

SENIOR

SUBJECT SELECTION

HANDBOOK



RIPLEY VALLEY
State Secondary College



Disclaimer:

The information in this handbook is subject to change without notice due to human and physical resource allocations.

- Some courses identified in this handbook will attract a fee, where a fee applies it has been mentioned in the course brief throughout this handbook.
- Students may be asked to pay these fees direct to the external provider or to the school who will pay the external provider on behalf of the students enrolled.
- Fees will be invoiced within the first month of course commencement, invoices will be sent home with payment instructions and due dates. Please note only financial students can stay enrolled in a course to receive a certificate of qualification.
- Some courses will only proceed if sufficient numbers of students enrol at the time of SET plan and Subject Selection process.
- All prices printed are correct at time of printing but are subject to change.

TABLE OF CONTENTS:

Introduction.....	6
General Information.....	6
What is a Learning account?	7
QCE.....	7
ATAR	7
What is SET Plan?	8
Planning Your Subjects.....	8
General and Applied Subjects.....	10
Short Course Subjects	12
Subject Prerequisites.....	12
Year 11 Pre-Requisites 2024	13
Which Pathway?.....	15
QCAA Senior Syllabuses	16
WestEC	17
English.....	19
Essential English	21
Literacy	23
General Mathematics.....	24
Mathematical Methods.....	26
Specialist Mathematics	28
Essential Mathematics	30
Numeracy.....	32
Biology	33
Chemistry.....	35
Physics.....	37
Psychology	39
Science in Practice	41
Health	43
Early Childhood Studies	45
Business	47
Geography	49

Ancient History	51
Modern History	53
Legal Studies	55
Social and Community Studies.....	57
Tourism	59
Digital Solutions.....	61
eSports (Information & Communication Technology) (ICT)	63
Design	65
Industrial Technology Skills - Metal.....	67
Industrial Technology Skills - Wood.....	69
Film and TV	71
Visual Arts.....	73
Media Arts in Practice	75
Visual Arts in Practice.....	77
Dance	79
Drama	81
Music.....	83
Drama in Practice	85
Vocational Education & Training (VET)	88
BSB30120 Certificate III Business.....	89
CUA30220 Certificate III Community Dance, Theatre and Events	91
CPC10120 Certificate I in Construction	93
MEM20422 Certificate II in Engineering Pathways	95
SIS30321 Certificate III Fitness	97
HLT23215 Certificate II Health Support Services & HLT33215 Certificate III Health Services Assistance	99
SIT20322 Certificate II Hospitality.....	101
ICT30120 Certificate III Information Technology	103
SIR20216 Certificate II Retail Services	105

Message from the Principal

Year 10 marks a significant milestone in your educational journey as you enter the senior phase of schooling.

At Ripley Valley State Secondary College, we are committed to providing quality learning opportunities that cater for a diverse range of student interests, abilities and future pathways.

Our year 10 subject offerings are designed to prepare our students for year 11 and 12, but just as importantly for the ever-present challenges facing our future workforce.

Our College continues to provide quality teaching and learning experiences that prepare students for the world of work and beyond.

Whether you are considering entering the workforce, progressing to further training or education our college is committed to helping students achieve their potential.

We know that success comes through hard work, dedication and by working together.

As you or your child enter the senior phase of schooling, I encourage you to partner with us as we continue to fulfil our college motto of “Achieving Excellence Together”.

Yours Sincerely,



Brendan Krueger
Foundation Principal





Introduction

This booklet has been compiled to assist students and their parents in making informed choices about senior subjects by providing general senior schooling information as well as specific subject descriptors.

One of our goals at Ripley Valley State Secondary College is to support students to find enjoyment in learning on a pathway suited to their abilities and interests and we trust this document will give you plenty of guidance to do so. Entering the senior phase of learning is an exciting time, however there is a lot of information for you to take in.

If there are any terms or information in this handbook that you would like further clarification on, please contact the school.

The programs developed at Ripley Valley are aligned to the P-10 Australian Curriculum to ensure that students are able to form the foundation knowledge & skills required for students to enter into their senior phase of learning. This then forms the prerequisites required to gain entry into our senior pathways, much like students would see if they continue their education into tertiary studies.

Our process tracks students across their schooling to ensure that the appropriate discussions are had at key junctures to allow every student to be achieving individual excellence and be tracking towards a positive pathway. These key junctures include the following:

- Development of a Pathway Preparation Plan (PPP) in Year 9
- Development of a Senior Education & Training Plan (SETP) in Year 10
- A QCE review in Year 11

Our College strives to work alongside students & their families to ensure that each of the above plans & junctures align students to their intended pathway post-school and allows these to be reviewed should their aspirations and intentions change.

General Information

As a part of the Queensland Government's package of education and training reforms (The Youth Participation in Education and Training Act 2003) it is mandated that students must stay at school until they finish year 10 or turn 16, whichever comes first. After year 10, students not employed for at least 25 hours per week need to:

- Stay in education or training for 2 or more years, or
- Get a Queensland Certificate of Education (QCE), or QCIA, obtain a Certificate III vocational qualification or higher, or
- Turn 17, whichever comes first.

In addition to these guidelines the QLD Government has mandated that ALL year 10 students must develop a Senior Education and Training Plan (SET Plan) that sets out their Intended Learning Outcomes (ILO) or activities after year 10. This is recorded on their QCAA registration and One school student profile.

Students will also receive a Senior Statement and may be eligible to receive a Queensland Certificate of Education (QCE).

What is a Learning account?

All year 10 students are individually registered with the Queensland Curriculum and Assessment Authority (QCAA).

Their registration generates a Learner Unique Identifier (LUI) and opens the student's learning account. The individual password given to each student allows them to visit their learning account and access the Career Information Service. The Learning Account records all learning – what, where and when. As activities or studies are completed, the learning account grows, just like a bank account. Most banking will start in year 11 but may start in Year 10 depending on student subject & training choices.

The learning account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards a QCE

- A Senior Statement
- A Statement of Results
- A Vocational Education and Training (VET) certificate
- A Queensland Certificate of Individual Achievement (QCIA)
- An Australia Tertiary Admission Rank (ATAR)

QCE

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification that is recognised by employers in the workplace. It acknowledges a broad range of learning options offering students flexibility in what, where and when they learn. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the Senior Phase of Learning within certain guidelines. The QCE attests to:

- A significant amount of quality assured learning
- Learning at a set standard of achievement
- Literacy and numeracy requirements

To be eligible, students must bank at least 20 credits in their learning account. If there are less than 20 credits in a student's learning account at the end of year 12, it will remain open and the student can continue to bank credits until they are 25 years of age.

ATAR

The Australian Tertiary Admission Rank (ATAR) has replaced the Overall Position (OP) from 2020. An ATAR is calculated using a student's best five general subject results or a student's best results in a combination of four general subjects' results and an applied subject result or Certificate III or higher. This is a rank that is used across Australia to rank students for entry into universities.

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

English requirement

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

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

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

What is SET Plan?

The Senior Education and Training Plan (SET Plan) is a 'Road Map' to assist young people in achieving their learning goals during the Senior Phase of Learning. It assists young people to examine options across education, training and employment sectors and allows them to communicate with personnel at the school who work with them to collaboratively achieve their goals.

Students at Ripley Valley SSC are exposed to a variety of programs from Year 7 which enables them to develop their SET plan into a dynamic document, one which they have the opportunity to revise and reflect upon at various stages. SET plans are recorded electronically on One School and can be accessed at any time by both students and parents/carers.

Planning Your Subjects:

It is important to select senior subjects carefully as your decisions may affect the types of occupations you can choose in the future. Your choices will also affect your success and the feelings you have about school. Changing subject's mid-term or semester IS NOT ideal and can often lead to more issues such as 'playing catch up' with your new subject. SO, CHOOSE CAREFULLY! Remember... it's your future.... not your friends!!

As an overall plan, it is suggested that you choose subjects:

1. You enjoy,
2. You have achieved good results, reflect your interests and abilities,
3. Help your proposed career and employment goals,
4. Develop skills, knowledge and attitudes useful throughout

Students at Ripley Valley State Secondary College undertake a Career Development Program while at school, however, there are many other useful resources that students may access in addition to support them to make the best possible decisions:

- www.myfuture.edu.au— Australia's National Career Information Service.
- www.gooduniversitiesguide.com.au- where you can find information about most occupations.
- tafeqld.edu.au – Queensland TAFE Handbook.

The QTAC Guide is useful for information on tertiary/University courses offered through Queensland Tertiary Admissions Centre (QTAC).

The Tertiary Prerequisites 2026 book provided by QTAC to all Year 10 students.

- www.qtac.edu.au– Queensland Tertiary Admissions Centre website provides information required for students wishing to further their study after school.
- Brochures from industry groups provide information on various pathways within industry.
- [Information for school communities](#) website is a useful publication by QCAA that focuses on available pathways for students entering the Senior Assessment Tertiary Entrance system.



Things to remember when choosing a pathway:

- Your greatest chance of success is choosing a pathway that is suited to your ability levels.
- Find out everything you can about your possible career path and ensure you are covering any necessary prerequisites for this career.
- Remember that with many occupations there is 'More than one way in'. Investigate which path is best suited to your abilities. You can enter many career pathways through Certificate courses in the form of TAFE and/or School Based Traineeships and Apprenticeships.
- Not ALL students are suited to a QCAA General Subject or ATAR Pathway.

General and Applied Subjects:

General subjects

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

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

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

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


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

Instrument-specific marking guides

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

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

Schools cannot change or modify an ISMG for use with summative internal assessment.



As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

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

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

Applied and Applied (Essential) subjects

Course overview

Applied and Applied (Essential) syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

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

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA

- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

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

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

Short Course Subjects

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

- Career Education
- Literacy
- Numeracy.

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Subject Prerequisites

For all subjects, prerequisites exist to promote consistency across learning areas and to provide a benchmark for achievement to encourage the long-term success of each chosen subject for the entirety of the two-year learning journey. These prerequisites outline the required level of achievement students must have reached by the end of Semester 1 of Year 10 to gain admission to the subject and to be successful in that subject.

Year 11 Pre-Requisites 2024

All General Subjects have a requirement for semester passes during the course to allow continuation of study in the subject. A semester result of 'D' or 'E' will require the student to show cause why they should be allowed to continue in that subject.

Students may reselect their subjects at the end of Year 10 if they have gained the necessary grades to meet the required prerequisites, or request an Access Application for subjects where they do not meet subject prerequisites. A meeting with the HOD will be organised to discuss application.

Students who are in Foundation classes in Year 10 will only be able to select Applied and VET subjects in Year 11.

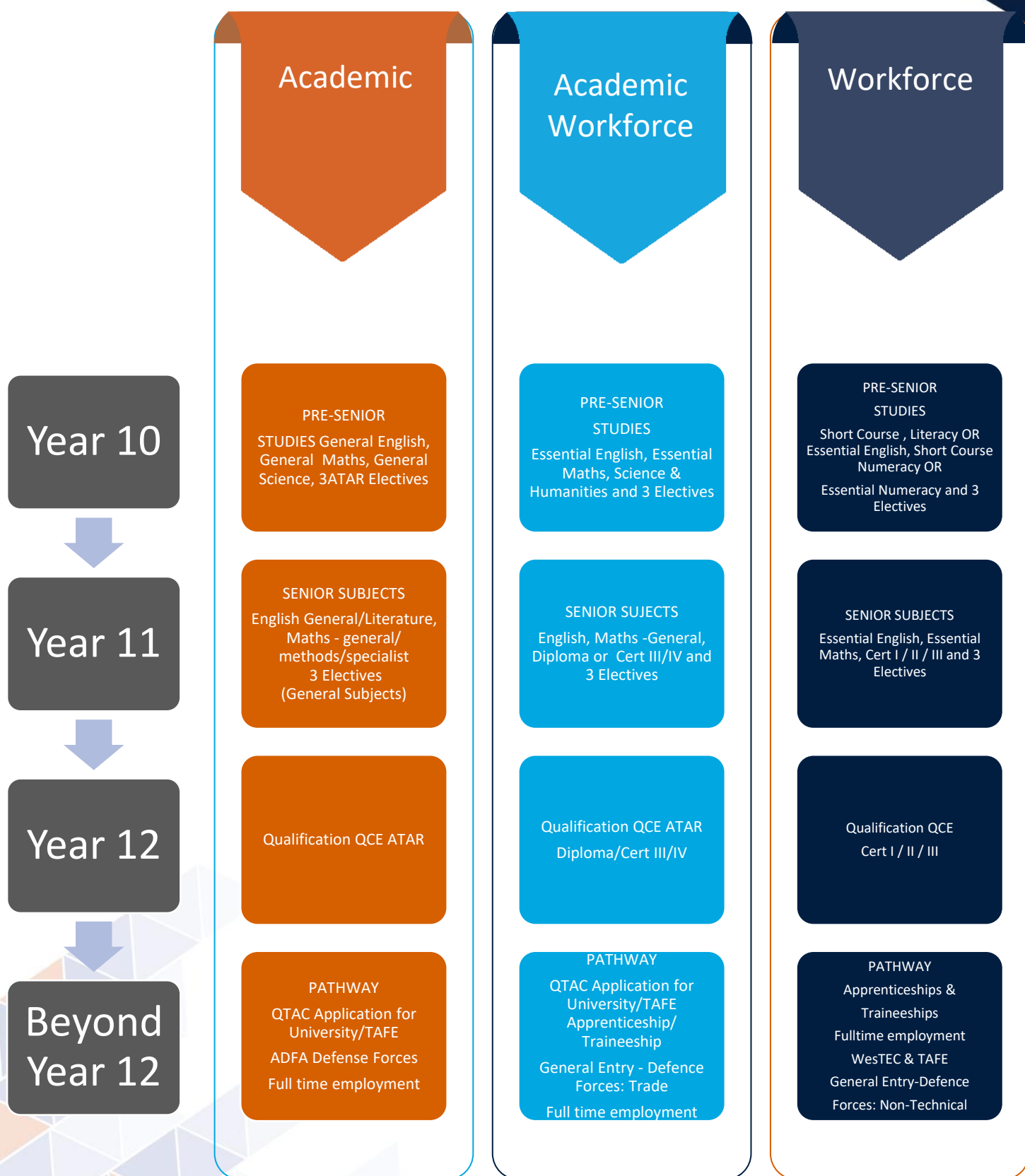
Area of Study	Subjects Offered in Year 11 in 2024	Subject Pre-Requisites (Minimum Result Required)
English	General	
	English	B in General English or C in English Extension
	Applied	
	Essential English	Nil
	Short Course	
	Literacy	Nil
Mathematics	General	
	General Mathematics	C in General Maths
	Mathematical Methods	B in General Maths or C in Math Extension
	Specialist Mathematics	B in General Maths or C in Math Extension
	Applied	
	Essential Mathematics	Nil
	Short Course	
	Numeracy	Nil
Science	General	
	Biology	C in General English & Science
	Chemistry	C in General English, General Maths & Science
	Physics	C in General English, General Maths & Science
	Psychology	C in General English & Science
	Applied	
	Science in Practice	Nil
Health & Physical Education and Foods	General	
	Health	B in General English
	Applied	
	Early Childhood Studies	Nil
	VET	
	Certificate III Fitness	C in Foundation English or Literacy
	Certificate II & III Health	C in Foundation English or Literacy
	Certificate II Hospitality	Nil
Humanities & Social Sciences	General	
	Business	B in General English
	Geography	B in General English
	Ancient History	B in General English
	Modern History	B in General English
	Legal Studies	B in General English
	Applied	
	Social and Community Studies	Nil
	Tourism	Nil

	VET Certificate III Business Certificate II Retail	C in Foundation English or Literacy
Digital Technologies	General Digital Solutions	C in General English & General Maths
	Applied eSports (ICT)	Nil
	VET Certificate III Information Technology	C in Foundation English or Literacy
Design Technologies	General Design	C in General English
	Applied Industrial Technology Skills – Metal Industrial Technology Skills – Wood	Nil Nil
	VET Certificate I Construction Certificate II Engineering Pathways	Nil Nil
Practical Arts	General Film & TV Visual Arts	C in General English C in General English
	Applied Media Arts in Practice Visual Arts in Practice	Nil Nil
Performing Arts	General Dance Drama Music	C in General English C in General English C in General English
	Applied Drama in Practice	Nil
	VET Certificate III Community Dance, Theatre & Events	C in Foundation English or Literacy

Subject Changes

The Senior Phase of learning is very prescriptive and has a strong focus on the notion of a two-year program. Within Years 11 & 12, syllabi are broken into Units of Learning. These units do not fall neatly into semester or term boundaries. As such, selections made for the commencement of Year 11 are to be retained until the end of Year 12. This provides a clear pathway to attaining a QCE and provides students with the foundation on which learning is built throughout the two-year journey. Subject changes inhibit the development of student skills and long-term ability to attain a QCE or ATAR.

Which Pathway?



QCAA Senior Syllabuses

English

General

- English

Applied

- Essential English

Short Course

- Literacy

Humanities and Social Sciences

General

- Business
- Geography
- Ancient History
- Modern History
- Legal Studies

Applied

- Social and Community Studies
- Tourism

Performing Arts

General

- Dance
- Drama
- Music

Applied

- Drama in Practice

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Short Course

- Numeracy

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Applied

- Science in Practice

Digital Technologies

General

- Digital Solutions

Applied

- eSports (Information & Communication Technology)

Design Technologies

General

- Design

Applied

- Industrial Technology Skills – Metal
- Industrial Technology Skills – Wood

Vocational Education

- Certificate III Business
- Certificate III Community Dance, Theatre and Events
- Certificate I Construction
- Certificate II Engineering Pathways
- Certificate III Fitness + Certificate II Sport & Recreation
- Certificate II and III Health
- Certificate II Hospitality
- Certificate III Information Technology
- Certificate II Retail Services

Health and Physical Education

General

- Health

Applied

- Early Childhood Studies

Practical Arts

General

- Film & TV
- Visual Arts

Applied

- Media Arts in Practice
- Visual Arts in Practice



WestTEC is a modern, well-equipped facility where students can undertake accredited Certificate training while still at school. The centre partners with seven local schools (Forest Lake State High School, Springfield Central State High School, Redbank Plains State High School, Woodcrest State College, Bundamba State Secondary College, Bellbird Park State Secondary College and Ripley Valley State Secondary College) to provide specialised vocational training in many trade and service fields. Our successful partnership with training organisations aims to achieve positive educational outcomes for Year 10, 11 & 12 students.



Certificate II Automotive Vocational Preparation

- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points.

Certificate II Engineering Pathways

- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points.

Certificate I Construction

- 4 Terms, 1 day per week.
- VETiS Funded. Up to 3 QCE Points.

Certificate II Plumbing

- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points.

Certificate II Retail Cosmetics

- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points.

Certificate II Salon Assistant

- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points.

Certificate II Salon Assistant - BARBERING

- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points.

Certificate II Electrotechnology

- 4 Terms, 1 day per week.
- VETiS Funded. Up to 4 QCE Points.

Certificate II in Manufacturing Technology

- 4 Terms – 1 day a week
- VETiS funded, up to 4 QCE Points

Certificate II in Community Services – Childcare

- 4 Terms (subject to change) – 1 day a week
- VETiS funded, up to 4 QCE Points

Dual Certificate II in Community Services/Certificate III in Early Childhood

- 8 Terms (subject to change) – 1 day a week
- Partial VETiS funding + Price TBA, up to 8 QCE Points

* THESE ARE OUR CURRENT COURSE OFFERINGS BUT ARE SUBJECT TO CHANGE. FINAL COURSE OFFERINGS ARE AVAILABLE IN TERM 3.

* \$55 fee for all WestTEC students for shirt and a lock for lockers, payable to your school upon invoice.

** See your school Senior Schooling or VET HOD for more information or to enrol!



Certificate II Tourism / Certificate III Events (Dual Course)

- 2 Terms, 1 day per week
- Partially VETiS funded, up to 6 QCE Points
- Price TBA



Certificate II Health Support Services

- 2 Terms, 1 day per week.
- VETiS funded. Up to 4 QCE Points.

Certificate III Health Services Assistant

- Students must have completed Certificate II Health Support Services to be enrolled in this course.
- 1 Term, 1 day per week
- \$750 payable to Mater Education, up to 6 QCE Points.

Certificate III Health Administration

- 1 Term, 1 day per week
- \$900 payable to Mater Education, up to 6 QCE Points



Certificate IV in Justice Studies

- 2 Terms, 1 day per week.
- Partially VETiS funded, up to 6 QCE Points.
- Cost: \$1990 (payment plans available)



Certificate III Aviation (Remote Pilot)

- 4 Terms, 1 day per week.
- VETiS funded, up to 6 QCE points.
- Option to complete your CASA Remote Pilot License (\$250)



Certificate II Supply Chain Operations

- 2 Terms, 1 day per week.
- VETiS funded + \$50 fee for service. Up to 6 QCE Points.



Overview

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

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

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

Pathways

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

Objectives

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

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

Cost

- Covered within Student Resource Scheme

Prerequisites

- Minimum of a B in Year 10 General English or C in English Extension

Equipment Required

- As per stationery list

Structure

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

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

Overview

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

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

purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Objectives

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

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

Cost

- Covered within Student Resource Scheme

Prerequisites

- Nil

Equipment Required

- As per stationery list

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessment

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

Overview

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

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

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

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

Pathways

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

Structure and Assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B). 	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an extended response — short response (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

Objectives

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

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

Cost

- Covered within Student Resource Scheme

Prerequisites

- Nil

Equipment Required

- As per stationery list

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$40/year

Prerequisites

- Minimum of a C in Year 10 Mathematics

Equipment Required

- Scientific Calculator

Structure

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

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> • Examination 			

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$80/year for hire of graphics calculator

Prerequisites

- Minimum of a B in Year 10 General Mathematics or Minimum of a C in Year 10 Math Extension

Equipment Required

- Graphics Calculator

Structure

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

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> • Examination 			

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Cost

- Nil additional – students will require graphics calculator hire in line with Mathematic Methods subject costing

Prerequisites

- Minimum of a B in Year 10 Mathematics
- Must also be enrolled in Mathematical Methods

Equipment Required

- Graphics Calculator

Structure

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

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

Assessment

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

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

Summative Assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> Problem-solving and modelling task 	Summative internal assessment 3 (IA3): 15% <ul style="list-style-type: none"> Examination
Summative internal assessment 2 (IA2): 15% <ul style="list-style-type: none"> Examination 	
Summative external assessment (EA): 50% Examination	

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$40/year

Prerequisites

- Nil

Equipment Required

- Scientific Calculator

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessment

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

Overview

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

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

Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Cost

- Nil cost

Prerequisites

- Nil

Equipment Required

- Scientific Calculator

Structure and Assessment

Topic 1: Personal identity and education	Topic 2: The work environment
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B). 	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

Overview

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$80/year + one-off approximately \$120 per student for mandatory field work study excursion

Prerequisites

- Minimum of a C in Year 10 General English and Science

Equipment Required

- Calculator

Structure

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

Assessment

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

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

Summative Assessment

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

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$85/year

Prerequisites

- Minimum of a C in Year 10 General English, Maths and Science

Equipment Required

- Calculator

Structure

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

Assessment

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

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

Summative Assessment

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

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$80/year

Prerequisites

- Minimum of a C in Year 10 General English, Maths and Science

Equipment Required

- Calculator

Structure

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

Assessment

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

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

Summative Assessment

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$75/year

Prerequisites

- Minimum of a C in Year 10 General English and Science

Equipment Required

- Calculator

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> Psychological science A The role of the brain Cognitive development Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> Psychological science B Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> Localisation of function in the brain Visual perception Memory Learning 	The influence of others <ul style="list-style-type: none"> Social psychology Interpersonal processes Attitudes Cross-cultural psychology

Assessment

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

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

Summative Assessment

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

Overview

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

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

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

Pathways

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

Objectives

By the conclusion of the course of study students should:

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

Cost

- \$75/year

Prerequisites

- Nil

Equipment Required

- Calculator

Structure

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

Core Topics	Electives
<ul style="list-style-type: none"> • Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management 	<ul style="list-style-type: none"> • Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

Assessment

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

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

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	At least three different components from the following: <ul style="list-style-type: none"> • written: 200–300 words • spoken: 1½–2½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 6 A4 pages max (or equivalent) – presentation: 2–3 minutes • performance: continuous class time • test: <ul style="list-style-type: none"> – 20–30 minutes – 50–250 words per item. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$50/year

Prerequisites

- Minimum of a B in Year 10 General English

Equipment Required

- Blue/black pen
- Red pen
- Ruler
- Highlighters
- A4 lined book

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Resilience as a personal health resource 	Peers and family as resources for healthy living <ul style="list-style-type: none"> Alcohol (elective) Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> Homelessness (elective) Road safety (elective) Anxiety (elective) 	<ul style="list-style-type: none"> Respectful relationships in the post-schooling transition

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Investigation — action research 		<ul style="list-style-type: none"> Investigation — analytical exposition 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Examination — extended response 		<ul style="list-style-type: none"> Examination 	

Overview

Early Childhood Studies focusses on the first five years of life as they are critical to shaping growth and development, relationships, wellbeing and learning. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Students will focus on learning about children aged from birth to five years through early childhood education and care, looking specifically on the significance of play in supporting a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

Throughout the course, students will examine the connection between the early childhood fundamentals and practices. They plan, implement and evaluate play-based learning activities responsive to the needs to children as well as exploring contexts in early childhood learning. Students will have opportunities to learn about the early childhood industry, such as the roles and responsibilities of workers and care services. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Pathways

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

Objectives

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

- Investigate the fundamentals and practices of early childhood learning.
- Plan learning activities.
- Implement learning activities.
- Evaluate learning activities.

Cost

- \$50/year

Prerequisites

- Nil

Equipment Required

- Blue/black pens
- Coloured pencils
- Highlighters

Structure

Early Childhood Studies is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
• Play & creativity	• Children's development	• Children's Wellbeing	• Indoor & Outdoor environments

Assessment

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Project	Investigation
A response to a single task, situation and/or scenario – investigate and evaluate	A technique that assesses the application of skills in the production of media artwork/s.
<ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages,• or equivalent digital media	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Overview

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$30/year plus excursion cost TBA

Prerequisites

- Minimum of a B in Year 10 General English

Equipment Required

- Blue/black pen
- Highlighters
- Calculator

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> Fundamentals of business Creation of business ideas 	Business growth <ul style="list-style-type: none"> Establishment of a business Entering markets 	Business diversification <ul style="list-style-type: none"> Competitive markets Strategic development 	Business evolution <ul style="list-style-type: none"> Repositioning a business Transformation of a business

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Examination — combination response 		<ul style="list-style-type: none"> Extended response — feasibility report 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Investigation — business report 		<ul style="list-style-type: none"> Examination — combination response 	

Overview

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$40/year plus excursion cost TBA

Prerequisites

- Minimum of a B in Year 10 General English

Equipment Required

- Blue/black pen
- Ruler
- Highlighters
- Coloured pencils
- 2B Pencil
- Eraser

Structure

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

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"> Examination — combination response 		<ul style="list-style-type: none"> Investigation — data report 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Investigation — field report 		<ul style="list-style-type: none"> Examination — combination response 	

Overview

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Cost

- \$40/year plus excursion cost TBA

Prerequisites

- Minimum of a B in Year 10 General English

Equipment Required

- Blue/black pens
- Highlighters

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery OR • Ancient societies — Beliefs, rituals and funerary practices <p>*Only two of the above topics will be taught and are yet to be confirmed</p>	Personalities in their time <ul style="list-style-type: none"> • Hatshepsut • Boudica 	Reconstructing the ancient world <ul style="list-style-type: none"> • Pompeii and Herculaneum • Fifth Century Athens (BCE) 	People, power and authority <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative Assessment

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

Overview

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

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

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

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

.

Pathways

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgment
- create responses that communicate meaning to suit purpose.

Cost

- \$40/year plus excursion cost TBA

Prerequisites

- Minimum of a B in Year 10 General English

Equipment Required

- Blue/black pens
- Highlighters

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • French Revolution, 1789–1799 • Russian Revolution, 1905–1920s 	Movements in the modern world <ul style="list-style-type: none"> • Anti-apartheid movement in South Africa, 1948–1991 • Australian Indigenous rights movement since 1967 	National experiences in the modern world <ul style="list-style-type: none"> • Israel, 1948–1993 • Germany, 1914–1945 	International experiences in the modern world <ul style="list-style-type: none"> • Cold War, 1945–1991 • Australian engagement with Asia since 1945 <p>QCAA will nominate one topic that will be the basis for an external examination. Topic to be announced.</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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation — historical essay based on research 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation — independent source investigation 		<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

Overview

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$40/year plus excursion cost TBA

Prerequisites

- Minimum of a B in Year 10 General English

Equipment Required

- Blue/black pen
- Highlighters

Structure

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

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — combination response 		<ul style="list-style-type: none"> • Investigation — argumentative essay 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation — inquiry report 		<ul style="list-style-type: none"> • Examination — combination response 	

Overview

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

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

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

1. Explain personal and social concepts and skills.

Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.

2. Examine personal and social information.

Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.

3. Apply personal and social knowledge.

Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.

4. Communicate responses.

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. Evaluate projects.

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

Cost

- \$20/year plus excursion cost TBA

Prerequisites

- Nil

Equipment Required

- Blue/black pens
- Highlighters

Structure

Social and Community Studies is a four-unit course of study.

Unit A	Unit B	Unit D	Unit E
<ul style="list-style-type: none"> • Lifestyle and Financial Choices 	<ul style="list-style-type: none"> • Healthy Choices for mind & body 	<ul style="list-style-type: none"> • Legal and digital citizenship 	<ul style="list-style-type: none"> • Arts and Identity

Assessment

Project	Extended Response	Investigation
<p>Item of communication, instructional text, or performance One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words <p>Evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words 	<p>Response requirements One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words 	<p>Response requirements One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Overview

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, 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. In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts.

Pathways

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

Objectives

By the conclusion of the course of study, The syllabus objectives outline what students have the opportunity to learn.

1. Explain tourism principles, concepts and practices.

Students explain principles, concepts and practices related to tourism and use relevant terminology.

2. Examine tourism data and information.

Students select and use data and information to identify features of tourism situations. They draw meaning from the patterns, trends and relationships identified.

3. Apply tourism knowledge.

Students apply their knowledge to determine options. They consider positive implications and negative implications of opportunities and challenges to decide how to contribute to successful tourism.

4. Communicate responses.

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. Evaluate projects.

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

Cost

- \$20/year plus excursion cost TBA

Prerequisites

- Nil

Equipment Required

- Blue/black pens
- Highlighters

Structure

Unit A	Unit B	Unit C	Unit E
<ul style="list-style-type: none"> • Tourism and travel 	<ul style="list-style-type: none"> • Tourism Marketing 	<ul style="list-style-type: none"> • Tourism trends and patterns 	<ul style="list-style-type: none"> • Tourism industry and careers

Tourism is a four-unit course of study.

Assessment

Project	Investigation
<p>Item of communication, instructional text, or performance One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 500 words <p>Evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words 	<p>Response requirements One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Overview

Digital Solutions provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are developed using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites. Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills.

General Senior Subject

Pathways

Digital Solutions is a General subject leads to university and tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- Recognise and describe elements, components, principles and processes
- Symbolise and explain information, ideas and interrelationships
- Analyse problems and information
- Determine solution requirements and criteria
- Synthesise information and ideas to determine possible digital solutions
- Generate components of the digital solution
- Evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Cost

- \$50/year plus excursion cost TBA

Prerequisites

- Minimum of a C in Year 10 General English
- Minimum of a C in Year 10 Math

Equipment Required

- Wired headphones

Structure

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

Assessment

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

In Units 3 and 4 students complete three internal and 1 external and in total 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): 20% <ul style="list-style-type: none"> • Investigation — Technical proposal 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Project - folio
Summative internal assessment 2 (IA2): 30% <ul style="list-style-type: none"> • Project – Digital Solution 	Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination – Digital Solutions

Overview

In the world of esports, the importance of information technology knowledge, skills, and understanding cannot be overstated. The growing demand for digital literacy and specialized ICT expertise spans various sectors, including business, industry, government, education, and leisure. This creates abundant vocational opportunities both locally and globally. Our program centers on industry practices and ICT processes, offering students the chance to apply their learning within real-world contexts. Through hands-on experiences, they develop the ability to meet client expectations and adhere to product specifications, utilizing hardware and software tools to create innovative ICT solutions tailored specifically to the dynamic landscape of esports.

Applied learning lies at the heart of our program, enabling students to acquire transferable 21st-century skills, as well as literacy and numeracy proficiencies crucial for success in ICT sectors. With a focus on interpreting client briefs and technical information, students gain the expertise to select and demonstrate their skills using cutting-edge hardware and software, ultimately developing ICT products that align with industry standards. Emphasis is placed on collaborative problem-solving, fostering the development of adaptable, competent, and self-motivated individuals who can effectively work with colleagues to overcome challenges and deliver practical solutions.

By immersing themselves in the intersection of esports and Information & Communication Technology, students emerge as well-rounded professionals equipped to thrive in the ever-evolving esports industry. Their comprehensive understanding of industry practices, ICT processes, and the power of technology allows them to drive innovation, make meaningful contributions to the field, and navigate the dynamic landscape of competitive gaming with confidence.

Pathways

Our Esports & Information Communication Technology (ICT) program opens pathways to diverse careers. Graduates can pursue roles in ICT operations, help desk support, digital media, office administration, data management, and call centres. It also serves as a foundation for higher education in computer science, IT, game design, and digital media.

Objectives

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

- Demonstrate essential industry skills in esports-related ICT tasks (enterprise, safety, ethics, security, quality).
- Interpret client briefs for esports ICT products (purpose, specifications).
- Apply esports-focused ICT practices (enterprise, ethics, security, quality).
- Sequence processes to esports industry standards (specifications, safety, ethics, security).
- Evaluate esports processes and products (effectiveness, suitability, standards).
- Adapt and enhance esports processes and products (strengths, briefs, standards, requirements).

Cost

- \$30/year plus excursion cost TBA

Prerequisites

- Nil

Equipment Required

- Wired headphones
- Mouse
- USB Drive (minimum 16GB)

Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

Core topics	Elective topics	
<ul style="list-style-type: none">• Hardware• Software• ICT in society	<ul style="list-style-type: none">• Animation• Application development• Audio and video production• Data management• Digital imaging and modelling• Document production	<ul style="list-style-type: none">• Network fundamentals• Online communication• Website production

Assessment

For Information & Communication Technology, 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 extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes• product: continuous class time.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.

Overview

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$100/year

Prerequisites

- Minimum of a C in Year 10 General English

Equipment Required

- HB Pencil
- Sharpener
- Eraser
- Sketchbook

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> • Experiencing design • Design process • Design styles 	Commercial design <ul style="list-style-type: none"> • Explore — client needs and wants • Develop — collaborative design 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design <ul style="list-style-type: none"> • Explore — sustainable design opportunities • Develop — redesign

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — design challenge 		<ul style="list-style-type: none"> • Project 	
Summative internal assessment 2 (IA2):	35%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Project 		<ul style="list-style-type: none"> • Examination — design challenge 	

Overview

Industrial Technology Skills - Metal focuses on the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

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

Pathways

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

Objectives

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

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

Cost

- \$190/year

Prerequisites

- Nil
- Note any students studying Cert II in Engineering Pathways will not be able to select this course

Equipment Required

- Steel Cap Boots

Structure

Industrial Technology Skills is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
• Graphics for Engineering	• Engineering Skills	• Computer-aided Manufacturing	• Engineering Skills

Assessment

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none">• multimodal<ul style="list-style-type: none">– non-presentation: 6 A4 pages max (or equivalent)– presentation: 3 minutes• product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.

Overview

Industrial Technology Skills - Metal focuses on the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

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

Pathways

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

Objectives

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

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

Cost

- \$190/year

Prerequisites

- Nil

Equipment Required

- Steel Cap Boots

Structure

Industrial Technology Skills is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none">• Graphics for Furnishing	<ul style="list-style-type: none">• Furnishing Skills	<ul style="list-style-type: none">• Computer-aided Modelling	<ul style="list-style-type: none">• Furnishing Skills

Assessment

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none">• multimodal<ul style="list-style-type: none">– non-presentation: 6 A4 pages max (or equivalent)– presentation: 3 minutes• product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.

Overview

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$120/year

Prerequisites

- Minimum of a C in Year 10 General English

Equipment Required

- Wired Headphones
- 32GB USB Drive

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? <ul style="list-style-type: none"> • Concept: institutions How are institutional practices influenced by social, political and economic factors? <ul style="list-style-type: none"> • Concept: languages • How do signs and symbols, codes and conventions create meaning? 	Story forms <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? <ul style="list-style-type: none"> • Concept: audiences How does the relationship between story forms and meaning change in different contexts? <ul style="list-style-type: none"> • Concept: languages • How are media languages used to construct stories? 	Participation <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? <ul style="list-style-type: none"> • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? <ul style="list-style-type: none"> • Concept: institutions • How is participation in institutional practices influenced by social, political and economic factors? 	Identity <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? <ul style="list-style-type: none"> • Concept: representations How do media artists portray people, places, events, ideas and emotions? <ul style="list-style-type: none"> • Concept: languages • How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Summative Assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 15% <ul style="list-style-type: none"> • Case study investigation 	Summative internal assessment 3 (IA3): 35% <ul style="list-style-type: none"> • Stylistic project
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Multi-platform project 	
Summative external assessment (EA): 25% Examination — extended response	

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$110/year

Prerequisites

- Minimum of a C in Year 10 General English

Equipment Required

- HB Pencil
- Sharpener
- Eraser
- Sketchbook

Structure

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

Assessment

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Investigation — inquiry phase 1 		<ul style="list-style-type: none"> • Project — inquiry phase 3 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> • Project — inquiry phase 2 			
Summative external assessment (EA): 25%			
Examination			

Overview

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

Pathways

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

Objectives

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

- Use media arts practices.
- Plan media artworks
- Communicate ideas
- Evaluate media artworks.

Cost

- \$120/year

Prerequisites

- Nil

Equipment Required

- Wired Headphones
- 32GB USB Drive

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
• Persuasion	• Representations	• Community	• Personal Viewpoints

Assessment

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Project	Practical demonstration
A response to a single task, situation and/or scenario that contains	A technique that assesses the application of skills in the production of media artwork/s.
<ul style="list-style-type: none">• variable conditions .• written: 500–900 words• spoken: 2½–3½ minutes• multimodal• non-presentation: 8 A4 pages max (or equivalent)• presentation: 3–6 minutes• product: variable conditions.	Students demonstrate production skills and procedures in class under teacher supervision.

Overview

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

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.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

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.

Pathways

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

Objectives

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

- Use visual arts practices.
- Plan artworks
- Communicate ideas
- Evaluate artworks

Cost

- \$150/year

Prerequisites

- Nil

Equipment Required

- HB Pencil
- Sharpener
- Eraser
- Sketchbook

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Looking inwards (self) 	<ul style="list-style-type: none"> Clients 	<ul style="list-style-type: none"> Looking outwards (others) 	<ul style="list-style-type: none"> Transform & Extend

Assessment

- Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Project	Resolved artwork
<p>A response to a single task, situation and/or scenario</p> <p>Prototype artwork</p> <p>Planning and evaluation of prototype artwork.</p>	<p>A technique that assesses the application of identified skills to the production of artworks.</p>
<p>Prototype</p> <p>One of the following:</p> <ul style="list-style-type: none"> 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes <p>Planning:</p> <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent 	<ul style="list-style-type: none"> variable conditions 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes

Overview

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

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

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

Pathways

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

Objectives

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

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

Cost

- \$30/year

Prerequisites

- Minimum of a C in Year 10 General English

Equipment Required

- Knee pads

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – meaning, purpose and context – historical and cultural origins of focus genres 	Moving through environments How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – physical dance environments including site-specific dance – virtual dance environments 	Moving statements How is dance used to communicate viewpoints? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – social, political and cultural influences on dance 	Moving my way How does dance communicate meaning for me? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – fusion of movement styles • Subject matter: <ul style="list-style-type: none"> – developing a personal movement style – personal viewpoints and influences on genre

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):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Performance 		<ul style="list-style-type: none"> • Project — dance work 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Choreography 			
Summative external assessment (EA): 25%			
Examination — extended response			

Overview

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$40/year

Prerequisites

- Minimum of a C in Year 10 General English

Equipment Required

- Theatre blacks

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	Transform How can you transform dramatic practice? <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Performance 		<ul style="list-style-type: none"> • Project — practice-led project 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Project — dramatic concept 			
Summative external assessment (EA): 25% Examination — extended response			

Overview

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

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

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

Pathways

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

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

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

Cost

- \$30/year

Prerequisites

- Minimum of a C in Year 10 General English

Equipment Required

- Headphones
- Own instrument (optional)

Structure

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

Assessment

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

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

Summative Assessment

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Cost

- \$40/year

Prerequisites

- Nil

Equipment Required

- Theatre Blacks

Structure

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

Core	Electives	
<ul style="list-style-type: none"> • Dramatic principles • Dramatic practices 	<ul style="list-style-type: none"> • Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Playbuilding 	<ul style="list-style-type: none"> • Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre

Assessment

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

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

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

<p>individual – 1½–2 ½ minutes: group</p> <ul style="list-style-type: none"> • performance offstage (directing, designing) – 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • product: variable conditions. 					
---	--	--	--	--	--

What is VET?

Vocational Education & Training (VET)

Vocational Education & Training (VET) provides students with the opportunity to learn real world work skills that applies to specific industries. Through their training, students will learn the knowledge elements & practice the performance skills required to build competence and gain a qualification for that industry.

What are the benefits?

VET provides a number of benefits to students, including:

- Credits towards their Senior Queensland Certificate of Education (QCE)
- The attainment of a nationally recognised qualification
- Development of employability skills
- Obtaining practical work experience in their desired industry
- Support in the transition from school to the workforce or future studies

Where does VET happen?

Ripley Valley State Secondary College is a Registered Training Organisation (RTO 45748). This means that we, as a school, are also nationally recognised to train our students in various qualifications here on campus. We also have a range of partnerships with other training providers that allow our students to access their training here at school as well as through other external programs, such as TAFE and through apprenticeships & traineeships where they would work & study offsite at the required location.

What does VET cost?

The cost of vocational training can vary depending on the provider, the location, the industry, and the resources required to complete each course. The subjects listed within this handbook will outline the individual costs for each course and if VETiS funding will be used.

What is VETiS funding?

Vocational Education & Training in Schools (VETiS) provides government funding for young people to undertake training into a priority industry. This funding allows students to complete one Certificate I or Certificate II for free. Once used, students cannot access this funding again so it is important to note that students choosing any VET subjects for their senior pathways can only access one VETiS funded course and that they are not able to change from one VETiS program to another, even if they do not complete the initial course they started.

Please contact VET@ripleyvalleyssc.eq.edu.au with any queries related to vocational education & training.

Registered Training Organisation (RTO):
Ripley Valley State Secondary College (RTO: 45748)

QCE Points: Maximum 8 points

Description

The Certificate III Business (BSB30120) offers students the opportunity to learn real-world skills that can be used to not only work within a business but to begin and manage one of their own. Learning through practical simulated activities and research tasks, students will build on their knowledge of various sectors to learn about career progression, marketing a business, and being successful in the industry.

Pathways

The Certificate III Business will provide students with the skills ready to work within any type of business as an administration officer, receptionist, customer service representative, or general clerk. Students will also develop entrepreneurial skills ready to tackle the business world.

Learning Experiences:

- Running a simulated business
- Working in teams
- Researching global activities
- Business careers
- Working safely & sustainably

Cost

\$30

Training and Assessment Delivery

Students will complete a variety of theoretical & practical assessments in class to show they can competently perform the knowledge & performance elements of this course. This will be in the form of:

- Folios of work
- Questions
- Research Tasks
- Simulated Activities
- Group work

All evidence will be collected and observed of each student towards achieving competence throughout this qualification.

Units of Competencies

UNITS OF COMPETENCY	
UNIT CODE	UNIT NAME
BSBCRT311	Apply critical thinking skills in a team environment
BSBOPS202	Engage with customers
BSBOPS304	Deliver and monitor a service to customers
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF301	Organise personal work priorities
BSBSUS211	Participate in sustainable work practices
BSBTEC203	Research using the internet
BSBTEC301	Design and produce business documents
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBWRT311	Write simple documents
BSBXCM301	Engage in workplace communication
BSBXTW301	Work in a team

Please note RTO and units selected are subject to change.

Registered Training Organisation (RTO):
Ripley Valley State Secondary College RTO: 45748

QCE Points: Maximum 8 points

Description:

The Certificate III Community Dance, Theatre and Events is a flexible arts subject that covers a broad range of jobs and skills in the creative industries. Despite the title, any Performing Arts skill may be focussed on as the course is tailored to the individual. This certificate covers Dance, Music and Drama at an industry level. Students may dance, sing, act, compose music, play an instrument, write scripts, design lighting, sound or sets, choreograph, direct or a unique combination of many skills.

Students will hone their chosen craft, while working together on performance events. Students will be responsible for the creation, ticketing and marketing of their annual event. This may be a showcase of their combined skills, a play, a charity fundraising performance or a musical. From the budgeting and costuming to the food and venue, the possibilities for their events are endless. Each cohort of students makes these choices with the guidance of their teacher and through experiences with outside industry professionals.

Through this course, students grow as individual entrepreneurial artists while learning to work collaboratively on events. The skills gained in their own craft, knowledge of event management and networking make this certificate a great choice for any student looking to turn their passion for performance into transferable and employable skills.

Pathways:

Students can use this qualification to progress onto various Creative Industries careers, including but not limited to; Event Manager, Teacher, Writer, Musician, Dancer, Actor, Director, Choreographer, Composer, Photographer, Marketing Manager, Lighting or Audio Engineer and Costume or Set Designer.

Learning Experiences:

- Headshot Photoshoot with professional photographer for portfolio
- Workshops with industry professionals in Music, Drama and Dance
- Networking excursion to Performing Arts precincts in Brisbane
- Organisation, creation, designing, marketing and performance of an original event
- Creation of performance showreel in chosen skills for portfolio
- Mock in person and digital auditions in chosen craft

Cost

\$50 – Used for workshops with industry professionals and items needed for the classes original event.

Training and Assessment Delivery

Students will complete a variety of theoretical & practical assessments in class to show they can competently perform the knowledge & performance elements of this course. This will be in the form of:

- A portfolio
- Observations of rehearsals, production meetings, set up of events and performances
- Booklets containing questions and activities
- Simulated Activities such as auditions
- Observation of Front of House and ticketing jobs such as ushering a show.

All evidence will be collected and observed of each student towards achieving competence throughout this qualification.

Units of Competencies

UNITS OF COMPETENCY	
UNIT CODE	UNIT NAME
CUAIND314	Plan a career in the creative arts industry
CUAIND311	Work effectively in the creative arts industry
CUAPRF314	Develop audition techniques
CUAPRF317	Develop performance techniques
CUAPRF311	Create and perform stories for theatre
CUAPPM311	Assist with conceiving and preparing performance spaces
CUACOS304	Develop and apply knowledge of costumes
BSBTWK301	Use inclusive work practices
CUAMKG311	Assist with marketing and promotion
CUAWRT301	Write content for a range of media
CUASTA212	Assist with bump in and bump out of shows
CUAWHS312	Apply work health and safety practices
CUAFOH311	Provide seating and ticketing services

Please note RTO and units selected are subject to change.

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



QCE Points: Maximum 3 points

Description

The qualification CPC10120 Certificate I in Construction provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

The units of competency within the qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Core

CPCCCM2004*	Handle construction materials
CPCCCM2005*	Use construction tools and equipment
CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS1001#	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirement, policies and procedures in the construction industry

Elective

CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001*	Read and interpret plans and specifications

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:

Prerequisite units of competency - An asterisk () against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site.

Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



QCE Points: Maximum 4 points

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:

Prerequisite units of competency - An asterisk () against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/MEM20422>

Registered Training Organisation (RTO):
Binnacle Training (RTO 31319)

QCE Points Maximum 8 points



**Binnacle
Training**

RTO CODE 31319

Description

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including:

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

Pathways

The Sport & Recreation and Fitness qualifications provides students with a pathway into further study, such as the Certificate IV Fitness, and/or into a work ready pathway as a gym/group fitness instructor.

Learning Experiences

- Client screening & health assessments
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science & nutrition
- Anatomy & physiology
- First Aid & CPR

Cost

\$535 which includes the full qualification including First Aid

Training and Assessment Delivery

Students will complete a variety of theoretical & practical assessments in class to show they can competently perform the knowledge & performance elements of this course. This will be in the form of:

- Folios of work
- Questions
- Research Tasks
- Simulated Activities
- Group work

All evidence will be collected and observed of each student towards achieving competence throughout this qualification.

Program Inclusions

- Nationally recognised First Aid competency – HLTAID011 Provide First Aid
- Community Coaching – Essential Skills Course (non-accredited) and Community Officiating General Principles Course (non-accredited), issued by the Australia Sports Commission
- A range of career pathway options including Club Level Official, Coach, Community and Group Fitness Instructor

Units of Competencies

UNITS OF COMPETENCY	
UNIT CODE	UNIT NAME
HLTAID0011	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBSUS211	Participate in sustainable work practices
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISXCAI002	Assist with activity session
SISXCCS001	Provide quality service
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
BSBWOR202	Organise and complete daily work activities
ICTICT203	Operate application software packages
BSBSUS201	Participate in environmentally sustainable work practices

PDS Declaration:

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto

Language, Literacy & Numeracy Skills:

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

Registered Training Organisation (RTO):
Ripley Valley State Secondary College (RTO 45748)

QCE Points: Maximum 5 points

Description:

The Certificate II Health Support Services (HLT23215) and Certificate III Health Support Services (HLT33215) provides students with the opportunity to complete two qualifications in Year 12 that provides them a pathway into the healthcare system. Students can elect to only complete the Certificate II program or can continue to expand their studies and also complete the Certificate III. These courses will provide students with a range of theoretical and practical knowledge that can be used within a medical-based workplace so that they can competently use the appropriate terminology, methods, and team work required to support others and their health.

Pathways

The Health Support Services qualifications provides students with a pathway into aged care, personal care positions, nursing support and into other facets of the health industry.

Learning Experiences

- Infection control
- Sustainable practices
- Providing service to clients
- Diverse customers
- Working in a team
- First Aid Training

Cost

\$300 per student including scrubs & training materials.

Training and Assessment Delivery

Students will complete a variety of theoretical & practical assessments in class to show they can competently perform the knowledge & performance elements of this course. This will be in the form of:

- Folios of work
- Questions
- Research Tasks
- Simulated Activities
- Group work

All evidence will be collected and observed of each student towards achieving competence throughout this qualification.

Units of Competencies

CERTIFICATE II HEALTH SUPPORT SERVICES UNITS OF COMPETENCY	
UNIT CODE	UNIT NAME
BSBCUS201	Deliver a service to customers
BSBWOR203	Work effectively with others
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CPPCLO2019A	Sort and remove waste and recyclable materials
CPPCMN3001B	Participate in environmentally sustainable work practices
HLTAID011	Provide first aid
HLTHSS005	Undertake routine stock maintenance
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
HLTWHS005	Conduct manual tasks safely
SITXFSA01	Use hygienic practices for food safety

CERTIFICATE III HEALTH SERVICES ASSISTANCE UNITS OF COMPETENCY	
UNIT CODE	UNIT NAME
BSBINN301	Promote innovation in a team environment
BSBOPS203	Deliver a service to customers
BSBWOR301	Organise personal work priorities and development
CHCCCS009	Facilitate responsible behaviour
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Island cultural safety
CPPCLO2009A	Clean glass surfaces
HLTAID011	Provide First Aid
HLTHSS005	Undertake routine stock maintenance
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
HLTWHS005	Conduct manual tasks safely
SITXFSA101	Use hygienic practices for food safety

Please note RTO and units selected are subject to change.

Registered Training Organisation (RTO):
BluePrint Career Development (RTO 30978)

QCE Points: Maximum 4 points



Description:

The Certificate II Hospitality (SIT20322) provides students with an introduction to the hospitality industry and what it's like to work in both the front and back of house. In addition to general safety & hygiene, students will investigate appropriate cooking methods & styles for a variety of different occasions as well as preparing & serve non-alcoholic beverages such as mocktails & coffee. Students will be required to complete practical service sessions throughout the course to internal members of the school, through hosting events, and through an industry placement.

Pathways

The Certificate II Hospitality provides students with a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops as a bar or café attendant, catering assistant or customer service assistant.

Learning Experiences

- The Hospitality Industry
- Hygienic & safe practices
- Professional interactions
- Preparing simple dishes
- Preparing coffee & non-alcoholic beverages
- Responsible Service of Alcohol certification

Cost

VETiS funded plus \$120 per year for resources. There will also be a cost (TBC) for an industry placement that is required to complete the practical training for the course.

Training and Assessment Delivery

Students will complete a variety of theoretical & practical assessments in class to show they can competently perform the knowledge & performance elements of this course. This will be in the form of:

- Folios of work
- Questions
- Research Tasks
- Practical Activities
- Group work

All evidence will be collected and observed of each student towards achieving competence throughout this qualification.

Units of Competencies

UNITS OF COMPETENCY	
UNIT CODE	UNIT NAME
BSBTWK201	Work effectively with others
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHGAM022	Provide responsible gambling services
SITHCCC024	Prepare and present simple dishes

Please note RTO and units selected are subject to change.

Registered Training Organisation (RTO):
Ripley Valley State Secondary College (RTO: 45748)

QCE Points : Maximum 8 points

Description

The Certificate III Information Technology (ICT30120) focuses on the world on animation and developing skills students can use whilst working in any technology-based organisation. This program challenges student's creativity whilst building their critical thinking skills to replicate the work required within the industry.

Pathways

The Certificate III Information Technology will provide students with the skills ready to work as an animator as well as in technical support, operations & user support, and in installations & assistance.

Learning Experiences

- 2D & 3D Animation
- Programming techniques
- Working in teams
- Providing ICT advice
- Creative & critical thinking

Cost \$50

Training and Assessment Delivery

Students will complete a variety of theoretical & practical assessments in class to show they can competently perform the knowledge & performance elements of this course. This will be in the form of:

- Folios of work
- Questions
- Research Tasks
- Simulated Activities
- Group work

All evidence will be collected and observed of each student towards achieving competence throughout this qualification.

Units of Competencies

UNITS OF COMPETENCY	
UNIT CODE	UNIT NAME
BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
CUAANM301	Create 2D digital animations
CUAANM302	Create 3D digital animations
ICTDMT405	Produce interactive animations
ICTGAM304	Develop three-dimensional (3D) models for digital games
ICTGAM305	Apply simple textures and shading to three-dimensional (3D) models for digital games
ICTGAM306	Review and apply traditional animation principles

Please note RTO and units selected are subject to change.

Registered Training Organisation (RTO):
Ripley Valley State Secondary College (RTO: 45748)

QCE Points: Maximum 4 points

Description:

The Certificate II Retail Services (SIR20216) aims to introduce students to the various types of retail businesses and set them up for a career in the industry. Students will not only investigate various pathways and career opportunities but will work in simulated activities to build their own retailing store and go through the process of product selection, marketing, and managing customers.

Pathways

The Certificate II Retail Services will provide students with the skills ready to work in any retail industry as a frontline team member, customer service assistance and/or point-of-sale operator with competence to quickly grow and progress their career.

Learning Experiences

- Career progression
- Robberies, thefts & emergencies
- Store design
- Product selections
- Social media marketing
- Managing difficult customers

Cost

\$30

Training and Assessment Delivery

Students will complete a variety of theoretical & practical assessments in class to show they can competently perform the knowledge & performance elements of this course. This will be in the form of:

- Folios of work
- Questions
- Research Tasks
- Simulated Activities
- Group work

All evidence will be collected and observed of each student towards achieving competence throughout this qualification.

Units of Competencies

UNITS OF COMPETENCY	
UNIT CODE	UNIT NAME
SIRXCEG001	Engage the customer
SIRXCEG008	Manage disrespectful, aggressive or abusive customers
SIRXCOM001	Communicate in the workplace to support team and customer outcomes
SIRXIND001	Work effectively in a service environment
SIRXIND001	Organise personal work requirements
SIRXIND004	Plan a career in the retail industry
SIRXMKT001	Support marketing & promotional activities
SIRXOSM001	Identify and review social media and online platforms for organisational use
SIRXOSM004	Use social media and online tools
SIRXPDK001	Advise on products and services
SIRXRSK001	Identify and respond to security risks
SIRXWSH002	Contribute to workplace health & safety

Please note RTO and units selected are subject to change.



RIPLEY VALLEY
State Secondary College

