

St Stephen's  
Catholic College



# SENIOR CURRICULUM HANDBOOK

TRUST

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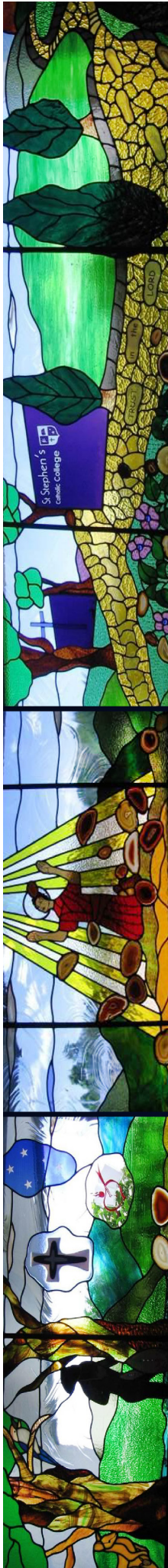
LORD

Year 11

2025

Year 12

2026



## PRINCIPAL'S MESSAGE

Our mission seeks to develop students who are well prepared to engage in the twenty-first century with adaptability, independence and confidence. To do this we engage all learners with a program that supports them to achieve their personal best and prepare them for a successful future.

This handbook is designed in three ways:

- To provide students and families with a starting point to develop a plan for the future
- To offer a comprehensive description of subjects offered in Year 11 and 12
- To provide opportunity for reflection on curriculum choice

The Queensland Certificate of Education indicates the successful completion of Year 12 studies. This certificate is attained on completion of a specified set of requirements. Students may also choose a course of study that results in a tertiary entrance score, the Australian Tertiary Admissions Rank (ATAR). The ATAR is used by students to gain entry into a University course.

We look forward to working together to build each students' individual success plan.

Gary Conwell  
Principal, St Stephen's Catholic College

## MISSION STATEMENT

St Stephen's Catholic College is a community which strives to create a sense of family

The College fosters a harmonious, safe and nurturing learning environment that supports students in developing respect, responsibility and confidence.

Students are encouraged to become independent, life-long learners capable of adapting to a rapidly changing and increasingly technological world.

We seek to develop compassionate, whole people who are morally autonomous and have an awareness of God's presence.

Students are encouraged to build successful relationships, communicate effectively and achieve their personal best.

## GENERAL INFORMATION

|   |    |
|---|----|
| Queensland Certificate of Education .....             | 4  |
| Course of Study .....                                 | 7  |
| Course Selection .....                                | 8  |
| Subjects Offered .....                                | 9  |
| General Subjects.....                                 | 11 |
| Applied Subjects.....                                 | 30 |
| Vocational Education and Training Courses (VET) ..... | 46 |
| Notes .....   | 51 |

# QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

## WHAT IS IT?

The QCE is Queensland's senior school certification which is awarded to eligible students at the completion of the senior phase of learning, usually at the end of Year 12.

It confirms a student's achievement of a:

- set amount (20 credits)
- set standard (C or above)
- set pattern (12 + 8 credits), and
- literacy and numeracy requirements are met

The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options; these can include senior school subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

## HOW DOES IT WORK?

Different types of learning attract different credit values. A credit or "C" is the minimum amount of learning at the set standard that can contribute towards the QCE. A student must achieve a set amount of learning to be awarded a QCE. The specified amount is expressed as 20 credits. Refer to the table on pages 5 through to 6 as it summarises the types of learning (and their credit values) that contribute to a QCE.

## ALL STUDENTS WILL HAVE LEARNING ACCOUNTS

### Learning Accounts

As activities and studies are completed, the achievements awarded are converted into credits and banked into the student's learning account. This account records what, where and when learning is undertaken and the credits awarded.

### Opening a Learning Account

In the year before turning 16, (Year 10), students will be registered with the Queensland Curriculum and Assessment Authority (QCAA) by the school they are attending. Once registered, a learning account is automatically opened.

### How does the Learning Account work?

In Year 10, students will develop a Senior Education and Training Plan (SET plan). The SET plan helps young people identify and plan their own pathway through education and training in senior schooling, and then on to further learning or work. It also helps students make informed choices about what, where and when to study. Once a SET plan is developed, the school registers the student with the QCAA and a learning account is opened.

## WHERE DOES A LEARNING ACCOUNT LEAD?

The learning account stores information about the different learning undertaken. This account may contribute towards:

- A Senior Statement which records all learning undertaken and achievements for a student completing Year 12.
- A QCE which confirms a significant amount of learning at a set standard and meeting literacy and numeracy requirements.
- An overall achievement in QCAA subjects.
- A VET (Vocational Education and Training) Certificate which certify competence in a course or qualification level.

## SUMMARY

- A student completing Year 12 will receive a Senior Statement.
- Not every student who completes Year 12 will be awarded a QCE or an ATAR, some may receive both or only one.
- The QCE is an achievement based qualification which involves a significant amount of learning at a set standard and the meeting of literacy and numeracy requirements.
- Year 10 students will create SET plans and be registered with the QCAA to open learning accounts into which credits are banked.

# QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified in three categories:

- Core
- Preparatory
- Complementary

A student needs an amount of learning (20 credits) at a set standard (Sound Level of Achievement, Pass or equivalent) in a set pattern (at least 12 credits from completed Core courses of study) plus an additional 8 credits from a combination of any courses of study as well as meeting literacy and numeracy requirements to gain a QCE.

## LEARNING OPTIONS AND REQUIREMENTS

### Core

At least **12 credits** must come from completed Core courses of study. At least 1 credit must come from Core studies undertaken while enrolled at a school.

| COURSE  | QCE CREDITS PER COURSE |
|---|------------------------|
| QCAA General subjects and Applied subjects                    | up to 4                |
| QCAA Extension subjects                                       | up to 2                |
| Certificate II qualifications                                 | up to 4                |
| Certificate III and IV qualifications (includes traineeships) | up to 8                |
| School-based apprenticeships                                  | up to 6                |
| Recognised studies categorised as Core                        | as recognised by QCAA  |

### Preparatory

A maximum of **4 credits** can come from Preparatory courses of study.

| COURSE   | QCE CREDITS PER COURSE |
|--|------------------------|
| QCAA Short Courses <ul style="list-style-type: none"><li>• QCAA Short Course in Literacy</li><li>• QCAA Short Course in Numeracy</li><li>• QCAA Career Education</li></ul> | up to 1                |
| Certificate I qualifications   | up to 3                |
| Recognised studies categorised as Preparatory  | as recognised by QCAA  |

### Complementary

A maximum of **8 credits** can come from Complementary courses of study.

| COURSE  | QCE CREDITS PER COURSE |
|---|------------------------|
| QCAA Short Courses <ul style="list-style-type: none"><li>• QCAA Short Course in Aboriginal and Torres Strait Islander Languages</li><li>• QCAA Short Course in Career Education</li></ul> | up to 1                |
| University subjects   | up to 4                |
| Diplomas and Advanced Diplomas  | up to 8                |
| Recognised studies categorised as Complementary   | as recognised by QCAA  |

# LITERACY AND NUMERACY REQUIREMENTS

Students can meet QCE literacy requirements by satisfying any one of these options:

| Courses of study  | Literacy  | Numeracy  | Set standard   |
|---|---|---|--|
| General or Applied subjects   | <p><b>QCAA General or Applied subjects for Unit 1, Unit 2 or a Unit 3 and 4 pair:</b></p> <ul style="list-style-type: none"> <li>English</li> <li>English and Literature Extension</li> <li>English as an Additional Language</li> <li>Literature</li> <li>Essential English</li> </ul> | <p><b>QCAA General or Applied Mathematics subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair:</b></p> <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> <li>Essential Mathematics</li> </ul> | <p>Satisfactory completion in Unit 1 or Unit 2.</p> <p>or</p> <p><b>Grade of C or better in a Unit 3 and 4 pair</b></p>  |
| Short Courses   | QCAA Short Course in Literacy   | QCAA Short Course in Numeracy   | Grade of C or better   |
| Senior External Examination   | Senior External Examination:<br>QCAA English subject  | Senior External Examination:<br>QCAA Mathematics subject  | Grade of C or better   |
| International Baccalaureate (IB)<br><i>(Not offered at St Stephen's Catholic College)</i> | <p><b>International Baccalaureate (IB) examination in one of:</b></p> <ul style="list-style-type: none"> <li>Language A English Language and Literature (SL or HL)</li> <li>Language A English Literature (SL or HL)</li> <li>English B (SL or HL)</li> </ul>                           | <p><b>International Baccalaureate (IB) examination in one of:</b></p> <ul style="list-style-type: none"> <li>Mathematics (SL or HL)</li> <li>Mathematical Studies (SL)</li> </ul>   | <p>Grade of 4 or above on examination</p> <p>or</p> <p><b>Exit subject with a grade of 3, having achieved a 4 or above for the internal assessment component</b></p> |
| Recognised studies  | See the QCAA website for a list of recognised studies that meet the literacy requirements   | See the QCAA website for a list of recognised studies that meet the literacy requirements   | As recognised by the QCAA  |

\***Find out more** visit [www.QCAA.qld.edu.au](http://www.QCAA.qld.edu.au) for more information

# TERTIARY ENTRANCE

Students who wish to proceed to tertiary institutions have some additional points to consider when choosing their senior subjects.

For entry to any course of study you must satisfy the minimal education and/or other requirements / pre-requisites specified for it. Most tertiary courses require English (or equivalent) to be studied over four semesters in Years 11 and 12.

Students leaving Year 12 to go directly to university usually require an ATAR for entry.

## WHAT IS AN ATAR?

An Australian Tertiary Admission Rank (ATAR) allows tertiary admissions centres to compare students from across Australia when they apply for tertiary places. The ATAR is a number between 0 and 99.95, in increments of 0.05. ATARs below 30 are not reported.

**To receive an ATAR students must also receive a satisfactory completion of an English subject (General English, Essential English, English as an additional language, Literature or Literature extension)**

Please refer to the QTAC website for more information:

[www.QTAC.edu.au](http://www.QTAC.edu.au)

## STUDYING A UNIVERSITY SUBJECT WHILE AT SCHOOL

Studying a University subject while completing a course of senior study is permissible. However, at St Stephen's the option will only be available for Yr 12 students and it can be completed in lieu of a senior subject. Students and parents are advised to seek advice in regards to this option so that ATAR eligibility is not compromised. Studying a University course will also be a user pays option for students.

## DISTANCE EDUCATION

At St Stephen's, Distance Education will only be offered for Dance and Languages. This system provides an opportunity for students to undertake a course of study that the college does not provide. **If a student fails a Unit of distance education the full amount is payable by the parent/carer/student to the school.**

## RELIGIOUS EDUCATION

It is compulsory for students at each college in the Cairns Diocese to undertake a religious education course in Years 11 and 12. At St Stephen's, students may select from Study of Religion, Religion and Ethics or Catholic Faith in Action.

# COURSE OF STUDY

The subjects students choose to study will depend on a number of factors, including personal career plans, tertiary course pre-requisites and interest.

**Generally, students will select 7 forms of learning as follows:**

1. Study of Religion, Religion and Ethics, or Catholic Faith in Action.
2. English or Essential English
3. General Mathematics, Mathematical Methods or Essential Mathematics
4. Four (4) other subjects depending on interest and availability.

Students will choose General or Applied subjects, or stand alone VET certificates.

- **General Subjects:** count towards an ATAR
- **Essential/Applied Subjects:** more practical or vocational in nature; one **may contribute to an ATAR.**
- Stand alone VET certificates are either core or preparatory for QCE purposes, Certificate III **may count towards an ATAR.**

Students will be asked to make initial selections from the list provided. Should the number of students wanting to complete a subject exceed the College's facilities, the College reserves the right to admit students in accordance with student interest and need as displayed in related subjects in Year 10. From these expressions of interest, students make their final selection which forms the basis for the SET plan.

## INTERVIEWS

Towards the middle of term 3, all Year 10 students (and parents who wish to be involved in the process), will meet with the members of staff and Senior Leadership. Items under discussion will include:

- Review of subject selection
- Focus on the demands and expectations for post-compulsory education
- Confirmation of SET plan

$$\text{ATAR} = 4 \text{ General Subjects} + \begin{matrix} \text{Another} \\ \text{General Subject} \\ \text{or} \\ \text{Applied Subject} \\ \text{or} \\ \text{Completed Cert} \\ \text{III or Higher} \\ \text{VET Qual} \end{matrix}$$

# COURSE SELECTION

## SCHOOL- BASED TRAINEESHIPS/APPRENTICESHIPS

It may be possible for students to complete School-Based Traineeships/Apprenticeships while they are completing senior schooling. This involves students in formal work and training as well as school subjects and leads to nationally recognised qualifications.

## HOW TO SELECT YOUR COURSE OF STUDY FOR THE SENIOR PHASE OF LEARNING

Listed below are the points you should consider when selecting your subjects for Years 11 and 12.

### A Interest

One important consideration when selecting subjects should be which subjects interest you and which you will enjoy studying the most. This is of importance because you are most likely to study and succeed in those subjects which interest you.

### B Career Aim: What do I want to do?

Whether you are planning to go to university or TAFE or directly to employment after Year 12, you need to consider if there are particular subjects you will need to achieve your aim.

### C Tertiary Entrance

In order to decide what subjects you may need for tertiary entrance, either to degree level or to a TAFE Associate Diploma level, you will need to refer to the pre-requisites listed on the institute's website.

To gain entry to University, you require an ATAR. ATAR (Australian Tertiary Admission Rank)

An ATAR can be calculated in 2 ways:

The more traditional way is to use 5 General subjects.

OR

4 general subjects plus either an applied subject, or a completed Certificate III or Higher VET Qualification.

Universities still list prerequisites for some courses. These will be listed on the University's website and also on the QTAC Website.

### D Job Requirements

If you intend to go directly into employment after Year 12, then you need to consider the subjects that will most likely help you get the job you want. Most jobs have some training

requirement, even if you enter straight from school, so it is wise to check out the entry requirements for relevant training courses as well. Vocational subjects contain competencies that may give you an advantage when applying for a job.

### E Demonstrated Ability

Knowing what you like and what you want, is only part of what you have to consider. More importantly, you need to know what you can do. The best indicators of your ability and likely performance in Year 11 are your current results. It is also important not to underestimate your abilities. If you are uncertain about your chances of success in a subject and your teacher feels you have the capability, then it is worth a try. There is limited scope to change subjects during Years 11 and 12.

### F Pre-Requisite Knowledge

There are some subjects in Year 11 and 12 that require previous study in Year 10 for entry. This information is included in each of the subject outlines.

### G Keep Your Options Open

We are all aware that the future is uncertain. So many uncertainties intervene between Year 10 and the end of Year 12. Your interests change; you will become more aware of your aptitudes and abilities; the number of tertiary places and jobs fluctuate, and government policy changes. It is therefore sensible, while continually seeking further knowledge of yourself and of the careers available, to keep your options open.



# SUBJECTS PROPOSED FOR 2025

How do you keep your options open?

1. First of all, aim for the highest standard of which you are capable and work as hard as you can in Years 11 and 12. The better your results, the more choices you will have.
2. Secondly, have a range of contingency plans. Don't aim for one career alone. Have a number of other ideas and be sure that you choose the subjects required for these. Try to cover yourself for entry to courses at various levels (Degree, Associate Diploma, Certificate) and also for related careers and those that you might enter directly from Year 12.
3. Thirdly, when choosing subjects, if a number of subjects seem equally interesting and you can't decide, think whether any of those subjects will add a useful vocational skill and make you eligible for another group of possible courses.

If you choose subjects that you enjoy, that you can do, and that will leave a range of career and course paths open, then you have done the best you can. Those students who select to do a TAFE or School Based Apprenticeship and also choose General subjects, must appreciate the academic rigour of these subjects and the difficulty they may experience keeping up with the work when classes are missed due to VET commitments.

| General Subjects             |    |
|------------------------------|----|
| Biology.....                 | 12 |
| Chemistry .....              | 13 |
| Economics .....              | 14 |
| Engineering .....            | 15 |
| English .....                | 16 |
| Mathematics: General.....    | 17 |
| Mathematical Methods.....    | 18 |
| Specialist Mathematics ..... | 19 |
| Geography .....              | 20 |
| Legal Studies.....           | 21 |
| Literature.....              | 22 |
| Modern History .....         | 23 |
| Music.....                   | 24 |
| Physical Education .....     | 25 |
| Physics.....                 | 26 |
| Psychology.....              | 27 |
| Study of Religion.....       | 28 |
| Visual Art.....              | 29 |

| Applied Subjects                             |    |
|--|----|
| Aquatic Practices .....                      | 32 |
| Arts in Practice .....                       | 33 |
| Drama in Practice .....                      | 34 |
| Engineering Skills.....                      | 35 |
| Essential English .....                      | 36 |
| Essential Mathematics .....                  | 37 |
| Furnishing Skills .....                      | 38 |
| Hospitality Practices .....                  | 39 |
| Industrial Graphics Skills.....              | 40 |
| Information and Communication Technology ... | 41 |
| Music in Practice .....                      | 42 |
| Religion and Ethics .....                    | 43 |
| Sports and Recreation .....                  | 44 |
| Tourism.....                                 | 45 |
| Visual Arts in Practice .....                | 46 |

| VET Courses   |    |
|---|----|
| SIS20122 - Certificate II in Sport and Recreation / |    |
| SIS30321 - Certificate III in Fitness .....         | 50 |

| Stand Alone Subject (Non-QCE) |    |
|-------------------------------|----|
| Catholic Faith in Action..... | 10 |

# CATHOLIC FAITH IN ACTION

## WHY STUDY CATHOLIC FAITH IN ACTION?

Catholic Faith in Action aims to provide students with an opportunity for faith learning within the reality of their own life and for them to be called to positive action in a way that is reflective of the Catholic Social Teaching. It aims to enhance their capacity to make meaning in religious education.

Catholic Faith in Action does not contribute to a student's Queensland Certificate of Education (QCE) or Australian Tertiary Admission Rank (ATAR).

The components studied in this program include:

- Scripture
- Catholic anthropology
- Catholic social teaching and just action
- Catholic worldview
- Ethics and morality
- Evangelisation and faith formation
- Other religious experiences, worldviews and Indigenous spirituality
- Prayer and worship
- Religious identity and culture

## STRUCTURE

**The four profound questions are:**

- Who am I?
- Who is God?
- What does it mean to be human?
- What is truth?

## GRADUATE EXPECTATIONS

Student success in this program is measured through demonstrating competency in a series of 24 Graduate Expectations. These expectations are embedded with 21st Century Skills such as effective communication, creative and critical thinking, self-directed learning and collaboration skills, in light of the Catholic perspective.

## ASSESSMENT

Assessments in Catholic Faith in Action aim to give the students opportunities to demonstrate the Graduate Expectations and may include reflective journaling, quizzes, service projects, and multimodal presentations.

St Stephen's  
Catholic College



# GENERAL SUBJECTS

# BIOLOGY

## WHY STUDY BIOLOGY?

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.

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

|  |
|--|
| <b>Unit 1</b>  |
| <b>Cells and multicellular organisms</b>   |
| <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>                |
| <b>Unit 2</b>  |
| <b>Maintaining the internal environment</b>  |
| <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>                                   |
| <b>Unit 3</b>  |
| <b>Biodiversity and the interconnectedness of life</b>   |
| <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>                        |
| <b>Unit 4</b>  |
| <b>Heredity and continuity of life</b>   |
| <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul> |

## ASSESSMENT

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

## Summative Assessment

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

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students enrolling in Biology should be achieving at or above a “C” standard in both Science and English in Year 10. It is expected that students would be enrolled in the General English and General Mathematics subjects. A minimum of three hours homework, study and revision is necessary for students in this subject.

# CHEMISTRY

## WHY STUDY CHEMISTRY?

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 and expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

| Unit 1  |
|---|
| <b>Chemical fundamentals - structure, properties and reactions</b> <ul style="list-style-type: none"><li>• Properties and structure of atoms</li><li>• Properties and structure of materials</li><li>• Chemical reactions — reactants, products and energy change</li></ul> |
| Unit 2  |
| <b>Molecular interactions and reactions</b> <ul style="list-style-type: none"><li>• Intermolecular forces and gases</li><li>• Aqueous solutions and acidity</li><li>• Rates of chemical reactions</li></ul>   |
| Unit 3  |
| <b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"><li>• Chemical equilibrium systems</li><li>• Oxidation and reduction</li></ul>  |
| Unit 4  |
| <b>Structure, synthesis and design</b> <ul style="list-style-type: none"><li>• Properties and structure of organic materials</li><li>• Chemical synthesis and design</li></ul>  |

## ASSESSMENT

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

### Summative Assessment

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>          | 10% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul> | 20% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul> | 20% |   |     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>       |     |   |     |

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students enrolling in Chemistry should be achieving at or above a “B” standard in Science in Year 10. It is recommended that students undertaking the study of Chemistry will also be enrolled in Mathematical Methods. A minimum of three hours homework, study and revision each week is necessary for success in this subject. A graphics calculator is essential.

# ECONOMICS

## WHY STUDY ECONOMICS?

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

## PATHWAY

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

## OBJECTIVES

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

## STRUCTURE

|  |
|--|
| <b>Unit 1</b>  |
| <b>Markets and models</b> <ul style="list-style-type: none"> <li>• The basic economic problem</li> <li>• Economic flows</li> <li>• Market forces</li> </ul>  |
| <b>Unit 2</b>  |
| <b>Modified Markets</b> <ul style="list-style-type: none"> <li>• Markets and efficiency</li> <li>• Case options of market measures and strategies</li> </ul> |
| <b>Unit 3</b>  |
| <b>International economics</b> <ul style="list-style-type: none"> <li>• The global economy</li> <li>• International economic issues</li> </ul>               |
| <b>Unit 4</b>  |
| <b>Contemporary macroeconomics</b> <ul style="list-style-type: none"> <li>• Macroeconomic objectives and theory</li> <li>• Economic management</li> </ul>    |

## ASSESSMENT

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

### Summative Assessment

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Examination - extended response to stimulus | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation - re-search report   | 25% | Summative external assessment (EA):<br>• Examination — combination response             | 25% |

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Economics have at least a “C” standard in English at Year 10. The study of Economics at Year 10 level is not a pre-requisite.

# ENGINEERING

## WHY STUDY ENGINEERING?

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

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

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

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

|  |
|--|
| <b>Unit 1</b>  |
| <b>Engineering fundamentals and society</b> <ul style="list-style-type: none"> <li>• Engineering and society</li> <li>• Engineering communication</li> <li>• Introduction to engineering mechanics</li> <li>• Introduction to engineering materials</li> </ul> |
| <b>Unit 2</b>  |
| <b>Emerging technologies</b> <ul style="list-style-type: none"> <li>• Emerging needs</li> <li>• Emerging processes and machinery</li> <li>• Emerging materials</li> <li>• Exploring autonomy</li> </ul>  |
| <b>Unit 3</b>  |
| <b>Statics of structures and environmental considerations</b> <ul style="list-style-type: none"> <li>• Civil structures and the environment</li> <li>• Civil structures, materials and forces</li> </ul>   |
| <b>Unit 4</b>  |
| <b>Machines and mechanisms</b> <ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Materials</li> <li>• Machine control</li> </ul>   |

## ASSESSMENT

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

### Summative Assessment

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Engineered Solution | 25% | Summative internal assessment 3 (IA3):<br>• Engineered Solution | 25% |
| Summative internal assessment 2 (IA2):<br>• Examination         | 25% | Summative external assessment (EA):<br>• Examination            | 25% |

## PRE-REQUISITES/RECOMMENDATIONS

A good understanding of English and Mathematics (middle or advanced mathematics) at a sound or higher achievement. A good understanding of construction will prove beneficial but is not necessary.

# ENGLISH

## WHY STUDY ENGLISH?

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

| Unit 1 Perspectives and texts   |
|---|
| <ul style="list-style-type: none"> <li>• Examining and creating perspectives in texts</li> <li>• Responding to a variety of non-literary and literary texts</li> <li>• Creating responses for public audiences and persuasive texts</li> </ul>                      |
| Unit 2 Texts and culture  |
| <ul style="list-style-type: none"> <li>• Examining and shaping representations of culture in texts</li> <li>• Responding to literary and nonliterary texts, including a focus on Australian texts</li> <li>• Creating imaginative and analytical texts</li> </ul>   |
| Unit 3 Textual connections  |
| <ul style="list-style-type: none"> <li>• Exploring connections between texts</li> <li>• Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>• Creating responses for public audiences and persuasive texts</li> </ul> |
| Unit 4 Close study of literary texts  |
| <ul style="list-style-type: none"> <li>• Engaging with literary texts from diverse times and places</li> <li>• Responding to literary texts creatively and critically</li> <li>• Creating imaginative and analytical texts</li> </ul>                               |

## ASSESSMENT

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

### Summative Assessment

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

## PRE-REQUISITES/RECOMMENDATIONS

English is a pre-requisite for a wide range of tertiary courses. It is recommended that students enrolling in English have achieved a C standard for both semesters of General English Preparation or Literature Preparation in Year 10.



# GENERAL MATHEMATICS

## WHY STUDY GENERAL MATHEMATICS?

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices, building on the content of the P–10 Australian Curriculum.

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

Students who study Preparation for General Mathematics in Year 10 can go onto study General Mathematics in Years 11 and 12.

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.

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

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

## ASSESSMENT

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

## Summative Assessment

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

## PRE-REQUISITES/RECOMMENDATIONS

Students who wish to undertake General Mathematics should have achieved a “C” or better in Preparation for General Mathematics in Year 10 or a “D” or better in Preparation for Mathematical Methods. Students who completed the Numeracy Short Course in Year 10 should not choose General Mathematics.

# MATHEMATICAL METHODS

## WHY STUDY MATHEMATICAL METHODS?

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems. Students who achieve a grade of B- or higher in Year 10 Preparation for Mathematical Methods are recommended to choose Mathematical Methods in Years 11 and 12. Students who study Year 10 Preparation for General Mathematics or the Numeracy Short Course should not choose the Mathematical Methods course.

## OBJECTIVES

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

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

## PATHWAY

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

## STRUCTURE

| Unit 1 Algebra, statistics and functions   |
|--|
| <ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences and series 1</li> <li>• Functions and graphs</li> <li>• Counting and probability</li> <li>• Exponential functions 1</li> <li>• Arithmetic and geometric sequences</li> </ul>   |
| Unit 2 Calculus and further functions  |
| <ul style="list-style-type: none"> <li>• Exponential functions 2</li> <li>• The logarithmic function 1</li> <li>• Trigonometric functions 1</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation and applications 1</li> <li>• Discrete random variables 1</li> </ul> |
| Unit 3 Further calculus  |
| <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>  |
| Unit 4 Further functions and statistics  |
| <ul style="list-style-type: none"> <li>• Further differentiation and applications 3</li> <li>• Trigonometric functions 2</li> <li>• Discrete random variables 2</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>          |

## ASSESSMENT

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

### Summative Assessment

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

## PRE-REQUISITES/RECOMMENDATIONS

Students who wish to undertake Mathematical Methods should have achieved a “B” or better in Preparation for Mathematical Methods in Year 10. Students who complete Preparation for General Mathematics or the Numeracy Short Course in Year 10 should not choose Mathematical Methods.

# SPECIALIST MATHEMATICS

## WHY STUDY SPECIALIST MATHEMATICS?

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

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

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

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

Students who achieve a grade of A or higher in Year 10 Preparation for Mathematical Methods are recommended to choose Specialist Mathematics in Years 11 and 12.

## PATHWAY

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

## OBJECTIVES

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

- select, recall and use facts, rules, definitions and procedures drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- comprehend mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove

- propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

## STRUCTURE

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

| Unit 1 Combinatorics, vectors and proof  |
|--|
| <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Introduction to proof</li> </ul>   |
| Unit 2 Complex numbers, trigonometry, functions and matrices   |
| <ul style="list-style-type: none"> <li>• Complex numbers 1</li> <li>• Trigonometry and functions</li> <li>• Matrices</li> </ul>  |
| Unit 3 Mathematical induction, and further vectors, matrices and complex numbers   |
| <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Vectors and matrices</li> <li>• Complex numbers 2</li> </ul>                                       |
| Unit 4 Further statistical and calculus inference  |
| <ul style="list-style-type: none"> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul> |

## ASSESSMENT

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

### Summative Assessment

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

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students achieve an "A" or better in Year 10 Preparation for Mathematical Methods if they wish to do Specialist Mathematics.

# GEOGRAPHY

## WHY STUDY GEOGRAPHY?

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

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

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

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

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

## ASSESSMENT

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

### Summative Assessment

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation - data report     | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation - field report       | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Geography have achieved at least a “C” standard in Year 10 General English. A high level of numeracy skills to interpret data is recommended.

# LEGAL STUDIES

## WHY STUDY LEGAL STUDIES?

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

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

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

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

|   |
|---|
| <b>Unit 1</b>   |
| <b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul> |
| <b>Unit 2</b>   |
| <b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>                               |
| <b>Unit 3</b>   |
| <b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>  |
| <b>Unit 4</b>   |
| <b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul>               |

## ASSESSMENT

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

### Summative Assessment

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

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Legal Studies have achieved at least a “C” standard in Year 10 English.

# LITERATURE

## WHY STUDY LITERATURE?

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

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

## STRUCTURE

|   |
|---|
| <b>Unit 1</b>   |
| <b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>Ways literary texts are received and responded to</li> <li>How textual choices affect readers</li> <li>Creating analytical and imaginative texts</li> </ul>  |
| <b>Unit 2</b>   |
| <b>Texts and culture</b> <ul style="list-style-type: none"> <li>Ways literary texts connect with each other — genre, concepts and contexts</li> <li>Ways literary texts connect with each other — style and structure</li> <li>Creating analytical and imaginative texts</li> </ul> |
| <b>Unit 3</b>   |
| <b>Literature and identity</b> <ul style="list-style-type: none"> <li>Relationship between language, culture and identity in literary texts</li> <li>Power of language to represent ideas, events and people</li> <li>Creating analytical and imaginative texts</li> </ul>          |
| <b>Unit 4</b>   |
| <b>Independent explorations</b> <ul style="list-style-type: none"> <li>Dynamic nature of literary interpretation</li> <li>Close examination of style, structure and subject matter</li> <li>Creating analytical and imaginative texts</li> </ul>                                    |

## PATHWAY

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

## OBJECTIVES

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

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

## ASSESSMENT

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

### Summative Assessment

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

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students enrolling in Literature have achieved a C standard for both semesters of Literature Preparation in Year 10, or at least a B standard for both semesters in General English Preparation in Year 10.

# MODERN HISTORY

## WHY STUDY MODERN HISTORY?

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

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

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

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

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

|   |
|---|
| <b>Unit 1</b>   |
| <b>Ideas in the modern world</b>  |
| <ul style="list-style-type: none"> <li>• French Revolution, 1789–1799</li> <li>• Age of Imperialism, 1848–1914</li> </ul> |
| <b>Unit 2</b>   |
| <b>Movements in the modern world</b>  |
| <ul style="list-style-type: none"> <li>• Australian Indigenous rights movement since 1967</li> </ul>                      |
| <b>Unit 3</b>   |
| <b>National experiences in the modern world</b>   |
| <ul style="list-style-type: none"> <li>• Israel, 1948–1993</li> <li>• China, 1931–1976</li> </ul>                         |
| <b>Unit 4</b>   |
| <b>International experiences in the modern world</b>  |
| <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> </ul>                            |

## ASSESSMENT

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

## Summative Assessment

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1):  | 25% | Summative internal assessment 3 (IA3):  | 25% |
| <ul style="list-style-type: none"> <li>• Examination — essay in response to historical sources</li> </ul> |     | <ul style="list-style-type: none"> <li>• Investigation - historical essay based on research</li> </ul>  |     |
| Summative internal assessment 2 (IA2):  | 25% | Summative external assessment (EA):   | 25% |
| <ul style="list-style-type: none"> <li>• Independent source investigation</li> </ul>                      |     | <ul style="list-style-type: none"> <li>• Examination — short responses to historical sources</li> </ul> |     |

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Modern History have achieved at least a “C” standard in Year 10 General English.

# MUSIC

## WHY STUDY MUSIC?

Music is an intellectually engaging intersection of lateral thought and practice that fosters creative and expressive communication. Through composition, performance and responding tasks (musicology) students will develop their understanding of music elements and concepts before using and applying their knowledge to convey meaning in a variety of contexts, styles and genres.

In Music, students develop highly transferable skills such as analysis skills, justifying a viewpoint, working both independently and collaboratively and provides the basis for rich, lifelong learning.

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

| Unit 1  |
|---|
| <p><b>Designs</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p> |

| Unit 2  |
|---|
| <p><b>Identities</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p> |
| Unit 3  |
| <p><b>Innovations</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>  |
| Unit 4  |
| <p><b>Narratives</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>   |

## ASSESSMENT

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

## Summative Assessment

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Performance  | 20% | Summative internal assessment 3 (IA3):<br>• Integrated project | 35% |
| Summative internal assessment 2 (IA2):<br>• Composition  | 20% |  |     |
| Summative external assessment (EA): 25%<br>• Examination |     |  |     |

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students wishing to study Music have achieved at least a “C” standard in Year 10 Music. It is advantageous, though not necessary, to have previously undertaken some instrumental studies.



# PHYSICAL EDUCATION

## WHY STUDY PHYSICAL EDUCATION?

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.

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

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

## ASSESSMENT

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

## Summative Assessment

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

## PRE-REQUISITES/RECOMMENDATIONS

- A high achievement in Year 10 Health and Physical Education and/or experience in a sport outside school at a high standard is desirable.
- A "C" standard in Year 10 English.
- Students who select this subject will incur a facilities and travel levy.
- It is important that students wear appropriate athletic sport shoes, not skate shoes.

# PHYSICS

## WHY STUDY PHYSICS?

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

## PATHWAY

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

## OBJECTIVES

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena

- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## STRUCTURE

|  |
|--|
| <b>Unit 1</b>  |
| <b>Thermal, nuclear and electrical physics</b>   |
| <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul> |
| <b>Unit 2</b>  |
| <b>Linear motion and waves</b>   |
| <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>   |
| <b>Unit 3</b>  |
| <b>Gravity and electromagnetism</b>  |
| <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>   |
| <b>Unit 4</b>  |
| <b>Revolutions in modern physics</b>   |
| <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>                           |

## ASSESSMENT

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

### Summative Assessment

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Data Test          | 10% | Summative internal assessment 3 (IA3):<br>• Research Investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student Experiment | 20% |  |     |
| Summative external assessment (EA): 50%                        |     |  |     |
| • Examination  |     |  |     |

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students enrolling in Physics should be achieving at or above a “B” standard in Science in Year 10. It is expected that students undertaking the study of Physics will also be enrolled in Mathematical Methods. A minimum of three hours homework, study and revision each week is necessary for success in this subject. A graphics calculator is essential.

# PSYCHOLOGY

## WHY STUDY PSYCHOLOGY?

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

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

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

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

| Unit 1   |
|--|
| <b>Individual development</b> <ul style="list-style-type: none"> <li>• Psychological science A</li> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Human consciousness and sleep</li> </ul> |

| Unit 2   |
|--|
| <b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Psychological science B</li> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul> |
| Unit 3   |
| Individual thinking <ul style="list-style-type: none"> <li>• Localisation of function in the brain</li> <li>• Visual perception</li> <li>• Memory</li> <li>• Learning</li> </ul>   |
| Unit 4   |
| <b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>  |

## ASSESSMENT

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

## Summative Assessment

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Data Test          | 10% | Summative internal assessment 3 (IA3):<br>• Research Investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student Experiment | 20% |  |     |
| Summative external assessment (EA): 50%                        |     |  |     |
| • Examination  |     |  |     |

## PRE-REQUISITES/RECOMMENDATIONS

It is recommended that students enrolling in Psychology should be achieving at or above a “C” standard in both Science and English in Year 10. It is expected that students would be enrolled in the General English and General Mathematics subjects. A minimum of three hours homework, study and revision is necessary for students in this subject.

# STUDY OF RELIGION (SOR)

## WHY STUDY SOR?

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

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

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

## PATHWAY

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

## OBJECTIVES

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

- explain features and expressions of religious traditions
- analyse perspectives about religious expression
- evaluate the significance and influence of religion
- communicate to suit purpose

## STRUCTURE

|  |
|--|
| <b>Unit 1</b>  |
| <b>Religion, Meaning and purpose</b> <ul style="list-style-type: none"> <li>• Nature and purpose of religion</li> <li>• Sacred texts</li> </ul>                    |
| <b>Unit 2</b>  |
| <b>Religion and ritual</b> <ul style="list-style-type: none"> <li>• Lifecycle rituals</li> <li>• Calendrical rituals</li> </ul>                                    |
| <b>Unit 3</b>  |
| <b>Religious ethics</b> <ul style="list-style-type: none"> <li>• Social ethics</li> <li>• Personal ethics</li> </ul>   |
| <b>Unit 4</b>  |
| <b>Religion - rights and relationships</b> <ul style="list-style-type: none"> <li>• Religion and the nation–state</li> <li>• Human existence and rights</li> </ul> |

## ASSESSMENT

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

## Summative Assessment

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — extended response  | 25% | Summative internal assessment 3 (IA3):<br>• Investigation - inquiry response | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation - inquiry response | 25% | Summative external assessment (EA):<br>• Examination — short responses       | 25% |

## PRE-REQUISITES/RECOMMENDATIONS

Students wishing to undertake Study of Religion should have attained a minimum “B” standard in Year 10 Religion and English.

# VISUAL ART

## WHY STUDY VISUAL ART?

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

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

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

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

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

| Unit 1 Art as lens   |
|--|
| Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>   |
| Unit 2 Art as code   |
| Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>  |
| Unit 3 Art as knowledge  |
| Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student directed</li> <li>• Media: student directed</li> </ul>   |
| Unit 4 Art as alternate  |
| Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student directed</li> </ul> |

## ASSESSMENT

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

### Summative Assessment

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Investigation - inquiry phase 1 | 15% | Summative internal assessment 3 (IA3):<br>• Project - inquiry phase 3 | 35% |
| Summative internal assessment 2 (IA2):<br>• Project - inquiry phase 2       | 25% |   |     |
| Summative external assessment (EA): 25%<br>• Examination                    |     |   |     |

## PRE-REQUISITES/ RECOMMENDATIONS

A minimum of a "C" in Year 10 Visual Art and English is highly desirable. Students will be required to complete most of their written assessment in their own time. Students must be prepared to undertake art making that may fall out of scheduled class time; the development of folios and Bodies of Work require enthusiasm and focus.

St Stephen's  
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# APPLIED SUBJECTS

# AQUATIC PRACTICES

## WHY STUDY AQUATIC PRACTICES?

In 2024, Aquatic practices will be offered in place of the previous Applied Science option of Science in Practice.

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

Students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

## PATHWAY

A course of study in Aquatic Practices 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. aquaculture, commercial fishing, recreation and tourism, environmental science and marine management.

## OBJECTIVES

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

1. Describe ideas and phenomena.
2. Execute procedures.

3. Analyse information.
4. Interpret information.
5. Evaluate conclusions and outcomes.
6. Plan investigations and projects.

## STRUCTURE

Over the two year course of study, students will complete four of the following six unit options:

|                                     |
|-------------------------------------|
| <b>Unit Option A</b>                |
| Aquatic ecosystems                  |
| <b>Unit Option B</b>                |
| Coastlines and navigation           |
| <b>Unit Option C</b>                |
| Recreational and commercial fishing |
| <b>Unit Option D</b>                |
| Aquariums and aquaculture           |
| <b>Unit Option E</b>                |
| Using the aquatic environment       |
| <b>Unit Option F</b>                |
| Marine vessels                      |

## ASSESSMENT

Each unit requires the completion of two assessment items, an Applied investigation and a Practical project.

## Summative Assessment

| Unit 3  | Unit 4  |
|---|---|
| Summative internal assessment 1 (IA1):<br>• Applied investigation | Summative internal assessment 3 (IA3):<br>• Applied investigation |
| Summative internal assessment 2 (IA2):<br>• Practical Project     | Summative internal assessment 4 (IA4):<br>• Practical Project     |

## PRE-REQUISITES/RECOMMENDATIONS

No prerequisites are required for this course.

# ARTS IN PRACTICE

## WHY STUDY ARTS IN PRACTICE?

In Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts.

While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

In Arts in Practice, students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals.

## PATHWAY

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. With further study and experience, Arts in Practice can lead to:

- arts advertising and marketing
- arts management and promotions
- creative communications and design
- multimedia
- screen and media
- theatre and concert performance
- video game and digital entertainment design

## OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn.

- 1. Use arts practices:** Students use multidisciplinary arts practices of dance, drama, media arts, music and/or visual arts to create or perform arts works.
- 2. Plan arts works:** Students analyse key features of purpose and context to plan arts works.
- 3. Communicate ideas:** Students create and perform arts works for specific purposes and in specific contexts.
- 4. Evaluate arts works:** Students make judgments about arts ideas and arts works, examining these in relation to planning and reflecting on strengths, implications and limitations.

## STRUCTURE

Arts in Practice is a four-unit course of study.

| Unit 1   |
|--|
| <b>Issues</b><br>Students respond to current issues to create and present arts works that comment on an issue.       |
| Unit 2   |
| <b>Celebration</b><br>Students consider cultural perspectives to create and present arts works for community events. |
| Unit 3   |
| <b>Clients</b><br>Students engage with clients to create and present arts works for external stakeholders.           |
| Unit 4   |
| <b>Showcase</b><br>Students generate and present their own arts works that reflect their artistic identity.          |

## ASSESSMENT

Assessment in Arts in Practice requires students to:

- plan arts works
- communicate ideas
- evaluate arts works

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

## Summative Assessment

| Unit 3  | Unit 4  |
|---|---|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Project</li></ul>                | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project</li></ul>                |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Product or performance</li></ul> | Summative internal assessment 4 (IA4): <ul style="list-style-type: none"><li>• Product or performance</li></ul> |

## PRE-REQUISITES/RECOMMENDATIONS

While there are no pre-requisites to study Arts in Practice, students will be able to apply prior experience and skills developed in an arts subject in years 9 and 10.



# DRAMA IN PRACTICE

## WHY STUDY DRAMA IN PRACTICE?

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. Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. 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.

## PATHWAY

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. With further study and experience, Drama in Practice can lead to:

- performance
- theatre management and promotions

## OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn.

- 1. Use drama practices.** Students use dramatic languages to devise, direct and perform drama works.
- 2. Plan drama works.** Students analyse key features of purpose and context to plan drama works.
- 3. Communicate ideas.** Students use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience.
- 4. Evaluate drama works.** Students appraise strengths, implications and limitations of their own work and the work of others.

## STRUCTURE

Drama in Practice is a four-unit course of study.

|  |
|--|
| <b>Unit 1</b>  |
| <b>Collaboration</b><br>Students participate in the collaborative process, taking a theatrical work from a brief to a performance. |
| <b>Unit 2</b>  |
| <b>Community</b><br>Students engage in authentic interactions that relate to the lives and interests of a community                |
| <b>Unit 3</b>  |
| <b>Contemporary</b><br>Students develop and respond to drama works that explore and reflect contemporary trends in theatre.        |
| <b>Unit 4</b>  |
| <b>Commentary</b><br>Students explore the power of drama in commenting on social issues.   |

## ASSESSMENT

Assessment in Drama in Practice requires students to:

- plan drama works
- communicate ideas
- evaluate drama works

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

## Summative Assessment

| Unit 3  | Unit 4   |
|---|--|
| Summative internal assessment 1 (IA1):<br>• Directorial project | Summative internal assessment 3 (IA3):<br>• Devising project |
| Summative internal assessment 2 (IA2):<br>• Performance         | Summative internal assessment 4 (IA4):<br>• Performance      |

## PRE-REQUISITES/RECOMMENDATIONS

While there are no pre-requisites to study Drama in Practice, students will be able to apply prior experience and skills developed in Drama in years 9 and 10.



# ENGINEERING SKILLS

## WHY STUDY ENGINEERING SKILLS?

The Engineering Skills subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## PATHWAY

A course of study in Engineering Skills can establish a basis for further education and employment. 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.

## OBJECTIVES

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

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

## STRUCTURE

Engineering Skills is an Applied senior syllabus. It contains four QCAA-developed units - called Options, from which St Stephen's has developed the course of study.

|  |
|--|
| <b>Unit Option A</b>                                 |
| Fitting and Machining                                |
| <b>Unit Option B</b>                                 |
| Welding and Fabrication                              |
| <b>Unit Option C</b>                                 |
| Sheet Metal Working                                  |
| <b>Unit Option F</b>                                 |
| Production in the manufacturing engineering industry |

## ASSESSMENT

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit. Assessment techniques will include:

- Projects
- Practical demonstrations

## Summative Assessment

| Unit 3   | Unit 4   |
|--|--|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Practical Demonstration</li></ul> | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Practical Demonstration</li></ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project</li></ul>                 | Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Project</li></ul>                   |

## PRE-REQUISITES/RECOMMENDATIONS

Students who have had some Industrial Technology and Design background will find it easier, but the course assumes no knowledge.

# ESSENTIAL ENGLISH

## WHY STUDY ESSENTIAL ENGLISH?

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and workrelated 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 nonliterary 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.

## PATHWAY

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

## OBJECTIVES

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate

cohesive devices to construct coherent texts

- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

## STRUCTURE

|  |
|--|
| <b>Unit 1</b>  |
| <b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>                            |
| <b>Unit 2</b>  |
| <b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>                     |
| <b>Unit 3</b>  |
| <b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul> |
| <b>Unit 4</b>  |
| <b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>   |

## ASSESSMENT

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

### Summative Assessment

| Unit 3  | Unit 4   |
|---|--|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul> | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>           | Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>      |

## PRE-REQUISITES/RECOMMENDATIONS

Essential English is aimed at preparing students for entry into the workforce or for further study at a TAFE college. It is not a General subject and does not meet the entry requirements of most university courses or the Defence Force.

# ESSENTIAL MATHEMATICS

## WHY STUDY ESSENTIAL MATHEMATICS?

Essential Mathematics' major domains are number, data, location and time, measurement and finance.

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

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

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

Students who achieve less than a C in Year 10 Preparation for General Mathematics or students who complete the Numeracy Short Course in Semester 2 of Year 10 are recommended to choose Essential Mathematics in Years 11 and 12.

## PATHWAY

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

## OBJECTIVES

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

- select, recall and use facts, rules, definitions and procedures drawn from number, data, location and time, measurement and finance
- comprehend mathematical concepts and techniques drawn from number, data, location and time, measurement and finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from number, data, location and time, measurement and finance

## STRUCTURE

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

## ASSESSMENT

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

## Summative Assessment

| Unit 3  | Unit 4  |
|---|---|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul> | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>   | Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Examination</li> </ul>                          |

## PRE-REQUISITES/RECOMMENDATIONS

Students wishing to undertake Essential Mathematics should have achieved a "C" or better in the Numeracy Short Course or a "D" or better in the Preparation for General Mathematics course in Year 10.

# FURNISHING SKILLS

## WHY STUDY FURNISHING SKILLS?

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

The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstery.

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

Furnishing Skills is an Applied senior syllabus. It contains four QCAA-developed units - called Options, from which St Stephen's has developed the course of study.

|   |
|---|
| <b>Unit Option A</b>                          |
| Furniture-making                              |
| <b>Unit Option B</b>                          |
| Cabinet-making                                |
| <b>Unit Option C</b>                          |
| Interior furnishing                           |
| <b>Unit Option D</b>                          |
| Production in the domestic furniture industry |

## ASSESSMENT

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit. Assessment techniques will include:

- Projects
- Practical demonstrations
- Written examinations

## Summative Assessment

| Unit 3  | Unit 4  |
|---|---|
| Summative internal assessment 1 (IA1):<br>• Project                 | Summative internal assessment 3 (IA3):<br>• Practical Demonstration |
| Summative internal assessment 2 (IA2):<br>• Practical Demonstration | Summative internal assessment (IA4):<br>• Project                   |

## PRE-REQUISITES/RECOMMENDATIONS

Students who have had some Industrial Technology and Design background will find it easier, but the course assumes no knowledge.

# HOSPITALITY PRACTICES

## WHY STUDY HOSPITALITY PRACTICES?

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service. Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

## PATHWAY

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

## OBJECTIVES

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts, ideas and procedures related to industry practices from the food and beverage sector
- apply concepts, ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

## STRUCTURE

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

| Core Topics   | Elective Topics  |
|---|--|
| <ul style="list-style-type: none"><li>• Navigating the hospitality industry</li><li>• Working effectively with others</li><li>• Hospitality in practice</li></ul> | <ul style="list-style-type: none"><li>• Kitchen operations</li><li>• Beverage operations and service</li><li>• Food and beverage service</li></ul> |

## ASSESSMENT

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

- at least two projects
- at least one investigation or an extended response

## Summative Assessment

| Unit 3   | Unit 4   |
|--|--|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Project</li><li>• Investigation</li></ul> | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project</li><li>• Examination</li></ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation</li><li>• Project</li></ul> | Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Project</li><li>• Examination</li></ul>   |

## PRE-REQUISITES/RECOMMENDATIONS

Students who have had some Food Technology background will find it easier, but the course assumes no knowledge.

It should be noted when selecting this subject that due to the nature of choice and design in this subject, students will be expected to provide ingredients for their practical cooking lessons every week. These practical cooking lessons form apart of the students assessment and as such cooking each week is mandatory.

# INDUSTRIAL GRAPHICS SKILLS

## WHY STUDY INDUSTRIAL GRAPHICS SKILLS?

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

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

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

## PATHWAY

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

## OBJECTIVES

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

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

## STRUCTURE

Industrial Graphics Skills is an Applied senior syllabus. It contains four QCAA-developed units - called Options, from which St Stephen's has developed the course of study.

|  |
|--|
| <b>Unit Option A</b>                                 |
| Fitting and Machining                                |
| <b>Unit Option B</b>                                 |
| Welding and Fabrication                              |
| <b>Unit Option C</b>                                 |
| Sheet Metal Working                                  |
| <b>Unit Option F</b>                                 |
| Production in the manufacturing engineering industry |

## ASSESSMENT

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

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

## Summative Assessment

| Unit 3  | Unit 4  |
|---|---|
| Summative internal assessment 1 (IA1):<br>• Practical Demonstration | Summative internal assessment 3 (IA3):<br>• Practical Demonstration |
| Summative internal assessment 2 (IA2):<br>• Project                 | Summative internal assessment (IA4):<br>• Project                   |

## PRE-REQUISITES/RECOMMENDATIONS

Students who have had some coding background / graphics background will find it easier, but the course assumes no knowledge.

# INFORMATION AND COMMUNICATION TECHNOLOGY (APPLIED)

## WHY STUDY INFORMATION AND COMMUNICATION TECHNOLOGY?

Information and Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Information and Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

## PATHWAY

A course of study in Information & Communication Technology can establish the basis for further education, training or employment Science, technologies, business, mining or ICT and related fields.

## OBJECTIVES

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

## STRUCTURE

Over the two year course of study, students will complete the following focus areas:

|                               |
|-------------------------------|
| <b>Unit Option A</b>          |
| Audio and video production    |
| <b>Unit Option B</b>          |
| Robotics                      |
| <b>Unit Option C</b>          |
| App development               |
| <b>Unit Option D</b>          |
| Digital imaging and modelling |

## ASSESSMENT

Each unit requires the completion of two assessment items, a Product proposal, and a Project.

## Summative Assessment

| Unit 3  | Unit 4  |
|---|---|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Product Proposal</li></ul> | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Product Proposal</li></ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project</li></ul>          | Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Project</li></ul>            |

## PRE-REQUISITES/RECOMMENDATIONS

Students who have had some ICT background will find the course easier, however no background knowledge is assumed.



# MUSIC IN PRACTICE

## WHY STUDY MUSIC IN PRACTICE?

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. They learn about issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills.

## PATHWAY

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. With further study and experience, Music in Practice can lead to:

- critical listening
- music management and promotions
- performance

## OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn.

- 1. Use music practices:** Students use music elements and concepts, compositional devices and technical skills to compose and perform music works.
- 2. Plan music works:** Students analyse key features of purpose and context to plan music works.
- 3. Communicate ideas:** Students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context.
- 4. Evaluate music works:** Students evaluate strengths, implications and limitations of their own work and the work of others.

## STRUCTURE

Music in Practice is a four-unit course of study.

|   |
|---|
| <b>Unit 1</b>   |
| <b>Music of today</b><br>Students become aware of the musical skills that are integral to performance and composition.                                |
| <b>Unit 2</b>   |
| <b>The cutting edge</b><br>Students develop their understanding of relevant and appropriate music technology.   |
| <b>Unit 3</b>   |
| <b>Building your brand</b><br>Students explore the music industry, genres and styles to inform the development of their artistic brand as a musician. |
| <b>Unit 4</b>   |
| <b>'Live' on stage</b><br>Students explore commercial music and the role it plays in the entertainment and media industries.                          |

## ASSESSMENT

Assessment in Music in Practice requires students to:

- plan music works
- communicate ideas
- evaluate music works

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

## Summative Assessment

| Unit 3  | Unit 4  |
|---|---|
| Summative internal assessment 1 (IA1):<br>• Project     | Summative internal assessment 3 (IA3):<br>• Project     |
| Summative internal assessment 2 (IA2):<br>• Composition | Summative internal assessment 4 (IA4):<br>• Performance |

## PRE-REQUISITES/RECOMMENDATIONS

While there are no pre-requisites to study Music in Practice, students will be able to apply prior experience and skills developed in Music in Years 9 and 10.

It is advantageous, though not necessary, to have previously undertaken some instrumental studies.

# RELIGION AND ETHICS

## WHY STUDY RELIGION AND ETHICS?

A sense of purpose and personal integrity are essential for participative and contributing members of society.

Religion and Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics.

In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

## PATHWAY

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

## OBJECTIVES

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

- explain religious, spiritual and ethical principles and practices
- examine religious, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects

## STRUCTURE

Religion and Ethics is a four-unit course of study which includes the following topics:

|                                    |
|------------------------------------|
| <b>Unit 1</b>                      |
| World Religions and Spiritualities |
| <b>Unit 2</b>                      |
| Sacred stories                     |
| <b>Unit 3</b>                      |
| Social Justice                     |
| <b>Unit 4</b>                      |
| Meaning, purpose and expression    |

## ASSESSMENT

Students complete two assessment tasks for each unit. The summative assessment techniques used in Units 3 and 4 are:

### Summative Assessment

| Unit 3   | Unit 4   |
|--|--|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Extended Response</li></ul> | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation</li></ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project</li></ul>           | Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Project</li></ul>         |

## PRE-REQUISITES/RECOMMENDATIONS

Students must have achieved a 'C' standard in Year 10 Religion and Ethics

# SPORT AND RECREATION

## WHY STUDY SPORT AND RECREATION?

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Through the study of Sport and Recreation students will examine:

- the relevance of sport and active recreation in Australian culture
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- technology in sport and active recreation activities
- how the sport and recreation industry contributes to individual and community outcomes.

The skills developed in Sport and Recreation may be oriented towards work, personal fitness, or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life.

In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students 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.

Sport and recreation involves students working individually, in groups and in teams. Students will be 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.

## PATHWAY

A course of study in Sport and 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.

## OBJECTIVES

The objectives describe what students should know and be able to do by the end of the course of study. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-unit course of study. The standards have a direct relationship with the objectives and are described in the same dimensions as the objectives. Schools assess how well students have achieved all of the objectives using the standards. The dimensions for a course of study in this subject are:

- Dimension 1: Acquiring
- Dimension 2: Applying
- Dimension 3: Evaluating

## STRUCTURE

|                                |
|--------------------------------|
| <b>Unit Option E</b>           |
| Community recreation           |
| <b>Unit Option G</b>           |
| Event management               |
| <b>Unit Option K</b>           |
| Outdoor leadership             |
| <b>Unit Option L</b>           |
| Sustainable outdoor recreation |

*\*Units may change*

## ASSESSMENT

Students who undertake Sport and Recreation may experience the following assessment techniques across a two year course of study:

1. Project
2. Performance

## PRE-REQUISITES/RECOMMENDATIONS

A satisfactory in Year 10 Health and Physical Education and/or experience in a sport outside school at a high standard is desirable.

# TOURISM

## WHY STUDY TOURISM?

Tourism is an important industry in Far North Queensland and until the impact of Covid was a growth area for future innovation and employment. This course will provide students with not only work readiness (with an industry understanding and a Certificate in Hospitality) but an opportunity to look beyond the Tablelands. As such the students will be required to participate in a Certificate II in Hospitality (food and beverage service) with the opportunity to upgrade to a Certificate III in year 12. This will require students committing to college events and work experience.

‘Tourism industry’ is an umbrella term used to describe the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in entertainment, culture, conferences, adventure, shopping, dining, challenges and self-development or visiting friends and relatives.

The Tourism Applied syllabus is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

## STRUCTURE

|   |
|---|
| <p><b>Unit 1: Tourism and Travel</b></p> <p>This unit will introduce students to the fundamentals of the industry. The key concepts and dynamics.</p> <p>Students will look at the rise of demand for tourism options offering unique and quality experiences which has led to specialty destinations and tour operations.</p>    |
| <p><b>Unit 2: Tourism Marketing</b></p> <p>In the world of Tourism, the core revolves around understanding the market and providing a benefit to the client.</p> <p>This unit will delve into the increasing use of technology to determine travel arrangements and the increasing use of VR to provide experiences remotely.</p> |
| <p><b>Unit 3: Tourism Regulation</b></p> <p>In this unit students develop an awareness of how the tourism industry is regulated. Students explore the importance and impact on the different sectors.</p>   |

## Unit 4: Tourism Trends and Patterns

Students will investigate the sustainability of the industry from an employment and environmental perspectives and identify best practices within the industry.

This unit will focus on the possibilities and areas for growth within the tourism industry.

## PATHWAY

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

## OBJECTIVES

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities

## ASSESSMENT

### Summative Assessment

|  |   |
|--|---|
| <p><b>Unit 1</b></p> <p>A1: Investigation<br/>A2: Traveler information package</p> | <p><b>Unit 3</b></p> <p>D1: Investigation<br/>D2: Project</p> |
| <p><b>Unit 2</b></p> <p>B1: Marketing campaign<br/>B2: Tourism promotion</p>       | <p><b>Unit 4</b></p> <p>C1: Investigation<br/>C2: Project</p> |

## PRE-REQUISITES/RECOMMENDATIONS

There will be a fee for the cost of the Certificate II & III Hospitality depending on available funding.

# VISUAL ARTS IN PRACTICE

## WHY STUDY VISUAL ARTS IN PRACTICE?

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

## PATHWAY

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. With further study and experience, Visual Arts in Practice can lead to:

- advertising
- animation
- ceramics
- decorating
- design
- drafting
- game design
- illustrating
- make-up artistry
- photography
- styling
- visual merchandising

## OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn.

1. **Use visual arts practices:** Students use art-making modes, media, technologies and skills to create artworks.
2. **Plan artworks:** Students analyse key features of purpose and context to plan artworks.
3. **Communicate ideas:** Students use visual language to create artworks for specific purposes and in specific contexts.
4. **Evaluate artworks:** Students make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations and applying their learning to planning for future artworks.

## STRUCTURE

Visual Arts in Practice is a four-unit course of study.

|  |
|--|
| <b>Unit 1</b>  |
| <b>Looking inwards (self)</b><br>Students explore and convey ideas about self in engaging ways to make artworks.                 |
| <b>Unit 2</b>  |
| <b>Looking outwards (others)</b><br>Students respond to issues and investigate how artists respond to these in their artworks.   |
| <b>Unit 3</b>  |
| <b>Clients</b><br>Students work with a client to develop criteria and designs for artworks.                                      |
| <b>Unit 4</b>  |
| <b>Transform &amp; Extend</b><br>Students respond to an artist's ways of working by analysing artworks of a chosen practitioner. |

## ASSESSMENT

Assessment in Visual Arts in Practice requires students to:

- plan visual arts works
- communicate ideas
- evaluate visual arts works

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

## Summative Assessment

| Unit 3   | Unit 4   |
|--|--|
| Summative internal assessment 1 (IA1):<br>• Project          | Summative internal assessment 3 (IA3):<br>• Project          |
| Summative internal assessment 2 (IA2):<br>• Resolved artwork | Summative internal assessment 4 (IA4):<br>• Resolved artwork |

## PRE-REQUISITES/RECOMMENDATIONS

While there are no pre-requisites to study Visual Arts in Practice, students will be able to apply prior experience and skills developed in Visual Art in years 9 and 10.

St Stephen's  
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# VET COURSES

# Vocational Education and Training (VET)

As stated on page 4, students are able to complete a range of subjects across Year 11 and 12 to achieve their Queensland Certificate of Education (QCE) including Certificate II and III VET qualifications, school-based apprenticeships and traineeships and university subjects undertaken at school.

VET qualifications are undertaken by enrolling in a qualification with a registered training organisation (RTO). These can be funded either by Queensland Government's VET investment programs or through fee-for-service arrangements where the student or parent pays for the qualification.

VET qualifications and courses provide various valuable pathways into further training and focus more on the skills and knowledge required in the world of work.

St Stephen's Catholic College currently offers VET and VETiS courses via third party external RTOs such as TAFE Queensland, MiHaven Training (Cairns), Australasian Drilling Institute (Cairns) and Central Queensland University (CQU, Cairns campus).

## STUDYING A VET SUBJECT (including VETiS)

As stated above, as part of working towards their QCE students may choose to complete an industry-endorsed, government-funded VET qualification as one of their 6 forms of learning (or subjects).

Successful completion of a VET qualification, along with their QCE, can assist students in moving more easily into the workforce or further study in a VET setting (eg: TAFE) and may provide an alternative pathway towards a university-level qualification. All VET competencies achieved via VET qualifications are nationally accredited and are recognised under the Australian Qualifications Framework.

VET courses are generally completed via:

- a VETiS-funded course (eg: via "TAFE At School", CQU, MiHaven, or an alternative RTO)
- a school-based apprenticeship or traineeship
- attendance at either an offsite training facility and/or the regular school timetable
- a combination of the above.

## WHAT IS VETiS FUNDING?

Specific Certificate I and II VET courses are funded by the Queensland Government's VET investment budget (ie: VET in Schools or VETiS). Year 11 and 12

students can access one Certificate I or II level VET course via VETiS funding. Please note though, not all Cert I and II VET courses are covered by VETiS funding and only certain RTOs are approved to deliver VETiS-funded courses. VETiS qualifications funded by the VET investment budget are listed on the "Priority Skills List" available via the link below. Generally, Certificate I and II courses advertised by secondary schools are VETiS funded. For further information regarding VETiS funding, please go to:

<https://desbt.qld.gov.au/training/providers/funded/vetis>

## WHAT ABOUT CERTIFICATE III COURSES?

Certificate III courses are generally more expensive than a Certificate II and are not covered by VETiS funding. They may be covered by another government funding initiative or require a "fee for service" payment by the individual student. Alternatively, they may be covered when completed as part of a school-based apprenticeship or traineeship. A Certificate III could even be completed as an "upgrade" of a previously completed Certificate II and only require a "fee for service" payment as the "upgrade". For example, a student may undertake a Certificate III in Fitness (Yr 12) which incorporates an initial Certificate II in Outdoor Recreation (Yr 11). The student uses their VETiS funding for the Cert II component and pays a smaller contribution for the Cert III "upgrade". As you can see, it pays to discuss these options with the relevant college staff member.

## TAFE AT SCHOOL (a Qld TAFE VETiS program for Yr 11 and 12 students)

A range of Certificate I and II VETiS qualifications is offered to Yr 11 and 12 students via the Cairns TAFE Qld college "TAFE At School" program (TAS) and Central Queensland University. TAS courses are VETiS funded and offered each year for commencement in the following school year. TAFE Qld generally advertises their application date with courses filling quickly. Year 10 students receive course guides and enrolment information prior to SET (Senior Education and Training) plan meetings in Term 3.

NB:

- TAS programs typically require attendance one day per week at either the Cairns TAFE college or another RTO.
- Transport to and from the delivery location is organised by the student's parents.
- Attendance on the day is considered a regular

# Vocational Education and Training (VET) cont'

school day. Non-attendance is therefore considered as “Absent” on the school roll, unless otherwise notified. Non-attendance should, as per normal requirements, be communicated to the college.

- TAS courses can take the place of a school-delivered subject and contribute to a QCE.
- Students are responsible for keeping up with any school work missed by attending a TAS course.

## SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

Students who are interested in a vocational pathway may choose to participate in school-based apprenticeships and traineeships (SBAT). For these students the number of subjects they will be required to study may vary, depending upon the work placement requirements of the traineeship or apprenticeship. (This will be negotiated between the student and his/her parents, the Deputy Principal and the VET Co ordinator.

A full-time apprenticeship will usually take three to four years to complete and is traditionally referred to as a ‘Trade’ qualification, while a full-time traineeship will usually take between one to three years to complete and generally covers all other non-trade qualifications.

School-based apprenticeships and traineeships (SBATs) provide students with the opportunity to commence a desired apprenticeship or traineeship prior to leaving school. Students combine schoolwork, paid work and work-related training by attending school four days per week and their SBAT one day per week, or part thereof. These arrangements are implemented while keeping in mind that “school is the priority”. Upon completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised trade or course qualification. Competencies completed prior to completing Year 12, along with the time spent in the related workforce, are used to calculate the applicable QCE points. Positions for traineeships and apprenticeships made known to the college are passed onto students for consideration. Alternatively, students may also find out about a position via personal or family connections.

## STRUCTURED WORK EXPERIENCE (WE)

Structured work experience (WE) is unpaid work that provides students with the opportunity to experience a workplace of interest. The experience allows students valuable insights into: possible career paths; the required knowledge, skills and qualifications required for the workplace; and the day-to-day operations of various roles. Networking and increased confidence are also a positive outcome of completing WE. At Stephen’s, students may complete more than one WE placement across Years 10, 11 and 12. These are completed in school holiday periods and are initially organised by the student. College staff can assist students if they are unsure of where to undertake WE and/or do not have a host employer. Further information is sent out via the Pathways team.

SBAT examples include:

| Apprenticeships   | Traineeships   |
|---|--|
| <ul style="list-style-type: none"><li>• Mechanic</li><li>• Hairdresser</li><li>• Chef</li><li>• Carpenter</li><li>• Brick layer</li></ul> | <ul style="list-style-type: none"><li>• Business Administration</li><li>• Salon Assistant</li><li>• Hospitality</li><li>• Multi Media and IT</li><li>• Retail Assistant</li><li>• Maritime</li></ul> |

## OTHER COURSES AND TRAINING PROVIDERS

A number of other Training Providers also offer certificate courses. If there is an area you are particularly interested in please see Mr Paul MacCallum (VET Co-ordinator) for more information.



# SIS30321 - Certificate III in Fitness

## SIS20122 - Certificate II in Sport and Recreation

**CQUniversity Australia** RTO number: 40939

### Qualification description

#### **SIS20122 - Certificate II in Sport and Recreation**

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

#### **SIS30321 - Certificate III in Fitness:**

This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.

SIS20122 - Certificate II in Sport and Recreation is available under the Department of Employment, Small Business and Training's VETiS funding for eligible students who currently do not hold and have not previously been enrolled in a VETiS funded qualification. Whilst the SIS30321 - Certificate III in Fitness is fee-for-service and will cost \$384.00 (GST Free) (8 units @ \$48 (GST Free) per unit), Student fees will be collected by the school prior to commencement of training.

**All students will complete both certificates.**

**Cert III contributes to ATAR for those who are eligible.**

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

#### **Entry requirements**

Students require a USI.

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

Students must complete a BKSBS, CQU online Literacy and Numeracy test before commencement of training. Visit [www.cqu.edu.au](http://www.cqu.edu.au) for further information regarding pre-enrolment

For this course, it is required that students achieve a high achievement (B or higher) in Year 10 Core HPE and sound (pass) in English. This is due to the theory components of the course.

Further information about CQUniversity and these courses can be found at [www.cqu.edu.au](http://www.cqu.edu.au)



### Learning Outcomes and Experiences

In this subject, students will:

- Participate in a variety of activities, exercise sessions and exercise instruction in gym facilities
- Become proficient with the foundations of the Sport, Recreation and Fitness industry
- Run physical sessions for students and staff
- Achieve skills in leadership, innovation, WH&S and personal management.

### Duration and location

This is a two-year course delivered at school in Year 11, SIS20122 - Certificate II Sport and Recreation and Year 12, SIS30321 - Certificate III in Fitness in partnership with CQU. Students may be required to attend the CQU campus for additional training.

### Delivery modes

A range of delivery modes will be used. These include:

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

### Materials/Equipment requirements

32gb USB for 2 year course, Headphones,  
BYO Laptop - Base Level laptop is acceptable.

### Fees

- Year 11 SIS20122 - Certificate II in Sport and Recreation - VETiS funded or fee for service is \$1,350.00 (GST Free).
- Year 12 SIS30321 - Certificate III in Fitness - \$384.00 (GST Free) (8 units @ \$48.00 (GST Free) per unit). This fee is only available for VETiS students if they have completed SIS20122 - Certificate II in Sport and Recreation.

The full fee for service is \$1734.00 (GST Free) for both SIS20122 - Certificate II in Sport and Recreation and SIS30321 - Certificate III in Fitness.

The fee for service component is collected by the school at the beginning of each year. Please note that CQUniversity reserves the right adjust fees on annual basis. These fees are for 2025 Calendar Year. VET in Schools (VETiS) subsidy is funded by the Queensland Government for eligible students. For more information visit [www.cqu.edu.au](http://www.cqu.edu.au)

### Assessment

Assessment is competency based. Assessment techniques include observation, work folios, projects, written and practical tasks.

### Pathways

Prepares students for further education, training and employment in the fields of:

- Fitness industry: Gym Instructor, Gym receptionist, Personal Trainer or Group Fitness Instructor.

# SIS30321 - Certificate III in Fitness cont'

# SIS20122 - Certificate II in Sport and Recreation

## Practical Completion

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

## Course units

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

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

The nationally recognised qualifications, SIS20122 - Certificate II in Sport and Recreation and SIS30321 – Certificate III in Fitness, are offered by CQUniversity Australia, RTO 40939. St Stephens Catholic College, RTO 30362, will recruit on behalf of CQUniversity. CQUniversity is responsible for the course. This includes conducting training, assessment, and insurance of qualifications.

St Stephen's Catholic College will assist you in applying for a CQUniversity TAFE course. This includes obtaining a Unique Student Identifier (USI) if you do not have one. You will also need to complete a pre-enrolment literacy and numeracy assessment, called the BKS (Basic Key Skills Builder). The BKS will highlight any areas where you may require extra support.

## Obligation

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by CQUniversity. Students who are deemed competent in all units of competencies will be awarded a Qualification and an Academic Transcript by CQUniversity. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by CQUniversity.

# NOTES

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# St Stephen's Catholic College



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