

Senior Course Guide



**Spinifex
State
College
Mount Isa**



Sharing Knowledge - Creating Our Future

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OUR VISION

To develop Clever,
Skilled and Creative
Spinifex State College
Graduates



OUR MOTTO

Sharing Knowledge, Creating our Future

OUR PURPOSE

We inspire each other to be productive local and global citizens who shape our futures through the pursuit of excellence.

OUR VALUES



Inspire success



Create opportunities



Build resilience



Empower community

Introduction

Spinifex State College aims to develop clever, skilled and creative learners. To achieve this aim, we provide students with access to quality learning opportunities and inspire students to explore their passions, harness their unique talents and fulfil their potential.

The Senior Course Guide is a valuable resource that will assist you to create your senior program of study through Years 11 & 12. The course guide provides information about the subjects on offer, how to choose your senior subjects and the support available to design your senior program.

All students entering the senior phase of learning have the goal of achieving the Queensland Certificate of Education (QCE) or the Queensland Certificate of Individual Achievement (QCIA). The guide provides a brief outline on the eligibility requirements for obtaining the QCE at the completion of Year 12.

If you are interested in a university pathway beyond school, an outline of the Australian Tertiary Admission Rank (ATAR) is provided. The Senior Campus team will provide you with further ATAR information and the support needed throughout Years 11 & 12 to achieve the best ATAR possible.

The information in the course guide will assist you in planning your future pathway.

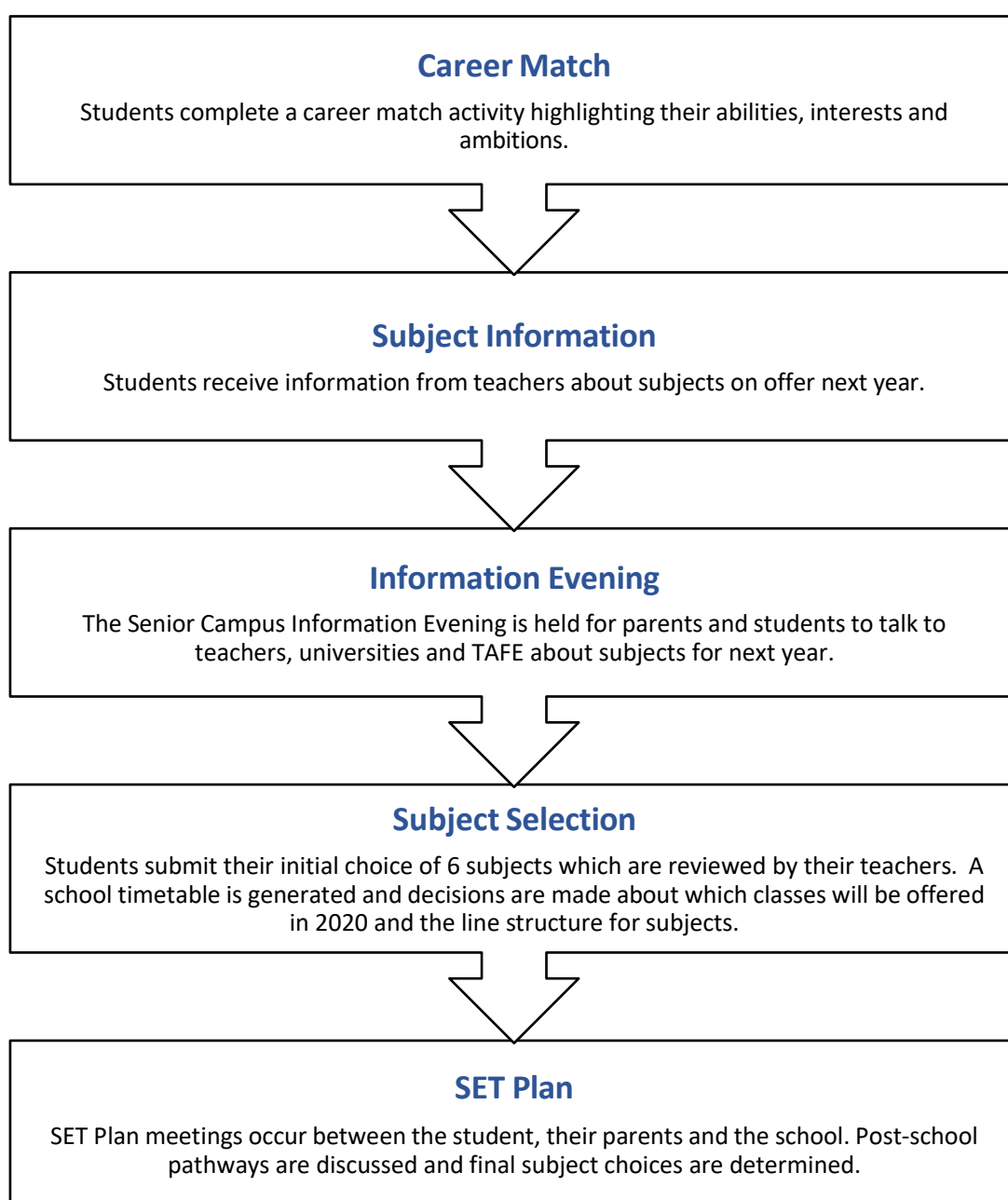
Please note: *courses will only run where sufficient student numbers exist for specialised subjects. Final subject offerings will be made at the discretion of the Principal.*



SET Plans

The Senior Education and Training (SET) Plan is a formal process to help students choose their personalised pathway, considering their abilities, interests and ambitions. The SET Plan is completed as a partnership between the student, school and parents/caregivers. It is not a static plan but is one which may change and is reviewed periodically.

At Spinifex State College, the creation of a SET Plan occurs in the second half of Year 10. The process for this is outlined below. All students will complete a SET Plan before they finish Year 10.



Choosing My Subjects

It is important to choose senior subjects carefully. Your senior schooling program will shape your school engagement, achievement and future career pathways. Although there are many factors to consider, choosing your course of study can be achieved through thoughtful planning and decision making. Remember you are choosing subjects to study for two years.

Start by asking yourself what you want to do when you finish school. Do you want to go to university, pursue a trade or apprenticeship, enter the defence force, or find employment? Once you have considered these questions, you are then ready to identify the subjects that connect you to your future career pathway.

As a rule, you should choose subjects that:

- you enjoy and find interesting;
- you have previously demonstrated success in this area of study;
- help you to reach your career goals; and
- are prerequisites for tertiary study.

DO NOT choose subjects for the following reasons:

Reasoning	Considerations
1. My friend is taking that subject.	1. Are you able to complete the assessment task?
2. I do/do not like the teacher.	2. There is no guarantee which teacher will be allocated to classes next year.
3. Someone told me the subject is fun/easy/interesting/boring.	3. You need to select subjects that match your personal talents and interests.
4. This subject will help me get a good ATAR.	4. This will only be the case if you achieve personal success in your chosen subjects.
5. A family member studied a subject at school and now would like me to study it also.	5. You need to select subjects that match your personal talents and interests to obtain your future goals.
6. Someone told me that I do/do not need to do this subject to follow my chosen career.	6. Please consult the university prerequisite information. This information outlines the subjects required to be studied at school to be eligible for future university courses.

Choose your subjects carefully. Subject changes are not always possible and only permitted at certain times throughout the school year. Multiple subject changes across Years 11 & 12 can also impede a student's ATAR or QCE eligibility.

Remember that your chosen senior program of study is preparing you for your post-school pathway. Key skills that future employees require include: interpersonal communication, the ability to think and reason creatively, the ability to gather information, technological literacy, problem solving skills and the willingness to be a lifelong learner. Dedication to your program of study will assist you achieve the knowledge and skills needed to be an active participant in your future career pathway.

What Type of Subject?

Senior subjects are divided into three different categories: General, Applied and Vocational Education and Training (VET) Certificates.

General Subjects

- A subject for which a syllabus has been developed by the QCAA with the following characteristics- results contribute to the QCE, results may contribute to ATAR calculations, has an external assessment component.
- Subjects with a greater amount of academic rigor.
- Are broken into 4 Units, with Units 1 and 2 foundation units and Units 3 and 4 summative units on which final subject results are based.
- Commonly lead to a tertiary entrance pathway.

Applied Subjects

- A subject for which a syllabus has been developed by the QCAA with the following characteristics – results contribute to the QCE, results may contribute to ATAR calculations.
- Subjects with an emphasis on applied learning and community connections.
- Are broken into 4 Units, with Units 1 and 2 foundation units and Units 3 and 4 summative units on which final subject results are based.
- Commonly lead to work and a vocational education pathway.

VET Certificates

- Subject in which students achieve competency in industry endorsed standards.
- Subjects may be studied at school or TAFE.
- Subjects may be studied at a Certificate I, Certificate II or Certificate III Level.
- Only courses at a Certificate III level may contribute to an ATAR. All Certificate levels can contribute to a QCE.

School Based Apprenticeships and Traineeships

- Students in Year 11 and 12 may have to opportunity to enter a school-based traineeship or apprenticeship whilst completing school.
- Students will move from 6 subjects to 5 and spend one day per week out in the workforce.
- Students cannot do both a school-based traineeship or apprenticeship and a TAFE subject
- School based apprenticeships and traineeships are legally binding formal agreements. When you sign these, you and your employer are agreeing to specific work and training requirements.
- The school is not the employment agency, students find their own host employer, either through work experience, family friends and connections or applying for advertised positions.

The QCE, QCIA & ATAR

Spinifex State College expects that all students who complete Year 12 will attain the QCE or QCIA as a minimum qualification.

The Queensland Certificate of Education (QCE)

The QCE recognises a broad range of learning that students undertake at school. The Queensland Curriculum and Assessment Authority (QCAA) stipulate that to attain the QCE students must achieve:

A Set Amount of Learning	20 Credits
At a Set Standard	Satisfactory standard in Units 1 and 2 C Standard or higher in Units 3 and 4
In a Set Pattern	At least 12 credits of completed core + 8 credits from any combination of courses of study
Literacy/Numeracy	Must pass at least one unit of an English and one unit of a Maths subject

The Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling. The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation.

The Australian Tertiary Admission Rank (ATAR)

The ATAR is a fine-grained rank order of students from 0.00 to 99.95 with increments of 0.05.

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either:

- a student's best five General Subject results, OR
- a student's best results in a combination of four General Subject results, plus an applied learning subject result (Applied Subject or Certificate III)

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility

In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Year 11 & 12 Prerequisites

When planning your senior pathway Spinifex State College applies prerequisites to Year 11 & 12 General Subjects. Prerequisites are applied to ensure that students select courses in which they will have the most capability to be successful. Please refer to the table below for the list of Year 10 prerequisites for study in Year 11 General Subjects.

There are no prerequisite results required for any student wishing to enrol in Applied Subjects in Years 11 & 12.

Students who wish to enrol in VET courses may be required to attend an interview and/or sit a literacy/numeracy test.

Faculty	Subjects	Prerequisite (from year 10 results)	Recommendation (from year 10 results)
English/Humanities	English Geography Modern History	B standard in English B standard in English B standard in English	B standard in Geography B standard in History
Math's/Science	General Math's Mathematical Methods Specialist Mat's Biology Chemistry Earth and Environmental Science Physics	B standard in Core Maths or C standard in Extension Maths A standard in Core Maths or B standard in Extension Maths B standard in Extension Maths B standard in Science B standard in Science B standard in Science B standard in Maths and Science	
PE/The Arts	Physical Education Drama Film, Television and New Media Music Visual Art	B standard in English and Health and Physical Education B standard in English B standard in English B standard in English and must play a musical instrument or sing. B standard in English	B standard in Physical Education Extension B standard in Drama B standard in Media B standard in Music B standard in Art
Applied Technology	Business Food and Nutrition	B standard in English B standard in English	C standard in Business C standard in Food and Nutrition

All students must study:

- English or Essential English
- General Maths or Mathematical Methods or Essential Maths
- 6 Subjects (or 5 plus a School Based Apprenticeship/Traineeship)

Students who choose to study a block TAFE subject will still undertake 6 school subjects.

English & Humanities



English

Purpose

English focuses on the study of both literary 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.

Learning Experiences

Year 11	Year 12
Unit 1: Perspectives and Texts Topic 1: Perspectives of Issues in the Media Assessment Details: (FIA1) Extended response - spoken persuasive response to an issue in the media; 5-8 mins; 25% Topic 2: Perspectives of Power and Control Assessment Details: (FIA2) Extended response - written analytical essay response for a public audience; 1000-1500 words; 25%	Unit 3: Textual Connections Topic 1: Conversations about Issues in Texts Assessment Details: (SIA1) Extended response - spoken persuasive response to an issue in the media; 5-8 mins; 25% Topic 2: Conversations about Concepts in Texts Assessment Details: (SIA2) Extended response - written analytical essay response for a public audience; 1000-1500 words; 25%
Unit 2: Texts and Culture Topic 1: Australian Culture in Texts Assessment Details: (FIA3) Examination - written imaginative response; 800-1000 words; 2 hours + 15 mins planning; 25% Topic 2: Shakespearean Culture in Texts Assessment Details: (FIA4) Examination - written analytical response; 800-1000 words; 2 hours + 15 mins planning; 25%	Unit 4: Close Study of Literary Texts Topic 1: Creative Responses to Literary Texts Assessment Details: (SIA3) Examination – written imaginative response; 800-1000 words; 2 hours + 15 mins planning; 25% Topic 2: Critical Responses to Literary Texts Assessment Details: (EA) External Examination - written analytical response; 800-1000 words; 2 hours +15 mins planning; 25%

Key Skills

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

- use patterns and conventions of genres, and establish and maintain roles/relationships with audiences
- create and analyse concepts, identities, times and places which reveal cultural assumptions, attitudes, values and beliefs
- use, and analyse, aesthetic features, stylistic devices, and language choices
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter; use cohesive devices
- use grammar and language structures, as well as mode-appropriate features

Subject Type	QCE Credits	Prerequisites	Equipment
General	4	B Standard - Year 10 English	General Stationery USB 4 A4 exercise books Display folder Dictionary /Thesaurus

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.

Essential English

Purpose

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

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

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

Learning Experiences

Year 11	Year 12
Unit 1: Language That Works Topic 1: Working it out Assessment Details: (FIA1) Extended response – spoken/signed response, with supporting visuals; 4-6 minutes; three weeks' notice of task; A-E grade Topic 2: Explaining Workplace Texts Assessment Details: (FIA2) Examination – paragraph responses; responses to one seen and one unseen stimulus; 1.5 hours +15 mins planning; 200-300 words per response; A-E grade	Unit 3: Language That Influences Topic 1: Creating and shaping perspectives on community, local and global issues in texts Assessment Details: (SIA1) Extended response – spoken/signed persuasive response; 4-6 minutes; three weeks' notice of task; A-E grade Topic 2: Responding to Texts That Seek to Influence Audiences Assessment Details: (SIA2) Examination – Common Internal Assessment; responses to one seen and one unseen stimulus; 1.5 hours + 15 mins planning; 200-300 words per response
Unit 2: Texts and Human Experiences Topic 1: What a Life! Analysing Biographies Assessment Details: (FIA3) Extended response – multimodal response; 4-6 mins; three weeks' notice of task; class and own time; A-E grade Topic 2: Responding to Human Inspiration Assessment Details: (FIA4) Extended response – written response; 500-800 words; four weeks' notice of task; class and own time; A-E grade	Unit 4: Representations and Popular Culture Texts Topic 1: Responding to popular culture texts Assessment Details: (SIA3) Extended response – multimodal response; 4-6 mins; three weeks' notice of task; class and own time; A-E grade Topic 2: Creating Representations of Australian Identities, Places, Events and Concepts Assessment Details: (SIA4) Extended response – written response; 500-800 words; four weeks' notice of task; class and own time; A-E grade

Key Skills

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

- use patterns and conventions of genres, as well as appropriate roles and relationships
- construct and explain representations of identities, places, events and concepts
- Use, and explain, cultural assumptions, attitudes, values and beliefs
- explain how language features and text structures shape meaning and invite responses
- select and use subject matter in an appropriate sequence
- use mode-appropriate cohesive devices and language choices to suit purpose, audience and context
- use language features

Subject Type	QCE Credits	Prerequisites	Equipment
Applied	4	N/A	General Stationery USB 4 A4 exercise books Display folder Dictionary /Thesaurus

Pathways

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

Legal Studies

Purpose

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

Learning Experiences

Year 11	Year 12
Unit 1: Beyond Reasonable Doubt Topic 1: Legal Foundations Assessment Details: Examination- 25%	Unit 3: Law, Governance and Change Topic 1: Governance in Australia Assessment Details: Examination- 25%
Topic 2: Criminal Investigation Process Assessment Details: Investigation – inquiry report 25%	Topic 2: Law Reform within a Dynamic Society Assessment Details: Investigation – inquiry report 25%
Unit 2: Balance of Probabilities Topic 1: Civil Law Foundations Assessment Details: Investigation – Analytical Essay 25%	Unit 4: Human Rights in Legal Contexts Topic 1: Human Rights Assessment Details: Investigation – Analytical Essay 25%
Topic 2: Contractual Obligations Assessment Details: Examination - 25%	Topic 2: Australia's legal response to international law and human rights Assessment Details: Examination - 25%

Key Skills

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

- use patterns and conventions of genres, as well as appropriate roles and relationships
- construct and explain representations of identities, places, events and concepts
- Use, and explain, cultural assumptions, attitudes, values and beliefs
- explain how language features and text structures shape meaning and invite responses

- select and use subject matter in an appropriate sequence
- use mode-appropriate cohesive devices and language choices to suit purpose, audience and context
- use language features

Subject Type	QCE Credits	Prerequisites	Recommendation	Equipment
General	4	B Standard – Year 10 English	C standard – Year 10 History	General Stationery USB 4 A4 exercise books Display folder 2 x glue sticks

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, or other legal fields.

Modern History

Purpose

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, 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 future.

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. Please note that Modern History is an alternative sequence program – students will complete year B in even years and year A in odd years.

Learning Experiences

Year A (Odd Year)	Year B (Even Year)
Unit 1: Ideas in the Modern World Topic 1: Age of Imperialism 1848-1914 Assessment Details: Examination- essay in response to historical sources; 25% Time: 2 hours plus 15 minutes planning time Length: Total word length of 800–1000 words; 9-12 sources Topic 2: Russian Revolution 1905- 1920 Assessment Details: Investigation- independent source investigation; 25% Time: approximately 15 hours of class time and own time to develop a response Length: 1500–2000 words	Unit 3: National Experiences in the Modern World Topic 1: Germany 1914- 1945 Assessment Details: Examination- Essay in Response to Historical Sources; 25% Time: 2 hours plus 15 minutes planning time Length: 800–1000 words; 9 to 12 sources Topic 2: China 1931- 1976 Assessment Details: Investigation- independent source investigation; 25% Time: approximately 15 hours of class time and own time to develop a response Length: 1500–2000 words
Unit 2: Movements in the Modern World Topic 1: Empowerment of First Nations Australians since 1938 Assessment Details: Investigation- historical essay based on research; 25% Time: approximately 15 hours of class time and own time to develop a response Length: 1500–2000 words Topic 2: Strategies Used to Oppose Apartheid in South Africa, 1948-1991 Assessment Details: Examination - short Response to historical Sources; 25% Time: 2 hours plus 15 minutes planning time Length: 3-5 questions; 800–1000 words	Unit 4: International Experiences in the Modern World Topic 1: The Nuclear Age since 1945 Assessment Details: Investigation- historical essay based on research; 25% Time: approximately 15 hours of class time and own time to develop a response Length: 1500–2000 words Topic 2: The Cold War and its Aftermath, 1945- 2014 Assessment Details: External Examination - short Responses to historical sources; 25% Time: 2 hours plus 15 minutes planning time Length: 3–5 questions; 800–1000 words

Key Skills

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

Subject Type	QCE Credits	Prerequisites	Recommendation	Equipment
General	4	B Standard – Year 10 English	C standard – Year 10 History	General Stationery USB 4 A4 exercise books Display folder 2 x glue sticks

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.

Social and Community Studies

Purpose

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Please note Social and Community Studies is an alternative sequence program

Learning Experiences

Year A	Year B
Unit A: Legal and Digital Citizenship Topic 1: Law Matters Assessment Details: Extended response - report Topic 2: Digital Technology and Wellbeing Assessment Details: Project	Unit D: Lifestyle and Financial Choices Topic 1: Money Management Assessment Details: Extended Response Topic 2: Contemporary Lifestyles Assessment Details: Project
Unit C: Relationships and Work Environments Topic 1: Relationships Assessment Details: Project Topic 2: World of Work Assessment Details: Investigation	Unit F: Arts and Identity Topic 1: The Arts and the Community Assessment Details: Project Topic 2: Identity Assessment Details: Investigation

Key Skills

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

- 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

Subject Type	QCE Credits	Prerequisites	Equipment
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Applied	4	N/A	General Stationery USB 4 A4 exercise books Display folder 2 x glue sticks
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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.

Mathematics & Science



Essential Mathematics

Purpose

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.

Learning Experiences

Year 11	Year 12
Unit 1: Number, data and money Assessment Details: Problem solving and modelling task Length: 10 pages Time: 5 weeks, 10 lessons of class time Assessment Details: Unit 1 exam Time: 60 minutes + 5 minutes perusal	Unit 3: Measurement, scales and data Assessment Details: Problem solving and modelling task Length: 10 pages Time: 5 weeks, 10 lessons of class time Assessment Details: Common internal assessment Time: 60 minutes + 5 minutes perusal
Unit 2: Data and travel Assessment Details: Problem solving and modelling task - report Length: 10 pages Time: 5 weeks, 10 lessons of class time Assessment Details: Unit 2 exam Time: 60 minutes + 5 minutes perusal	Unit 4: Graphs, data and loans Assessment Details: Problem solving and modelling task - report Length: 10 pages Time: 5 weeks, 10 lessons of class time Assessment Details: Unit 4 exam Time: 60 minutes + 5 minutes perusal

Key Skills

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

- select, recall and use facts, rules, definitions and procedures
- comprehend mathematical concepts and techniques drawn
- 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

Subject Type	QCE Credits	Prerequisites	Equipment
Applied	4	N/A	General Stationery 4 A4 Exercise Books Scientific Calculator

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.

General Mathematics

Purpose

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.

Learning Experiences

Year 11	Year 12
Unit 1: Money, measurement, algebra & linear equations Assessment Details: Problem solving and modelling task - report Time: 4 weeks including 3 lessons of class time Length: 10 pages Weighting: 20% Assessment Details: Unit 1 exam Time: 120 minutes and 5 minutes perusal Weighting: 30%	Unit 3: Bivariate data and time series analysis, sequences and Earth geometry Assessment Details: Problem solving and modelling task -report Time: 4 weeks including 3 lessons of class time Weighting: 20% summative; Assessment Details: Unit 3 exam Time: 120 minutes and 5 minutes perusal Weighting: 15% summative
Unit 2: Applications of linear equations and trigonometry, matrices and univariate data analysis Assessment Details: Unit 2 Exam Time: 65 minutes and 5 minutes perusal Weighting: 20% Assessment Details: Year 11 Exam 90 minutes + 5 minutes perusal Weighting: 30%	Unit 4: Investing and networking Assessment Details: Unit 4 exam Time: 120 minutes and 5 minutes perusal Weighting: 15% summative; Assessment Details: External exam Part A 90 minutes + 5 minutes perusal Part B 90 minutes + 5 minutes perusal Weighting: 50% summative

Key Skills

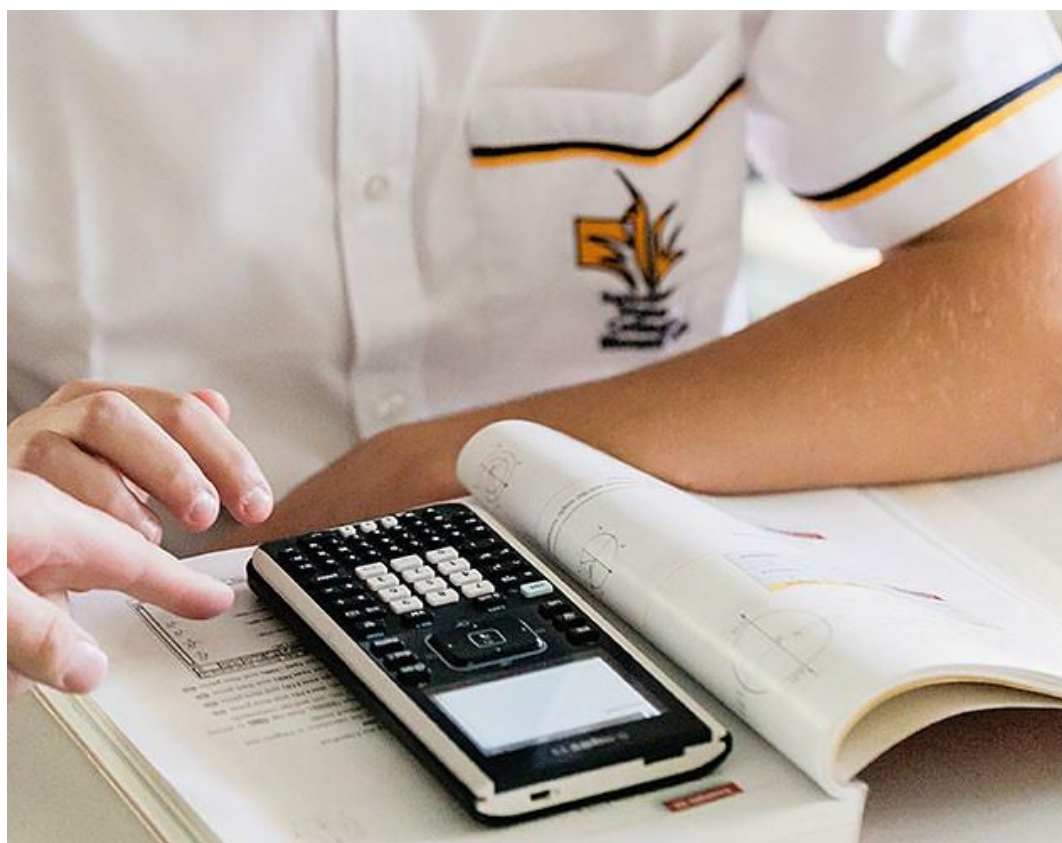
By the conclusion of the course of study, students will:

- 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.

Subject Type	QCE Credits	Prerequisites	Equipment
General	4	B Standard - Year 10 Maths Or C Standard – Year 10 Extension Maths	General Stationery 2 A4 Exercise Books Scientific Calculator

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.



Mathematical Methods

Purpose

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.

Learning Experiences

Year 11	Year 12
Unit 1: Surds, algebra, functions and probability Assessment Details: Problem solving and modelling task - report Time: 4 weeks including 3 lessons of class time Length: 10 pages Weighting: 20% Assessment Details: Unit 1 Exam Time: Technology Active- 70 minutes Technology Free- 70 minutes Weighting: 30%	Unit 3: Further calculus and introduction to statistics Assessment Details: Problem solving and modelling task -report Time: 4 weeks including 3 lessons of class time Weighting: 20% summative; Assessment Details: Unit 3 exam Time: 120 minutes and 5 minutes perusal Weighting: 15% summative
Unit 2: Calculus and further functions Assessment Details: Unit 2 exam Time: Technology Active- 90 minutes Technology Free- 90 minutes Weighting: 50%	Unit 4: Further calculus, trigonometry and statistics Assessment Details: Unit 4 exam Time: 120 minutes and 5 minutes perusal Weighting: 15% summative; Assessment Details: External exam Part A 90 minutes technology free; Part B 90 minutes technology active Weighting: 50% summative

Key Skills

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

- select, recall and use facts, rules, definitions and procedures
- comprehend mathematical concepts and techniques
- 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

Subject Type	QCE Credits	Prerequisites	Equipment
General	4	A Standard - Year 10 Maths or B Standard - Year 10 Extension Maths	General Stationery 4 A4 Exercise Books Scientific Calculator

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.

Specialist Mathematics

Purpose

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.

Note: Specialist mathematics is to be undertaken in conjunction with Mathematical Methods.

Learning Experiences

Year 11	Year 12
Unit 1: Combinatorics, proof and vectors Assessment Details: Problem solving and modelling task - report Time: 4 weeks including 3 lessons of class time Weighting: 20% summative; Assessment Details: Unit 3 exam Time: 120 minutes and 5 minutes perusal Weighting: 15% summative	Unit 3: Matrices, complex numbers and further proof Assessment Details: Problem solving and modelling task - report Time: 4 weeks including 3 lessons of class time Length: 10 pages Weighting: 20% Assessment Details: Unit 1 exam Time: 120 minutes and 5 minutes perusal Weighting: 15%
Unit 2: Trigonometry, functions, further vectors and integral calculus Assessment Details: Unit 4 exam Time: 120 minutes and 5 minutes perusal Weighting: 15% summative; Assessment Details: External exam Part A 90 minutes technology free; active Weighting: 50% summative active Weighting: 50% Part B 90 minutes technology	Unit 4: Further complex numbers, further proof, calculus and statistical inference Assessment Details: Unit 2 exam Time: 120 minutes and 5 minutes perusal Weighting: 15% Assessment Details: Year 11 exam Part A 90 minutes technology free; Part B 90 minutes technology

Key Skills

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

- select, recall and use facts, rules, definitions and procedures
- comprehend mathematical concepts and techniques
- 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

Subject Type	QCE Credits	Prerequisites	Equipment
General	4	B Standard - Year 10 Extension Maths	General stationary 4 A4 Exercise Books Graphics calculator

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.

Biology

Purpose

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.

Learning Experiences

Year 11	Year 12
Unit 1: Cells and multicellular organisms Assessment Details: Student experiment - report/multimodal Length: 1500 – 2000 words, or 9-11 minutes multimodal Time: 10 hours class time Weighting: 20% Assessment Details: Exam Time: 90 minutes + 10 minutes perusal Weighting: 30%	Unit 3: Biodiversity and the interconnectedness of life Assessment Details: Data test Time: 60 minutes + 10 minutes perusal Weighting: 10% Assessment Details: Student experiment - report/multimodal Length: 1500 – 2000 words, or 9-11 minutes multimodal Time: 10 hours class time Weighting: 20%
Unit 2: Maintaining the internal environment Assessment Details: Research investigation - report/multimodal Length: 1500 – 2000 words or 9-11 minutes Time: 10 hours class time Weighting: 20% Assessment Details: Year 11 exam, part A short response Time: 90 minutes + 10 minutes perusal Part B Combination response Time: 90 minutes + 10 minutes perusal Weighting: 30%	Unit 4: Heredity and continuity of life Assessment Details: Research Investigation - Report /multimodal Length: 1500 – 2000 words or 9-11 minutes Time: 10 hours class time Weighting: 20% Assessment Details: External exam Part A short response Time: 90 minutes + 10 minutes perusal Part B Combination response Time: 90 minutes + 10 minutes perusal Weighting: 50%

Key Skills

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

Subject Type	QCE Credits	Prerequisites	Equipment
General	4	B Standard - Year 10 Science	General Stationary A4 Exercise Book Scientific calculator

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.

Chemistry

Purpose

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 to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings using 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.

Learning Experiences

Year 11	Year 12
Unit 1: Chemical fundamentals — structure, properties and reactions Assessment Details: Data test Time: 60 minutes + 10 minutes perusal Weighting: 10% Assessment Details: Student experiment Length: 1500 – 2000 words Time: 10 hours class time Weighting: 20%	Unit 3: Equilibrium, acids and redox reactions Assessment Details: Data Test Time: 60 minutes + 10 minutes perusal Weighting: 10% Assessment Details: Student Experiment Length: 1500 – 2000 words Time: 10 hours class time Weighting: 20%
Unit 2: Molecular interactions and reactions Assessment Details: Research investigation Length: 1200 -2000 words Time: 10 hours class time Weighting: 20% Assessment Details: Year 11 Exam Part A Time: 90 minutes + 10 minutes perusal Part B Time: 90 minutes + 10 minutes perusal Weighting: 50%	Unit 4: Structure, synthesis and design Assessment Details: Research investigation Length: 1500 - 2000 words Time: 10 hours class time Weighting: 20% Assessment Details: External exam Part A Time: 90 minutes + 10 minutes perusal Part B Time: 90 minutes + 10 minutes perusal Weighting: 50%

Key Skills

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

Subject Type	QCE Credits	Prerequisites	Equipment
General	4	B Standard - Year 10 Science	General Stationary A4 Exercise Book Scientific Calculator

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.

Earth & Environmental Science

Purpose

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

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.

Learning Experiences

Year 11	Year 12
Unit 1: Introduction to Earth systems Assessment Details: Student experiment Length: 1500 – 2000 words Time: 10 hours class time Weighting: 20% Assessment Details: Exam Time: 60 minutes + 10 minutes perusal Weighting: 30%	Unit 3: Living on Earth — extracting, using and managing Earth resources Assessment Details: Data test Time: 60 minutes + 10 minutes perusal Weighting: 10% Assessment Details: Student experiment Length: 1500 - 2000 words Time: 10 hours class time Weighting: 20%
Unit 2: Earth processes - energy transfers and transformations Assessment Details: Research investigation Length: 1500 -2000 words Time: 10 hours class time Weighting: 20% Assessment Details: Year 11 Exam Part A Time: 90 minutes + 10 minutes perusal Part B Time: 90 minutes + 10 minutes perusal Weighting: 30%	Unit 4 The changing Earth — the cause and impact of Earth hazards Assessment Details: Research investigation Length: 1500 -2000 words Time: 10 hours class time Weighting: 20% Assessment Details: External Exam Part A Time: 90 minutes + 10 minutes perusal Part B Time: 90 minutes + 10 minutes perusal Weighting: 50%

Key Skills

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

Subject Type	QCE Credits	Prerequisites	Equipment
General	4	B Standard - Year 10 Science	General stationary A4 Exercise Book Scientific calculator

Pathways

A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Physics

Purpose

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.

Learning Experiences

Year 11	Year 12
Unit 1: Physics of motion Assessment Details: Data test Time: 60 minutes + 10 minutes perusal Weighting: 10% Assessment Details: Student experiment Length: 1500 – 2000 words Time: 10 hours class time Weighting: 20%	Unit 3: The transfer and use of energy Assessment Details: Data test Time: 60 minutes + 10 minutes perusal Weighting: 10% Assessment Details: Student experiment Length: 1500 – 2000 words Time: 10 hours class time Weighting: 20%
Unit 2: Einstein's famous equation Assessment Details: Research investigation Length: 1500 -2000 words Time: 10 hours class time Weighting: 20% Assessment Details: Year 11 Exam Part A Time: 90 minutes + 10 minutes perusal Part B Time: 90 minutes + 10 minutes perusal Weighting: 50%	Unit 4: Electromagnetism and quantum theory Assessment Details: Research investigation Length: 1500 -2000 words Time: 10 hours class time Weighting: 20% Assessment Details: Year 11 exam Part A Time: 90 minutes + 10 minutes perusal Part B Time: 90 minutes + 10 minutes perusal Weighting: 50%

Key Skills

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

Subject Type	QCE Credits	Prerequisites	Equipment
General	4	B Standard - Year 10 Science B Standard – Year 10 Maths	General Stationary A4 Exercise Book Graphics calculator

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.

Science in Practice

Purpose

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.

Learning Experiences

Year 11	Year 12
Unit 1: Topic: Consumer Science Assessment Details: Applied Investigation Length: 1000 words Assessment Details: Practical Project Length: 4 mins	Unit 3: Topic: Forensic Science Assessment Details: Applied Investigation Length: 1000 words Assessment Details: Practical Project Length: 4 mins
Unit 2: Topic: Disease and Diagnosis Assessment Details: Applied Investigation Length: 1000 words Assessment Details: Practical Project Length: 4 mins	Unit 4: Topic: Transport Assessment Details: Applied Investigation Length: 1000 words Assessment Details: Practical Project Length: 4 mins

Key Skills

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

- 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.

Subject Type	QCE Credits	Prerequisites	Equipment
Applied	4	N/A	General Stationery A4 Exercise Book Scientific Calculator

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.

Physical Education & The Arts



Physical Education

Purpose

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.

Learning Experiences

Year 11	Year 12
Unit 1: Motor Learning, functional anatomy and biomechanics in physical activity Topic 1: Motor learning in physical activity Assessment Details: <ol style="list-style-type: none"> Formative internal assessment 1 (FIA1): Project – folio (25%) Topic 2: functional anatomy and biomechanics in physical activity Assessment Details: <ol style="list-style-type: none"> Formative internal assessment 2 (FIA2) Examination – combination response (25%) 	Unit 3: Tactical awareness and ethics in physical activity Topic 1: Tactical awareness in physical activity Assessment Details: <ol style="list-style-type: none"> Summative internal assessment 1 (SIA1): Project – folio (25%) Topic 2: Ethics and integrity in physical activity Assessment Details: <ol style="list-style-type: none"> Summative internal assessment 2 (SIA2): Investigation – report (25%)
Unit 2: Sports psychology and equity in physical activity Topic 1: Sport psychology in physical activity Assessment Details: <ol style="list-style-type: none"> Formative internal assessment 3 (FIA3): Project – folio (25%) Topic 2: Equity, Barriers and Enablers Assessment Details: <ol style="list-style-type: none"> Formative internal assessment 4 (FIA4): Investigation – report (25%) 	Unit 4: Topic 1: Energy, fitness and training integrated with a selected physical activity Assessment Details: <ol style="list-style-type: none"> Summative internal assessment 3 (SIA3): Project – folio (25%) Summative external assessment (EA): Examination – combination response (25%)

Key Skills

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

Subject Type	QCE Credits	Prerequisites	Recommendation	Equipment
General	4	B Standard – Year 10 English B Standard – Year 10 HPE	B Standard – Year 10 PE Extension	General Stationery A4 Exercise Books 32GB USB Hat Sports Shoes

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.



Sport and Recreation

Purpose

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contribute to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Students are advised that this is a practical based subject and participation in physical activities is required at all times.

Learning Experiences

These units are representative of the 2024 content and assessment throughout the two-year sequence of learning; however, the units, sequence and conditions are subject to change due to the release of the new QCAA 2024 applied curriculum.

Year 11	Year 12
Unit 1: Coaching and Officiating Topic 1: Officiating - Netball Assessment Details: Assessment: Performance – Video Evidence (up to 4mins) and up to 500 words written Topic 2: coaching – athletics Assessment: Project - Video evidence (up to 4 mins) and up to 1000 words written	Unit 3: Athlete Development and wellbeing Topic 1: Optimizing performance integrated with a physical activity – golf Assessment: Performance – Video Evidence (up to 4mins), up to 500 words written Topic 2: Athlete development and wellbeing - personal training program Assessment: Project - Video evidence (up to 4 mins) and up to 1000 words written.
Unit 2: Community Recreation Topic 1: Sport and recreation in the community Assessment Details: Assessment: Performance – Video Evidence (up to 4mins) and up to 500 words written Topic 2 : Event management Focus: Games and Sports Assessment Details: Tournament Organisation Assessment: Project - Video evidence (up to 4 mins) and 1000 words written.	Unit 4: Aquatic recreation Topic 1: water safety Assessment: Performance – Video Evidence (up to 4mins), up to 500 words written Topic 2: aquatic fitness Assessment: Project - Video evidence (up to 4 mins) and up to 1000 words written.

Key Skills

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes

Subject Type	QCE Credits	Prerequisites	Preferred	Equipment
Applied	4	N/A	C in HPE C in year 10 Sport and Recreation	General Stationery A4 Exercise Books USB Hat Sports shoes

Pathways

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

Drama

Purpose

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 to pose and solve problems, and work independently and collaboratively.

Students will be required to supply drama blacks – full-length black tights, black stretchy jeans or black slacks as well as a plain black t-shirt. There may also be times throughout the course where students will be given the opportunity to attend a theatre performance or workshop and fees may apply.

Please be aware that this subject is time consuming and requires students to complete work to prepare for performances outside of class time to be successful.

Learning Experiences:

These units are representative of the 2024 content and assessment throughout the two-year sequence of learning; however, the units, sequence and conditions are subject to change due to the release of the new QCAA 2025 General curriculum.

Year 11	Year 12
Unit 1: Share Topic: Verbatim Theatre Assessment Details: <ol style="list-style-type: none">1. Performance: 20%, group performance – assessed individually, 3-5 minutes2. Project – Dramatic Concept: 20%, individual, 800-1000 words including images or video of performance	Unit 3: Challenge Topic: Epic Theatre Assessment Details: <ol style="list-style-type: none">1. Performance: 20%, group performance – assessed individually, 3-5 minutes2. Project – Dramatic Concept: 20%, individual, 800-1000 words including 10-12 images
Unit 2: Reflect Topic: Australian Gothic and Magic realism Assessment Details: <ol style="list-style-type: none">1. Project – Practice Led: 35%, directorial vision – 5-7 minutes of multimodal pitch, performance (group) – 3-5 minutes, assessed individually2. Extended Response: Exam conditions, 25%, 2 hours plus 20 minutes planning, 800-1000 words, unseen stimulus	Unit 4: Transform Topic: Elizabethan Theatre /Contemporary Theatre Assessment Details: <ol style="list-style-type: none">1. Project – Practice Led: 35%, directorial vision – 5-7 minutes of multimodal pitch, performance (group) – 3-5 minutes, assessed individually2. External Assessment: Extended response, 25%, 2 hours plus 20 minutes planning, 800-1000 words, unseen stimulus

Key Skills

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

- Demonstrate, apply, structure and manipulate the dramatic languages as well as evaluating and justifying their use to communicate dramatic meaning

- Apply literacy skills through a range of assessment pieces
- Analyse and interpret purpose, context and text to communicate dramatic action and meaning

Subject Type	QCE Credits	Prerequisites	Recommendations	Equipment
General	4	B Standard – Year 10 English	C Standard – Year 10 Drama	General Stationery A4 Exercise Books USB Black shirt and pants

- Synthesise and argue a position about dramatic action and meaning

Pathways

After completing this course of study, students will be well equipped for further study in the creative field. Students would be able to complete any university degree using the transferrable skills learnt as well as move in to careers such as sound technician, directing, acting, stage-managing and scriptwriting.

Drama in Practice

Purpose

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Students will be required to supply drama blacks – full-length black tights, black stretchy jeans or black slacks as well as a plain black t-shirt. There may also be times throughout the course where students will be given the opportunity to attend a theatre performance or workshop and fees may apply.

Please be aware that this subject is time consuming and requires students to complete work to prepare for performances outside of class time to be successful.

Learning experiences

These units are representative of the 2025 content and assessment throughout the two-year sequence of learning; however, the units, sequence and conditions are subject to change due to the release of the new QCAA 2025 applied curriculum.

Year 11	Year 12
Unit 1: collaboration Topic: Reimagining texts and theatre spaces Assessment Details: <ol style="list-style-type: none">Director project: multimodal director brief (5mins) + 600 words.Performance (4 mins)	Unit 3: Contemporary Topic: Contemporary trends in theatre Assessment Details: <ol style="list-style-type: none">Director project: multimodal director brief (5mins) + 600 words.Performance (4 mins)
Unit 2: Community Topic: Theatre for community Assessment details: <ol style="list-style-type: none">Devising project – 4 min of devised scene and 600 words written planning and evaluationPerformance (4 mins)	Unit 4: Commentary Topic: Theatre of social comment Assessment details: <ol style="list-style-type: none">Devising project – 4 min of devised scene and 600 words written planning and evaluationPerformance (4 mins)

Key skills

- **Use drama practices.**
When making, students use dramatic languages to devise, direct and perform drama works.
- **Plan drama works.**
When responding, students analyse key features of purpose and context to plan drama works. They make decisions, explore solutions and select strategies to achieve goals.
- **Communicate ideas.**
When making, students use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience.
When devising and directing drama, students organise and synthesise dramatic languages and production elements and technologies to make drama works that convey ideas.
When performing, they use skills of acting (performance skills, expressive skills) to interpret, manipulate and express ideas.
- **Evaluate drama works.**
When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for purpose and contexts. Students select and use drama terminology and language conventions when producing written, spoken or signed evaluations.

Subject Type	QCE Credits	Prerequisites	Recommendations	Equipment
Applied	4	C Standard – Year 10 English	C Standard – Drama in years 9/10	General Stationery A4 Exercise Books USB Black shirt and pants

Pathways

After completing this course of study, students will be well equipped for further study in the creative field. Students would be able to complete any university degree using the transferrable skills learnt as well as move in to careers such as sound technician, directing, acting, stage-managing and scriptwriting.

Film, Television & New Media

Purpose

Film, Television & New Media fosters creative and expressive communication. 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 knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Please be aware that this subject is time consuming and requires students to film footage outside of class time to be successful.

Learning Experiences

Year 11	Year 12
Unit 1: Foundation Assessment Details: Case study investigation, 15% Length: 1000–1500-word case study Assessment Details: Multi-Platform Project, 25% Length: 800-1000-word treatment + 12-24 shot storyboard + 45 second – 5-minute production	Unit 3: Participation Assessment Details: Case Study Investigation, 15% Length: 1000–1500-word case study Assessment Details: Multi-platform project, 25% Length: 800-1000-word treatment + 12-24 shot storyboard + 45 second – 5-minute production
Unit 2: Story forms Assessment Details: Stylistic project, 35% Length: 800–1000-word written treatment + 2-5-minute production + 200-400-word reflective statement Assessment Details: Extended Response Exam, 25% Length: 800-1000-word response to stimulus	Unit 4: Identity Assessment Details: Stylistic project, 35% Length: 800–1000-word written treatment + 2-5-minute production + 200-400-word reflective statement Assessment Details: Extended Response Exam, 25% Length: 800-1000-word response to stimulus

Key Skills

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

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

Subject Type	QCE Credits	Prerequisites	Recommendations	Equipment
General	4	B Standard - Year 10 English	B Standard - Year 10 Media	General Stationery A4 Exercise Book Display Folder USB

Pathways

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

Media Arts in Practice

Purpose

Media Arts in Practice 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. 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.

Please be aware that this subject is time consuming and requires students to film footage outside of class time to be successful.

Learning Experiences

Year 11	Year 12
<u>Unit 1: Community</u> Topic 1: Documentaries pre-production Assessment Details: Project (Documentary Pitch) Length: Multimodal presentation 3-5 minutes Topic 2: Documentary production Assessment Details: Media artwork (documentary) Length: 3–5-minute video production	<u>Unit 3: Personal viewpoints</u> Topic 1: Short film pre-production Assessment Details: Project (Short film Pitch) Length: Multimodal presentation 3-5 minutes Topic 2: Short film production Assessment Details: Media artwork (Short film) Length: 3–5-minute video production
<u>Unit 2: Persuasion</u> Topic 1: Product packaging Assessment Details: Project (Product pitch) Length: 3-minute Multimodal presentation + 200 word written evaluation Topic 2: Product packaging Assessment Details: Media artwork (Branding document) Length: Logo design, label design, and packaging design	<u>Unit 4: Representations</u> Topic 1: Personal branding project Details: Project (personal branding pitch) Length: 2-3 minutes Topic 2: Personal portfolio website Assessment Details: Media artwork(web portfolio) Length: 6–8-page web portfolio

Key Skills

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

- identify and explain media art-making processes and interpret information about media arts concepts and ideas
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas and analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences and evaluate media art-making processes and media artwork concepts and ideas

Subject Type	QCE Credits	Prerequisites	Equipment
Applied	4	N/A	Display Folder General Stationery

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.

Music

Purpose

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.

Please be aware that this subject requires students to have a sound understanding of music theory and already be able to play an instrument.

Learning Experiences

Year 11	Year 12
Unit 1: Designs Assessment Details: Performance, 20% Length: 2–3-minute performance 200-400 word or q2 oral performance statement Assessment Details: Composition, 20% Length: 1 minute composition 200-400 word or 1-2 oral composition statement	Unit 3: Innovations Assessment Details: Performance, 20% Length: 2–3-minute performance 200-400 word or q2 oral performance statement Assessment Details: Composition, 20% Length: 1 minute composition 200-400 word or 1-2 oral composition statement
Unit 2: Identities Assessment Details: Integrated Project, 35% Length: 1 minute composition or 2-3 minute performance 6–10 minute or 10-15 slide multimodal presentation Assessment Details: Exam, 25% Length: 800–1000-word response to stimulus	Unit 4: Narratives Assessment Details: Integrated Project, 35% Length: 1 minute composition or 2-3 minute performance 6–10 minute or 10-15 slide multimodal presentation Assessment Details: Exam, 25% Length: 800–1000-word response to stimulus

Key Skills

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

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

Subject Type	QCE Credits	Prerequisites	Recommendations	Equipment
General	4	B Standard - Year 10 English Must play a musical instrument	B Standard - Year 10 Music Able to read sheet music Instrumental program	General Stationery A4 Exercise Book USB Display Folder

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.

Music in Practice

Purpose

Music in Practice opens the fundamental skills of music making in the modern world for entertainment and expression. Students learn the principles and practices of music performance, composition, and industry to produce live and recorded music. They use their knowledge and understanding of these principles and practices to convey meaning and reflect upon how music affects live, local, and international audiences.

Before considering this course, please note that this subject requires existing musical knowledge and skills. If you have not studied music or participated in the instrumental program previously your teacher will require you to complete additional homework and attend tutoring.

This subject requires that students perform an instrument and/or sing for live audiences. This is not taught in class. To be successful students must practice and perform music outside of class time.

Learning Experiences

These units are representative of the content and assessment throughout the two-year sequence of learning; however, the sequence and conditions are subject to change due to the release of the QCAA 2024 applied curriculum.

2024 (Combined Class)	2025 (Combined Class)
Unit 1: Building Your Brand Assessment Details: Project (Performance + Multimodal) Length: Up to 3 minutes composition Up to 5 minutes or 8 A4 Pages Assessment Details: Composition Length: Up to 3 minutes	Unit 3: The Cutting Edge Assessment Details: Project (Performance + Multimodal) Length: Up to 4 minutes performance Up to 5 minutes or 8 A4 Pages Assessment Details: Composition Length: Up to 3 minutes
Unit 2: 'Live' on Stage Assessment Details: Project (Composition + Multimodal) Length: Up to 3 minutes composition Up to 5 minutes or 8 A4 Pages Assessment Details: Performance Length: Up to 4 minutes	Unit 4: Music of Today Assessment 1 Details: Project (Composition + Multimodal) Length: Up to 4 minutes performance Up to 5 minutes or 8 A4 pages Assessment 2 Details: Performance Length: Up to 4 minutes

Key Skills

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

- Compose and perform music works using music elements, concepts, compositional devices, and technical skills
- Plan music works by analysing key features of purpose and context, making decisions, exploring solutions, and choosing strategies to achieve goals
- Communicate ideas through composition and performance by organising and synthesising music elements and concepts, and using technical skills to interpret music elements and concepts
- Evaluate strengths, implications, and limitations in their own and others' music works to make judgements and justify how ideas are communicated for audiences, purposes, and concepts
- Select and use music terminology and language conventions in written, spoken, or signed work

Subject Type	QCE Credits	Prerequisites	Recommendations	Equipment
Applied	4	<ul style="list-style-type: none"> • C in English • C in music • Can already play an instrument and/or sing. 	Ability to read sheet music	General Stationery A4 Exercise Book Display Folder USB Wired headphones

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in creative industries, communication, event management, sound tech and advertising, as well as teach the fundamental communication, skills development and teamwork skills required for employment in the modern world.

Visual Art

Purpose

The study of 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 artist. Students interact with artists, artworks and communities to enrich their experiences and understandings of their own and other's art practices.

In Visual Art students develop the skills and knowledge to construct and communicate personal interpretations by working as both artist and audience to resolve problems with visual language and expression. Through an inquiry learning model students develop critical thinking skills, to develop individualised responses by applying materials, techniques, technologies and art processes. In responding to artworks students will investigate artistic expression and critically analyse artworks in diverse contexts through reading, viewing, speaking, writing and creating.

Due to the practical nature of this subject students need to spend a minimum of 2 hours on homework each week to keep up with the demands of their assessment tasks. Visual Arts can also be completed via distance learning.

Learning Experiences

Year 11	Year 12
Unit 1: Art as code Assessment Details: 1. Investigation (15%) – Written report about research, developed ideas and experimental works 2. Project (25%) – Resolved artwork/s and documentation of design process	Unit 3: Art as knowledge Assessment Details: 1. Investigation (15%) – Written report about research, developed ideas and experimental works 2. Project (25%) – Resolved artwork/s and documentation of design process
Unit 2: Art as lens Assessment Details: 1. Project (35%) – Resolved artwork and portfolio of developmental work 2. Exam (25%) – Response to Stimulus (seen and unseen sources)	Unit 4: Art as alternate Assessment Details: 1. Project (35%) – Resolved artwork and portfolio of developmental work 2. Exam (25%) – Response to Stimulus (unseen sources)

Key Skills

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

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

Subject Type	QCE Credits	Prerequisites	Recommendations	Equipment
General	4	B Standard – Year 10 English	B Standard – Year 10 Art	General Stationery A4 Exercise Book Notepad USB

Pathways

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

Visual Arts in Practice

Purpose

The study of Visual Art in Practice 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 artist. Students interact with different approaches to visual arts practices, critical and creative thinking and meaning-making processes art practices.

In Visual Art in Practice students explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations. They can engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their artmaking.

Due to the practical nature of this subject students need to spend a minimum of 2 hours on homework each week to keep up with the demands of their assessment tasks.

Learning Experiences

These units are representative of the content and assessment throughout the two-year sequence of learning; however, the sequence and conditions are subject to change due to the release of the QCAA 2024 applied curriculum.

Year 11	Year 12
Unit 1: Looking Inwards Assessment 1: Project Up to 8 Experimental artworks (2D, 3D, Digital or time-based) Planning folio up to 5 minutes or 8 A4 pages Assessment 2: Resolved Artwork Up to 4 artworks (2D, 3D, static digital) or up to 3 minutes time-based artwork	Unit 3: Clients Assessment 1: Project Design Proposal up to 5 minutes or 8 A4 pages including up to 4 prototype artworks (2D, 3D, Digital, or time-based) Assessment 2: Resolved Artwork Up to 4 artworks (2D, 3D, static digital) or up to 3 minutes time-based artwork
Unit 2: Looking Outwards Assessment 1: Project Up to 4 Prototype artworks (2D, 3D, Static digital) or 3 minutes time-based artwork Planning folio up to 5 minutes or 8 A4 pages Assessment 2: Resolved Artwork Up to 4 artworks (2D, 3D, static digital) or up to 3 minutes time-based artwork	Unit 4: Transform & Extend Assessment 1: Project Up to 8 Experimental artworks (2D, 3D, Digital or time-based) Planning folio up to 5 minutes or 8 A4 pages Assessment 2: Resolved Artwork Up to 4 artworks (2D, 3D, static digital) or up to 3 minutes time-based artwork

Key Skills

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

- develop knowledge and understanding of concepts and ideas related to arts literacies and arts processes
- constructing meaning from oral, written, visual, aural and physical texts, including artworks
- develop the application, investigation and analysis of arts literacies and arts processes
- generation and communication of arts ideas and reflection on the outcomes of activities in the arts, and appraisal of arts information, processes, strategies and practices

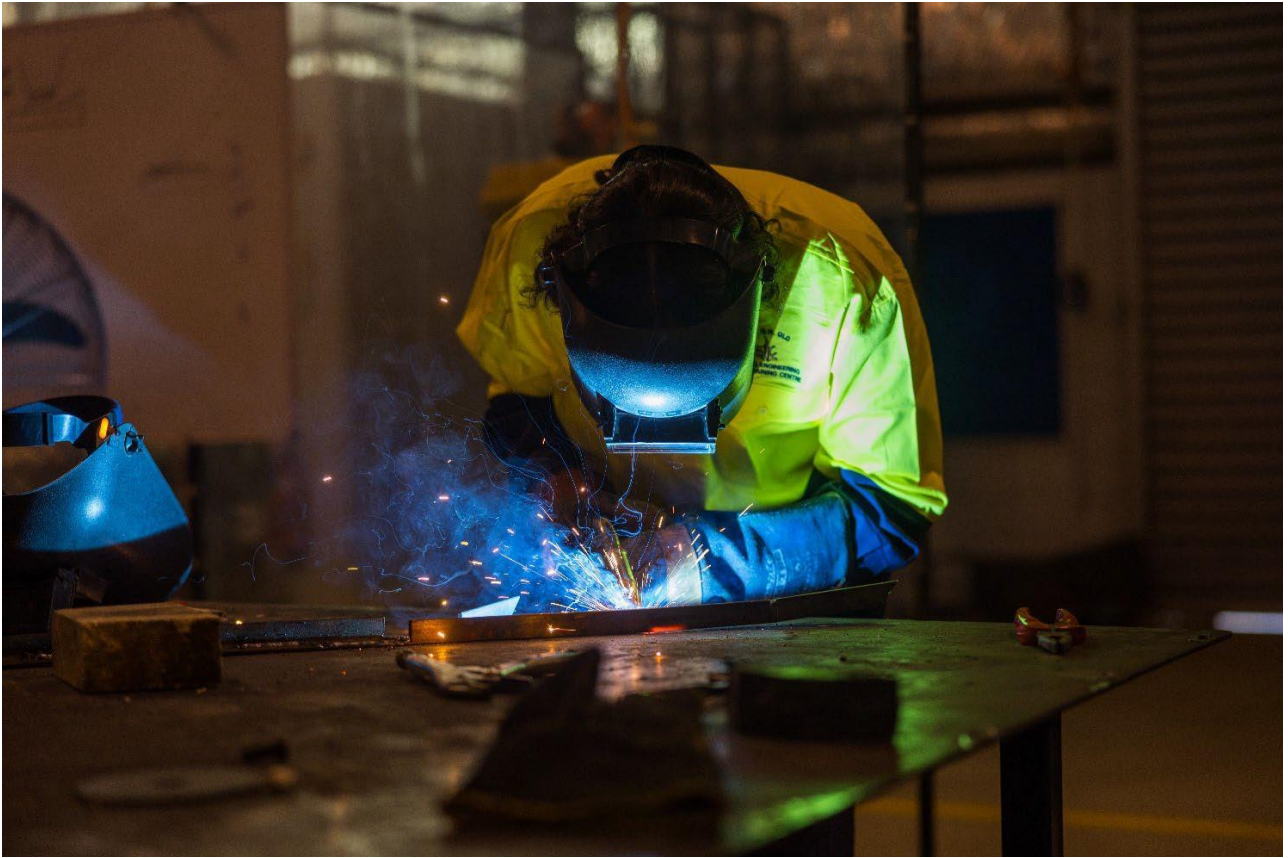
Subject Type	QCE Credits	Prerequisites	Preferences	Equipment
Applied	4	N/A	C in English C in year 10 Art	General Stationery A4 Exercise Book Notepad

Pathways

A course of study in Visual Arts 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, and help them to understand the different careers available. As all Arts in Practice subjects overlap with additional training and experience, potential employment opportunities may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.



Applied Technology



Business

Purpose

Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations.

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.

Learning Experiences

Year 11	Year 12
Unit 1: Business creation Topic 1: Fundamentals of business Assessment type: Formative internal assessment 1 Assessment task: Examination – combination response Weighting: 25% Time: 2 hrs plus 15 mins planning time Written: 800-1000 words Other: Unseen stimulus, closed book & word processor permitted Topic 2: Creation of business ideas Assessment type: Formative internal assessment 2 Assessment task: Investigation – feasibility report Weighting: 25% Time: 4 weeks duration including 8 hrs class time Written: 1500-2000 words Other: Stimulus provided, open book & word processor	Unit 3: Business diversification Topic 1: Competitive markets Assessment type: Summative internal assessment 1 Assessment task: Examination – combination response Weighting: 25% Time: 2 hrs plus 15 mins planning time Written: 800-1000 words Other: Unseen stimulus, closed book & word processor permitted Topic 2: Strategic development Assessment type: Summative internal assessment 2 Assessment task: Investigation – business report Weighting: 25% Time: 4 weeks duration including 8 hrs class time Written: 1500-2000 words Other: Stimulus provided, open book & word processor
Unit 2: Business growth Topic 1: Establishment of a business Assessment type: Formative internal assessment 3 Assessment task: Extended response - business report Weighting: 25% Time: 4 weeks duration including 8hrs class time Written: 1500-2000 words Other: Stimulus provided, open book & word processor Topic 2: Entering markets Assessment type: Formative internal assessment 4 Assessment task: Examination – combination response Weighting: 25% Time: 2 hrs plus 15 mins planning time Written: 800-1000 words Other: Unseen stimulus, closed book & word processor	Unit 4: Business evolution Topic 1: Repositioning a business Assessment type: Summative internal assessment 3 Assessment task: Extended response – feasibility report Weighting: 25% Time: 4 weeks duration including 4 hrs class time Written: 1500-2000 words Other: Stimulus provided, open book & word processor Topic 2: Transformation of a business Assessment type: Summative external assessment Assessment task: Examination - combination response Weighting: 25% Time: 2 hrs plus 15 mins planning time Written: 800-1000 words Other: Unseen stimulus, closed book – written pen/paper

Key Skills

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

- Describe business environments and situations
- Explain business concepts, strategies and processes
- Select and analyse business data and information
- Interpret business relationships, patterns and trends to draw conclusions
- Evaluate business practices and strategies to make decisions and propose recommendations
- Create responses that communicate meaning to suit purpose and audience

Subject Type	QCE Credits	Prerequisites	Recommendations	Equipment
General	4	B Standard – Year 10 English	C Standard – Year 10 Business	General Stationery A4 Exercise Book USB

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.

Early Childhood Studies

Purpose

Early Childhood Studies focuses on learning about children aged from birth to 5 years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of co-concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multi-faceted, diverse and significant nature of early childhood learning.

Learning Experiences

Year 11	Year 12
Unit 1: Module 1: Enhancing Literacy in Early Years Learning Environments This module will teach literacy skills to children through play. Assessment Details: Investigation <ul style="list-style-type: none"> • Performance of play-based activity • Multimodal: Digital presentation 3.0 -5.0 minutes Module 2: Enhancing Numeracy in Early Years Learning environments This module will teach numeracy skills through play. Assessment Details: Project <ul style="list-style-type: none"> • Performance of play-based activity • Multimodal: Digital presentation 3.0 – 5.0 minutes 	Unit 3: Module 5: Understanding the Indoor Learning Environment This module will teach children about indoor learning environments through play. Assessment Details: Investigation <ul style="list-style-type: none"> • Performance of play-based activity • Multimodal: Digital presentation 3.0 - 5.0 minutes Module 6: Understanding the Outdoor environment. This module will teach an aspect of the natural environment through play. Assessment Details: Project <ul style="list-style-type: none"> • Performance of play-based activity • Multimodal: Digital presentation 3.0 – 5.0 minutes
Unit 2: Module 3: Supporting Children's Well-being in Early Years Learning environments This module will teach emotional, intellectual and social wellbeing skills through play. Assessment Details: Investigation <ul style="list-style-type: none"> • Performance of play-based activity • Multimodal: Digital presentation of 3.0 to 5.0 minutes Module 4: Supporting Children's Wellbeing in Early Yeas Learning environments. This module will teach physical wellbeing skills through play. Assessment Details: Project <ul style="list-style-type: none"> • Performance of play- based activity • Multimodal: Digital presentation 3.0 - 5.0 minutes 	Unit 4: Module 7: Embedding Indigenous Perspectives in Play. This module will explore the significance of play in developing children's knowledge of Australian Indigenous cultures. Assessment Details: Investigation <ul style="list-style-type: none"> • Performance of play-based activity • Multimodal: Digital presentation 3.0 - 5.0 minutes Module 8: Additional needs in an Early Years Learning Environment This module will teach how to support a child with additional needs. Assessment Details: Project <ul style="list-style-type: none"> • Performance of play-based activity • Multimodal: Digital presentation 3.0 - 5.0 minutes

Key Skills

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

- Investigate the fundamentals and practices of early childhood learning.
- Plan play-based learning activities.
- Implement play-based learning activities.
- Evaluate the effectiveness of play-based learning activities in response to children's needs.

Subject Type	QCE Credits	Prerequisites	Equipment
Applied	4	N/A	General Stationery A4 Exercise Book USB

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Engineering Skills

Purpose

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair metal products in the engineering manufacturing industry.

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.

Learning Experiences

Year 11	Year 12
Unit 1 Practical Demonstration: MIG & MMAW Welding Product: Dice Pencil Holder Written Component: Photographic Journal Project: Compound Cutting & Welding Product: Folding Sawhorse Written Component: Photographic Journal and Evaluation	Unit 3 Practical Demonstration: Metal Bending & Welding Product: Trivet Written Component: Photographic Journal Project: Oxy-Acetylene Cutting & Welding Product: Barbeque Plate Written Component: Photographic Journal and Evaluation
Unit 2 Practical Demonstration: Sheet Metal Working Product: Toolbox Written Component: Photographic Journal Project: Sheet Metal Working Product: Fire Pit Written Component: Photographic Journal and Evaluation	Unit 4 Practical Demonstration: Metal Turning Product: Plumb Bob Written Component: Photographic Journal Project: Metal Turning and Milling Product: Soft Face hammer Written Component: Photographic Journal and Evaluation

Key Skills

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

- Demonstrate structural engineering industry practices, and production skills and procedures.
- Interpret structural engineering drawings and technical information.
- Select structural engineering industry practices, and production skills and procedures.
- Sequence structural engineering production processes.
- Evaluate structural engineering production skills and procedures, and products.
- Adapt structural engineering production plans, skills and procedures.

Subject Type	QCE Credits	Prerequisites	Equipment
Applied	4	N/A	<p>A4 Exercise Book</p> <p>Complete PPE (Personal Protective Equipment) kit including:</p> <ul style="list-style-type: none">• Steel capped boots• Long blue cotton drill pants• Long sleeved navy and lemon high visibility work shirt with Spinifex logo (purchased from the school tuck shop) <p>NB One pair of safety glasses are issued to each student. It is the student's responsibility to replace them if lost or damaged.</p>

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in the Engineering industry. With additional training and experience, potential employment opportunities may be found in Engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Food and Nutrition

Purpose

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

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

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

Learning Experiences

Year 11	Year 12
<p>Unit 1: Food science of vitamins, minerals and protein</p> <p>Topic 1: Introduction to the food system</p> <p>Topic 2: Vitamins and minerals</p> <p>Topic 3: Protein</p> <p>Topic 4: Developing food solutions</p> <p>Assessment Details: Formative internal assessment 1</p> <p>Assessment: Examination</p> <p>Weighting: 20%</p> <p>Time: 2 hrs plus 10 minutes perusal</p> <p>Written: 800 – 1000 words including</p> <ul style="list-style-type: none"> Several short-paragraph response items 400 words or more for the extended response <p>Other: Unseen stimulus materials</p> <p>formative internal assessment 2</p> <p>Assessment: Project – Folio</p> <p>Weighting: 25%</p> <p>Duration: 15 hours</p> <p>Length: 10 -12 A3 Pages</p>	<p>Unit 3: Food science of carbohydrate and fat</p> <p>Topic 1: The food system</p> <p>Topic 2: Carbohydrate</p> <p>Topic 3: Fat</p> <p>Topic 4: Developing food solutions</p> <p>Assessment Details: Summative internal assessment 1</p> <p>Assessment: Examination</p> <p>Weighting: 20%</p> <p>Time: 2 hrs plus 10 minutes perusal</p> <p>Written: 800 – 1000 words including</p> <ul style="list-style-type: none"> Several short-paragraph response items 400 words or more for the extended response <p>Other: Unseen stimulus materials</p> <p>Assessment Details: Summative internal assessment 2</p> <p>Assessment: Project – Folio</p> <p>Weighting: 25%</p> <p>Duration: 15 hours</p> <p>Length: 10 – 12 A3 Pages</p>
<p>Unit 2: Food drivers and emerging trends</p> <p>Topic 1: Consumer food drivers</p> <p>Topic 2: Sensory profiling</p> <p>Topic 3: Labelling and food safety</p> <p>Topic 4: Food formulation for consumer markets</p> <p>Assessment Detail: Formative internal assessment 3</p> <p>Assessment: Project – Folio</p> <p>Weighting: 30%</p> <p>Duration: 15 hours</p> <p>Length: 10 – 12 A3 Pages</p> <p>Assessment Detail: Formative Assessment 4</p> <p>Assessment: Examination</p> <p>Weighting: 25%</p> <p>Time: 2 hrs plus 10 minutes perusal</p> <p>Written: 800 – 1000 words including</p> <ul style="list-style-type: none"> Several short-paragraph response items 400 words or more for the extended response <p>Other: Unseen stimulus materials</p>	<p>Unit 4: Food solution development for nutrition consumer markets</p> <p>Topic 1: Formulation and reformulation for nutrition consumer markets</p> <p>Topic 2: Food development process</p> <p>Assessment Details: Summative Internal Assessment 3</p> <p>Assessment: Project – Folio</p> <p>Weighting: 30%</p> <p>Duration: 15 hours</p> <p>Length: 10-12 A3 Pages</p> <p>Assessment Details: Assessment 4</p> <p>Assessment: Examination</p> <p>Weighting: 25%</p> <p>Time: 2 hrs plus 10 minutes perusal</p> <p>Written: 800 – 1000 words including</p> <ul style="list-style-type: none"> Several multiple-choice items Short-paragraph response items 50 – 250 words <p>400 words or more for the extended response</p>

Key Skills

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

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems
- Analyse problems, information and data
- Determine solution requirements and criteria
- Synthesise information and data to develop ideas for solutions
- Generate solutions to provide data to determine the feasibility of the solution
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Subject Type	QCE Credits	Prerequisites	Recommendations	Equipment
General	4	B Standard - Year 10 English	C Standard - Year 10 Food and Nutrition	General stationery A4 Exercise Book

Pathways

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

Career opportunities include Clinical Dietetics, Food and Nutrition Management, Education and Research, International Food Organisations, Sports Science and Nutrition, Food Technology Industry, Agribusiness, Government Legislator, Nutritional Counselling and Consultancy.

Furnishing Skills

Purpose

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

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.

Learning Experiences

Year 11	Year 12
Unit 1: Practical Demonstration: Biscuit Joining Product: Breadboard Written Component: Photographic Journal Project: Machine Moulding Product: Mantel Clock Written Component: Photographic Journal and Evaluation	Unit 3: Practical Demonstration: Mitre Joining and Hardware Product: Trinket Box Written Component: Photographic Journal Project: Carcass construction Product: Storage Cabinet Written Component: Photographic Journal and Evaluation
Unit 2: Practical Demonstration: Finger Joining Product: Serving Tray Written Component: Photographic Journal Project: Mortise and Tenon Joining Product: Bar Stool Written Component: Photographic Journal and Evaluation	Unit 4: Practical Demonstration: Lamination Joining Product: Speaker Written Component: Photographic Journal Project: Surface Machining Product: Games Tray Written Component: Photographic Journal and Evaluation

Key Skills

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

- Demonstrate domestic furniture industry practices, and production skills and procedures.
- Interpret domestic furniture drawings and technical information.
- Select domestic furniture industry practices, and production skills and procedures.
- Sequence domestic furniture production processes.
- Evaluate domestic furniture industry production skills and procedures, and products.
- Adapt domestic furniture production plans, skills and procedures.

Subject Type	QCE Credits	Prerequisites	Equipment
Applied	4	N/A	A4 Exercise Book Complete PPE kit including: <ul style="list-style-type: none">• Steel capped boots• Long blue cotton drill pants• Long sleeved navy and lemon high visibility work shirt with Spinifex logo (purchased from the school tuck-shop) NB One pair of safety glasses are issued to each student. It is the student's responsibility to replace them if lost or damaged.

Pathways

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

Hospitality Practices

Purpose

Hospitality Practices emphasizes industry practices and production processes of the food and beverage sector including production and service through real-world application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events.

Applied learning in hospitality tasks support student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities across different sectors, including food and beverage, accommodation, clubs and gaming across locations.

Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement.

Students engage in applied learning through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work through both individual and collaborative learning experiences and meet customer expectation of quality in event contexts.

Learning Experiences

Year 11	Year 12
<p>Unit 1: Bar and Barista Basics</p> <p>Topic 1: Bar Basics 1</p> <p>Assessment task: Practical Demonstration – produce and present a menu item (Mocktail)</p> <p>Time: 10-15 hours, class and own time</p> <p>Written: 6-8 A4 pages, or equivalent digital media</p> <p>Other: 3-5 skills, individual response</p> <p>Topic 2: Barista Basics 2</p> <p>Assessment task: Project -plan and delivery of an event using barista and café skills</p> <p>Time: 10-15 hours, class and own time</p> <p>Written: Multimodal (at least two modes delivered at the same time), up to 5 minutes, 8 A4 pages, or equivalent digital media</p> <p>Other: 3-5 skills, individual response, group planning and production.</p>	<p>Unit 3: Culinary Trends</p> <p>Topic 1: Culinary Trends 1</p> <p>Assessment task: Practical Demonstration-produce a menu item (culinary trend)</p> <p>Time: 10-15 hours, class and own time</p> <p>Written: 6-8 A4 pages, or equivalent digital media</p> <p>Other: 3-5 skills, individual response</p> <p>Topic 2: Culinary Trends 2</p> <p>Assessment task: Plan and deliver an event incorporating culinary trends</p> <p>Time: 10-15 hours, class and own time</p> <p>Written: Multimodal (at least two modes delivered at the same time), up to 5 minutes, 8 A4 pages, or equivalent digital media</p> <p>Other: 3-5 skills, individual response, group planning and production</p>

<p>Unit 2: Casual dining</p> <p>Topic 1: Casual Dining 1</p> <p>Assessment task: Practical Demonstration-produce and present a casual dining item</p> <p>Time: 10-15 hours</p> <p>Written: Multimodal (at least two modes delivered at the same time), up to 5 minutes, 8 A4 pages or equivalent digital media</p> <p>Other: 3-5 skills-Individual response, group planning and production</p> <p>Topic 2: Casual Dining 2</p> <p>Assessment task: Project-plan and deliver a casual dining event</p> <p>Time: 10-15 hours class and own time</p> <p>Written: Multi modal (at least two modes delivered at the same time); up to 5 minutes, 8 A4 pages, or equivalent digital media</p> <p>Other: 3-5 skills-Individual response, group planning and production</p>	<p>Unit 4: In House Dining</p> <p>Topic 1: In House dining 1</p> <p>Assessment task: Practical Demonstration-produce a menu item</p> <p>Time: 10-15 hours, class and own time</p> <p>Written: Multimodal (at least two modes delivered at the same time), up to 5 minutes, 8 A4 pages, or equivalent digital media</p> <p>Other: 3-5 skills, individual response, group planning and production</p> <p>Topic 2: in House Dining 2</p> <p>Assessment task: Project-plan and deliver an inhouse dining event</p> <p>Time: 10-15 hours class and own time</p> <p>Written: Multimodal (at least two modes delivered at the same time), up to 5 minutes, 8 A4 pages, or equivalent digital media</p> <p>Other: 3- 5 skills, individual response, group planning and production.</p>
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Key Skills

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

- Demonstrate practices, skills and processes.
- Interpret a brief.
- Select hospitality industry practices, skills and procedures.
- Sequence processes.
- Evaluate skills, procedures and products.
- Adapt production plans, techniques and procedures.

Subject Type	QCE Credits	Recommendations	Equipment
Applied	4	C Standard-Year 10 Hospitality	General Stationery A4 Exercise Book USB

Pathways

A course of study in Hospitality Practices offers a range of exciting and challenging long-term career opportunities across a range of business. The industry is dynamic and uses skills that are transferable across sectors and locations.

Information & Communication Technology

Purpose

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

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

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

Learning Experiences

Year 11	Year 12
Unit 1: Audio and Video Production Topic 1: Podcasting Assessment Details: Product proposal <ul style="list-style-type: none">Multimodal: 3 -5 minutesWritten: 5A4 pages Topic 2: Video Editing Assessment Details: Project <ul style="list-style-type: none">Multimodal: 5minutes, 8 A4 pagesProduct: Television Advert	Unit 3: Web Development Topic 5: Static Websites Assessment Details: Product proposal <ul style="list-style-type: none">Multimodal: 3 minutes, 6 A4 pages Topic 6: Dynamic Websites Assessment Details: Project <ul style="list-style-type: none">Multimodal: 5minutes, 8 A4 pagesProduct: High Fidelity Web Application
Unit 2: App Development Topic 3: Native App Prototypes (Low fidelity) Assessment Details: Product proposal <ul style="list-style-type: none">Multimodal: 3 minutes, 6 A4 pages Topic 4: Native App Prototypes (High fidelity) Assessment Details: Project <ul style="list-style-type: none">Multimodal: 5 minutes, 8A4 pagesProduct: High fidelity web Native app	Unit 4: Digital Imaging and Modelling Topic 7: 3D Modelling 2 Assessment Details: Project <ul style="list-style-type: none">Multimodal: 5minutes, 8 A4 pagesHigh fidelity digital imaging and modelling prototype (3D model demonstration and renders) Topic 8: 3D Modelling 1 Assessment Details: Product proposal <ul style="list-style-type: none">Multimodal: 3 minutes, 6 A4 pages

Key Skills

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

- Demonstrate practices, skills and processes
- Interpret client briefs and technical information
- Select practices and processes
- Sequence processes
- Evaluate processes and products
- Adapt processes and products.

Subject Type	QCE Credits	Prerequisites	Equipment
Applied	4	N/A	General Stationery A4 Exercise Book USB

Pathways

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

Certificate II in Community Services – Early Childhood (CHC22015) Kath Dickson Institute- RTO Code 5394

Purpose

Expressions of Interest are open for Certificate II in Community Services – specializing in Early Childhood Education and Care. This course is delivered by Kath Dickson Institute under VETiS Funding.

This qualification will set you up with the foundation skills to gain entry into the Early Childhood Industry. The number of early childhood roles is expected to grow steadily in Australia and employers are seeking qualified staff for roles across a wide range of settings.

This course covers several core skills, including Communication and Relationship building with children, Workplace health and safety, connecting children to their natural environment and organising and completing daily tasks. You will also learn how to comply with legal and industry requirements.

Students MUST complete 50 hours of work placement/on the job training

Specific course Information:

- Entry Requirements – 15 Years or started Year 11, sound language, literacy and numeracy skills
- Estimated Duration – 1 Years
- Location of Training – Spinifex State College
- Modes of delivery – Class/Face to Face
- Assessment Methods - Workbooks; Practical tasks; Observations and questioning of performance; projects and portfolios and Third-party reports
- Fees – \$0.00

Learning Experiences: Students will Study the following units over one (1) year.

Competency Code	Competency Name
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
Electives – Early Childhood	
CHCVOL001	Be an effective volunteer
CHCECE037	Support children to connect with the natural environment
CHCECE033	Develop positive and respectful relationships with children
CHCPRT001	Identify and respond to children and young people at risk
*NB Elective are subject to change	

Key Skills

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

- Interact with children helping them to learn within an early years setting.
- Develop workplace communication skills and professionalism.

Subject Type	QCE Credits	Prerequisites	Equipment
VET	4	C Standard - Year 10 English	

Pathways

Successful completion of this course will allow you to confidently seek employment in a range of entry-level early childhood education and care roles and equip you to complete further studies in the field.



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**Spinifex
State
College
Mount Isa**

