipment/plant/technologies in an energy sector environment
- UEEENEE148A - Carry out routine work activities in an energy sector environment
- UEEENEE179A - Identify and select components, accessories and materials for energy sector work activities
- UEEENEK142A - Apply environmentally and sustainable procedures in the energy sector
- CPCCOHS1001A - Work safely in the construction industry
- CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry
- UEEENEE102A - Fabricate, assemble and dismantle utilities industry components
- UEEENEE105A - Fix and secure electrotechnology equipment
- UEEENEE122A - Carry out preparatory energy sector work activities

### Assessment:
- Practical, observational and theoretical competency based assessment

### Subject Costs:
- This course utilises a student VET in Schools (VETis) funding, therefore there are no enrolment costs. However, there may be costs associated with buying own equipment if the students choose to do so. Not necessary to complete course though.
### AUR20716 Certificate II Automotive Vocational Preparation

**Prerequisites:** Nil.  
**Subject Type:** VET (VETis funded) (4 QCE points)

**Future options:** Automotive mechanic (car and bike), diesel mechanic, vehicle body detailing

The qualification covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. It also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.

**Units of Competency:**  
- AURASA2002 - Apply safe working practices in an automotive workplace  
- AURLTJ2003 - Remove, inspect, and refit light vehicle wheel assemblies  
- AURTTC004 - Remove and replace radiators  
- AURAEA2002 - Apply environmental and sustainability best practice in an automotive workplace  
- AURABA2004 - Solve routine problems in an automotive workplace  
- AURETR1001 - Remove and tag automotive electrical system components  
- AURETR1002 - Test, service and maintain battery storage systems  
- AURETR1003 - Apply automotive electrical system fundamentals  
- AURETR2009 - Install, test and repair vehicle lighting and wiring systems

**Assessment:** Practical, observational and theoretical competency based assessment

**Subject Costs:** This course utilises a student VET in Schools (VETis) funding, therefore there are no enrolment costs. However, there may be costs associated with buying own equipment if the students choose to do so. Not necessary to complete course though.

### CPC10111 Certificate I Construction

**Prerequisites:** Nil.  
**Subject Type:** VET (VETis funded) (4 QCE points)

**Future Options:** Careers as Builders, plumbers, plasterers, bricklayers, engineers, architects, contractors, suppliers and project managers

The Certificate I in Construction provides secondary students with an introduction to the construction industry, its culture, job roles and workplace expectations. Students will enjoy applying their skills and knowledge to a practical construction project and on completion of the course, students will have the ability to tackle a wide range of on-site duties.

**Units of Competency:**  
- CPCCCM1012A - Work effectively and sustainably in the construction industry  
- CPCCCM1013A - Plan and organise work  
- CPCCCPCCCM2001A - Read and interpret plans and specifications  
- CM1014A - Conduct workplace communication  
- CPCCCM2005B - Use construction tools and equipment  
- CPCCWH51001 - Prepare to work safely in the construction industry  
- CPCCOH52001A - Apply OHS requirements, policies and procedures in the construction industry  
- CPCCVE1011A - Undertake a basic construction project  
- CPCCCM2004A - Handle Construction Materials  
- CPCCCM2006B - Apply basic levelling procedures  
- CPCCCM1015A Carry out measurements and calculations

**Assessment:** Practical, observational and theoretical competency based assessment

**Subject Costs:** This course utilises a student VET in Schools (VETis) funding, therefore there are no enrolment costs. However, there may be costs associated with buying own equipment if the students choose to do so. Not necessary to complete course though.
### HLT23215 Certificate II Health Support Services (VHS)

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>N/A</th>
<th>Subject Type:</th>
<th>VET (VETis funded) (4-8 QCE points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options:</td>
<td>Nursing, aged care, health care, physiotherapy, pathology, management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This Certificate addresses work primarily in PSSC’s new Health Services Centre under direct or regular supervision within clearly defined organisation guidelines and service plans.

This qualification covers workers in a range of roles who provide assistance to health professional staff with the care of clients. Throughout the course you will be equipped with the skills you need to operate theatre support, assist in nursing work in acute care, and how to multitask in smaller working environments.

**Units of Competency:**
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with Diverse People
- HLTINF001 Comply with infection prevention and control policies and procedures
- HLTWH5001 Participate in workplace health and safety
- CHCCCS012 Prepare and maintain beds
- CHCCCS020 Respond effectively to behaviours of concern
- CHCCCS026 Transport individuals
- HLTFS002 Provide ward or unit-based food preparation and distribution services
- CHCDIV002 Provide aboriginal and/or Torres Strait Islander cultural safety
- BSBCUS201 Deliver a service to customers
- HLTAID003 Provide first aid
- HLTWH5005 Conduct manual tasks safely

**Assessment:**
- Written Exams
- Short Response Questions
- Observations of Practical Skills
  - All competency based assessment

**Subject Costs:**
This course utilises a students' VET in Schools (VETis) funding
<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>N/A</th>
<th>Subject Type:</th>
<th>VET (VETis funded) (4-8 QCE points)</th>
</tr>
</thead>
</table>

**Future Options:** Nursing, aged care, health care, physiotherapy, pathology, management

This Certificate addresses work primarily in PSSC’s new Health Services Centre under direct or regular supervision within clearly defined organisation guidelines and service plans.

This qualification covers workers in a range of roles who provide assistance to health professional staff with the care of clients. Throughout the course you will be equipped with the skills you need to operate theatre support, assist in nursing work in acute care, and how to multitask in smaller working environments.

**Units of Competency (students will receive credit transfers where appropriate when completing Certificate II Health Support Services):**
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with Diverse People
- HLTINF001 Comply with infection prevention and control policies and procedures
- HLTWHS002 Follow safe work practices for direct client care
- CHCCCS015 Provide individualised support
- CHCCCS023 Support Independence and wellbeing
- CHCLEG001 Work legally and ethically
- HLTAAP001 Recognise healthy body systems
- CHCDIV002 Provide aboriginal and/ or Torres Strait Islander cultural safety
- CHCAGE001 Facilitate the empowerment of older people
- CHCAGE005 Provide support to people living with dementia
- HLTAIM003 Provide first aid
- CHCCCS011 Meet personal support needs
- CHCPAL001 Deliver care services using a palliative approach

**Assessment:**
- Written Exams
- Short Response Questions
- Observations of Practical Skills
  - All competency based assessment

**Subject Costs:** Utilises VETis funding, however course fees attached
CHC30113 Certificate III in Early Childhood Education and Care (VEC)

**Prerequisites:** Nil.  
**Subject Type:** VET (6 QCE points)

**Future Options:** The CHC30113 Certificate III in Early Childhood Education and Care is the course to get your foot in the door as an early educator and child carer.

Currently, Early Education is one of the most popular growth industries as the demand is rising for child carers and child centres as well as increased career opportunities for qualified Nannies.

This course gives you the skills to provide care and plan engaging and educational activities to maximise the development of children in your care. Learn how to create individual profiles and work with families to provide appropriate education and care.

**Units of Competency:**
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCECE001 Develop cultural competence
- CHCECE002 Ensure the health and safety of children
- CHCECE003 Provide care for children
- CHCECE004 Promote and provide healthy food and drinks
- CHCECE005 Provide care for babies and toddlers
- CHCECE007 Develop positive and respectful relationships with children C
- HCECE009 Use an approved learning framework to guide practice
- CHCECE010 Support the holistic development of children in early childhood
- CHCECE011 Provide experiences to support children’s play and learning
- CHCECE013 Use information about children to inform practice
- CHCLEG001 Work legally and ethically
- CHCPRT001 Identify and respond to children and young people at risk
- HLTAID004 Provide an emergency first aid response in an education and care setting
- HLTWH001 Participate in workplace health and safety
- CHCDIV001 Work with diverse people
- CHCECE006 Support behaviour of children and young people
- CHCECE012 Support children to connect with their world

**Assessment:** Practical, observational and theoretical competency based assessment

**Subject Costs:** Students undertake this course as part of a School Based Traineeships. As a result, there may be costs associated with buying own equipment if the students choose to do so. Not necessary to complete course though.
SIS30315 Certificate III in Fitness

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Nil.</th>
<th>Subject Type:</th>
<th>VET (6 QCE points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options:</td>
<td>Personal trainer, sports trainer, fitness instructor</td>
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<td></td>
</tr>
</tbody>
</table>

Establish yourself in fitness with this entry-level qualification. You’ll be equipped with a broad range of knowledge needed to work as a fitness or exercise instructor. You’ll have access to professional operating gyms with up-to-date equipment that will give you the edge and experience that employers seek.

You will learn the basic knowledge needed to succeed in areas like fitness program instruction, provision of healthy eating information, and introduction of exercise for older clients. You may also have a chance to specialise in areas like aqua or group exercise instructor.

Units of Competency:
- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming delivery
- SISFFIT005 Provide healthy eating information
- SISFFIT0014 Instruct exercise to older clients recommended guidelines
- SISXCCS001 Provide quality service
- SISXFAC001 Maintain equipment for activities
- SISXIND001 Work effectively in sport, fitness and recreation environments
- BSBRSK401 Identify risk and apply risk management processes
- HLTAIM003 Provide first aid
- HLTWHS001 Participate in workplace health and safety
- SISFFIT006 Conduct fitness appraisals
- SISXCAI006 Facilitate groups
- SISFFIT011 Instruct approved community fitness programs
- BSBCOMM201 Communicate in the workplace

Assessment: Practical, observational and theoretical competency based assessment

Subject Costs: This course utilises a student VET in Schools (VETis) funding, therefore there are no enrolment costs. However, there may be costs associated with buying own equipment if the students choose to do so. Not necessary to complete course though.
### CUA30915 Certificate III in Music Industry (Performance)  
**PSSC183P** *(VMI)*

#### Prerequisites:
Assumes prior musical knowledge, but does not exclude students who have not completed either Year 10 Music or Certificate II in Music Industry

#### Subject Type:
VET (6 points)

#### Future Options:
- **Career Opportunities:** Musician, Stage Producer, Session Musician, Band Member, Music Technician, Producer, Performer, Arranger, Singer, Stage Manager, Songwriter, Promoter
- **Pathway Options:**
  - CUA40915 Certificate IV in Music Industry
  - CUA50815 Diploma of Music Industry
  - CUA60525 Advanced Diploma of Music Industry

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**CUA30915 Certificate III in Music Industry (Performance)** is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician with the aim to perform and compose music.

Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Students will gain competencies that will enhance their employment opportunities within the music industry and a recognised qualification that will assist them in making a more informed choice when considering vocational/career pathways.

Students who undertake the Certificate III in Music Industry (Performance) are making a commitment to school/community events which may include rehearsals and performances outside school timetabled classes in order for them meet their units of competency.

#### Units of Competency (students will receive credit transfers where appropriate when completing Certificate II in Music Industry):
- BSBWHS201 Contribute to health and safety of self and others (School)
- CUACMP301 Implement copyright arrangements (School)
- CUAIND303 Work effectively in the music industry (School)
- CUAMLT302 Apply knowledge of style and genre to music industry practice (School)
- CUAMCP201 Incorporate technology into music making (School)
- CUAMCP301 Compose simple songs or musical pieces (School)
- CUAMCP303 Develop simple musical pieces using electronic media (School)
- CUAMPF203 Develop ensemble skills for playing or singing music (School)
- CUASOU202 Perform Basic Sound Editing (School)
- CUAMPF304 Make a music demo (School)
- CUARES201 Collect and organise content for broadcast or publication (School)

#### Assessment:
Each semester:
- Practical, observational and theoretical competency based assessment

#### Subject Costs:
Course fees are attached to this course

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The College of Sound and Music Production offer Pimpama State Secondary College students enrolling in the Certificate III in Music Industry, two different specialisations to choose from: Performance and Sound Production.
CUA30915 Certificate III in Music Industry (Sound Production)  (VMI)

**Prerequisites:** Assumes prior musical knowledge, but does not exclude students who have not completed either Year 10 Music or Certificate II in Music Industry

**Subject Type:** VET (6 points)

**Future Options:**
- Career Opportunities:
  - Sound engineer, Musician, Digital Audio Technician, Producer, Performer, Sound & Lighting Technician, Broadcaster, Stage Manager, Songwriter
- Pathway Options:
  - CUA40915 Certificate IV in Music Industry
  - CUA50815 Diploma of Music Industry
  - CUA60525 Advanced Diploma of Music Industry

**CUA30915 Certificate III in Music Industry (Sound Production)** is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for students who have an interest in music and sound production and are keen to develop skills in a range of areas such as recording, mixing and sound editing.

Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. The program includes core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to learn the essentials of audio engineering and electronic music production. Students will gain competencies that will enhance their employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

Students who undertake the Certificate III in Music Industry (Sound Production) are making a commitment to school/community events which may include rehearsals and performances outside school timetabled classes in order for them meet their units of competency.

**Units of Competency (students will receive credit transfers where appropriate when completing Certificate II in Music Industry):**
- BSBWHS201 Contribute to health and safety of self and others (School)
- CUACMP301 Implement copyright arrangements (School)
- CUAIND303 Work effectively in the music industry (School)
- CUAMLT302 Apply knowledge of style and genre to music industry practice (School)
- CUASOU201 Develop basic audio skills and knowledge (School)
- CUASOU202 Perform basic sound editing (School)
- CUASOU307 Record and mix a basic music demo (School)
- CUASOU311 Mix music in a studio environment (School)
- CUAMCP201 Incorporate technology into music making (School)
- CUAMCP303 Develop simple musical pieces using electronic media (School)
- CUARES201 Collect and organise content for broadcast or publication (School)

**Assessment:** Each semester:
- Practical, observational and theoretical competency based assessment

**Subject Costs:** Course fees are attached to this course
<table>
<thead>
<tr>
<th>SIT30316 Certificate III in Hospitality</th>
<th>(VHO)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Subject Type:</strong></td>
<td>VET (4-8 points)</td>
</tr>
</tbody>
</table>

**Future Options:** This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

Possible job titles include:
- bar attendant
- café attendant
- catering assistant
- food and beverage attendant
- front office assistant
- porter
- room attendant.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

**Suggested Units of Competency (subject to change). Successful completion of 15 Units will achieve Certificate III:**
- SITXFS0A01 Use hygienic practices for food safety
- SITXWS001 Participate in safe work practices
- SITHIND002 Source and use information on the hospitality industry
- SITHKOP001 Clean kitchen premises and equipment
- SITHCC002 Prepare simple dishes
- SITHIND003 Use hospitality skills effectively (12 Shifts - Cert II) /or
- SITHIND004 Work effectively in hospitality service (36 Shifts - Cert III)
- SITXCC003 Interact with customers
- BSBWOR203 Work effectively with others
- SITHCC003 Prepare and present sandwiches
- SITXCOM002 Show social and cultural sensitivity
- SITHINV002 Maintain the quality of perishable items
- SITHCC006 Produce appetisers and salads
- SITHFAB002 Provide responsible service of alcohol
- SITXCC006 Provide service to customers
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee

**Assessment:** Practical, observational and theoretical based assessment (all competency based)
- ON-LINE through AURORA portal

**Subject Costs:** $100 Year 11 and $150 Year 12
AVI30316 Certificate III in Aviation
(Remote Pilot - Visual Line of Sight)

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>N/A</th>
<th>Subject Type:</th>
<th>VET (8 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options:</td>
<td>This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight) is the highest qualification available for those who wish to develop industry leading skills within the sub 7kg multirotor remotely piloted aircraft system (RPAS) industry. Along with achieving your Certificate III level qualification in RPAS, you will also obtain two Civil Aviation Safety Authority (CASA) licensed outcomes – a Remote Pilot License and an Aeronautical Radio Operators Certificate.

Our students graduate with a comprehensive understanding of the RPAS industry and a clear strategy for how to progress their career. Professional training with UAVAIR is approved by the Civil Aviation Safety Authority (CASA) and is a very well regarded qualification in the UAV (unmanned aerial vehicle) industry.

Basair Australia’s AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight) is delivered under a third party agreement by UAVAIR Pty Ltd. This course is nationally accredited through ASQA.

**Units of Competency:**
- AVIE0001 Operate aeronautical radio
- AVIF0013 Manage human factors in remote pilot aircraft systems operations
- AVIF3023 Apply regulations and policies during remote pilot aircraft systems operations
- AVIH3019 Navigate remote pilot aircraft systems
- AVIK3002 Use infotechnology devices in an aviation workplace
- AVIW3037 Manage remote pilot aircraft systems pre- and post-flight actions
- AVIW3038 Operate and manage remote pilot aircraft systems
- AVIY3073 Control remote pilot aircraft systems on the ground
- AVIY3074 Launch remote pilot aircraft systems
- AVIY3075 Control remote pilot aircraft systems in normal flight
- AVIY3076 Recover remote pilot aircraft systems
- AVIY3077 Manage remote pilot aircraft systems in abnormal flight situations
- AVIY3078 Manage remote pilot aircraft systems energy source requirements
- AVIZ3052 Apply situational awareness in remote pilot aircraft systems operations

**Assessment:** Practical, observational and theoretical based assessment (all competency based)

**Subject Costs:** Utilises VETis funding however course feed attached (TBD)
10283NAT Certificate IV in Crime and Justice

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>N/A</th>
<th>Subject Type:</th>
<th>VET (8 points)</th>
</tr>
</thead>
</table>

Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice 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.

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.

**Units of Competency:**
- CJSCOM401 Communicate with clients and provide advice on justice-related issues
- CJSDCP402 Identify and prepare documentation for court proceedings
- CJSJI403 Analyse and understand social justice issues
- BSBRES401 Analyse and present research information
- PSPREG003 Apply Regulatory Powers
- BSBLEG413 Identify and apply the legal framework
- BSBLDR403 Lead team effectiveness
- PSPREG010 Prepare a brief of evidence
- BSBLEG416 Apply the principles of the law of torts
- BSBWOR404 Develop work priorities

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

**Subject Costs:** $700