Immanuel Lutheran College

Walk as Children of the Light

2024 Years 11 and 12 Curriculum Handbook

Contents

Introduction

Immanuel Lutheran College provides a broad range of learning options allowing students to personalise their pathway to suit their individual abilities, interests and aspirations beyond school. Students are supported to gain key educational qualifications as foundations for their post-school lives at universities, other educational institutions or in employment. These include the Queensland Certificate of Education (QCE), the Australian Tertiary Admission Rank (ATAR), Vocational Education and Training (VET) Diplomas and Certificates, and Headstart university courses.

This handbook is designed to assist students in developing their personalised pathway and in selecting subjects for their final years of secondary schooling as part of the Senior Education and Training (SET) planning process. It provides a concise summary of key information to assist with subject selections. Further information can be found online at:

- the Queensland Curriculum and Assessment Authority (QCAA) website
- the Australian Government website: studyaustralia.gov.au
- the Immanuel Careers Portal
- the QCAA myQCE website

To successfully complete senior subjects, students must be dedicated, organised and motivated to give their best effort. Learning is a journey that may not always run smoothly so being able to learn from mistakes, bounce back with a better strategy, be proactive in seeking help when needed, and building balance into their lives are all important skills for success. College programs lead students to become self-directed learners, building metacognitive capability with explicit training in time management, independent learning skills, resilience, mindfulness, and wellbeing.

Parent Handbook

Please refer to the parent handbook for any questions or information regarding the structures, routines and pastoral care of students. The handbook can be accessed here: 2023 Parent Information Handbook.

Secondary School Curriculum Administration

Further information about the contents of this handbook may be obtained by contacting one of the following people via the **Secondary School Office on T: 07 5477 3461.**

Head of Secondary School

Nick Cheyne: cheynen@immanuel.qld.edu.au

Deputy Head of Secondary School

Amy Thompson: thompsona@immanuel.qld.edu.au

Curriculum Leader - Pathways

Paula Willis: willisp@immanuel.qld.edu.au

Learning at Immanuel

The focus in the Secondary School at Immanuel Lutheran College, is on meeting the personal, intellectual, and social needs of adolescents within a Christian context. With the teenage years come physical and emotional challenges as children grow into young adults, developing their individual identity and connections within community. With growing maturity and independence, they begin to take responsibility for their learning and for establishing and maintaining healthy relationships. We provide opportunities for our students to learn and grow in ways that acknowledge and respect each unique phase of their development.

To prepare our young people for a changing world where they will need to be responsible global citizens who can innovate, create, and continue to learn, we develop their 21st century skills (critical thinking, creative thinking, communication, collaboration, teamwork, ICT skills, personal and social skills). We foster engagement and personal growth by building skills across a diverse range of learning areas before making individual choices to focus on specific areas of interest. All learning areas use developmentally appropriate learning contexts to embed rigorous preparation for the discipline-specific knowledge, skills and ways of working students will need in their senior secondary years.

The skills underpinning all senior syllabuses are considered vital for school leavers. These include literacy, numeracy and 21st century skills. These skills are explicitly developed in Years 7 to 10, providing students with a firm foundation on which to build their learning in these critical areas during the senior years.

Academic and Pastoral Care

At Immanuel, the whole person is the whole point. We see balance in life as important and encourage students to grow in all aspects of their lives. Wellbeing and healthy relationships provide the foundations for academic success and so we entwine our academic and pastoral care of students with specific focus areas for each stage of student development. Further pastoral care details are provided in the Parent Handbook. Students participate in a weekly Life Skills lesson, led by their Home Group teacher. The Life Skills program equips students to develop social and emotional capacity. It is developed by our Director of Wellbeing and informed by best practice and current research. The Life Skills program is sequenced to ensure that students gain the information, skills, and experience pertinent to their developmental needs.

Parent/Teacher/Student Interviews and Academic Coaching

To encourage students to take ownership of their learning, students are key participants in our Parent/Teacher/Student interviews which are held twice yearly, at the start of Terms Two and Three. Opportunity is provided for students, parents, and teachers to review the student's learning progress, to peruse the student's work and to set goals and strategies for improvement. The interviews are invaluable in building partnerships between home and school to enhance student learning. These interviews are supported by academic coaching conversations at school between students and their pastoral care and subject teachers. Students are assisted in identifying specific learning goals and developing strategies for improvement. Additional meetings can be requested at any time throughout the year.

Self-Directed Learners

Learning how to learn is a critically important skill for young people to develop. Self-directed learners can effectively manage time, organise information, record useful study notes, use memory effectively, engage in deep learning, set goals and reflect on progress. These skills are taught through our Study Skills Development Program and through project-based learning, with consistent reinforcement in all subjects.

Engagement Platforms

SEQTA Learn is a 'one-stop shop' for students to access digital resources either on campus or at home. Students must utilise this portal to support the learning that takes place in classrooms. Via SEQTA Learn, students can manage all aspects of their school life, including their timetable, collaboration with peers and teachers, content, assessments, grades, goal setting and homework. When students log in to SEQTA Learn, they can see their personalised calendar and can 'hover over' each day to see if they have assessment tasks current for the group of subjects in which they are enrolled. Links on SEQTA Learn also allow for electronic submission of drafts and final tasks. For students who are absent on due dates, this is an ideal way to submit their work.

SEQTA Engage provides parents with the information needed to effectively partner with the College to support their child(ren)'s learning journey. This includes reporting, attendance, timetables, teacher contacts, latest results, finance, excursion information, notices, etc. Parents can access SEQTA Engage via the Portal option on the College Home Page: www.immanuel.qld.edu.au by entering their username and password. Please contact IT Services on T: 5477 3472 should you require assistance with this process.

Establishing Routines

It is important in these formative years of Secondary Schooling, that students develop routines to promote wellbeing and provide the foundations for self-directed learning and academic success. Maintaining a balance of homework/study, physical activity, and family/social activities along with a healthy diet and plenty of sleep will promote mental and physical health. Having regular family routines can help students organise their time and arrive at school with everything they need for a productive day of learning.

Homework

Students should develop a regular homework/study/revision routine that is set in a quiet, well-lit area away from distractions such as the television, music, conversations and electronic devices (except when necessary for learning). Homework is designed to provide opportunities for students to consolidate and extend classroom learning, regularly revisit learning and develop time management skills by planning to complete checkpoint tasks as components of larger projects.

Family life can be busy, so teachers design flexibility into their homework programs. Homework may be set on a weekly basis, due on the same day each week, allowing students to plan time for homework around their other commitments. It may utilise digital platforms to deliver activities and games to consolidate learning and build skills in an engaging environment where students, parents and teachers can easily monitor progress. For example, German and Japanese use *Education Perfect* and Mathematics uses *MathSpace*.

Homework tasks are intentionally designed and allocated to students to help consolidate their learning of content and skills. Homework time is also allocated to be used by students to work on assignments. When students 'have no homework', they are encouraged to undertake individual revision tasks or engage in recreational reading.

This table provides a general guide to the time that students should allocate to completing their homework/study/revision tasks each night.

	Per lesson	Per night	Per week
Year 7	5 – 10 minutes	40 minutes	2 – 2.5 hours
Years 8-9	10 – 15 minutes	1 hour	5 hours
Year 10	20 minutes	1 – 1.5 hours	5 – 7.5 hours
Year 11	25 minutes	2 – 2.5 hours	10 – 12.5 hours
Year 12	30 minutes	2.5 – 3 hours	12.5 – 15 hours

Assessment in Years 11 and 12

Internal Assessment

Schools develop internal assessments for General subjects according to the parameters outlined in the syllabus. This includes the type of assessment, the conditions under which it should be administered and a marking scheme.

Internal assessments contribute 75% towards a student's final subject result, in most subjects. In Mathematics and Science subjects, internal assessment generally contributes 50%. Internal assessment results are not scaled by external assessment results when calculating a student's final subject result.

Internal Assessment – Endorsement and Confirmation

The processes of *endorsement* and *confirmation* will be adopted to strengthen the quality and comparability of internal (school-based) assessment in Units 3 and 4. Internal assessment tasks are prepared by teachers according to QCAA guidelines and must be approved by the QCAA prior to distribution to students (*Endorsement*). Teachers will use *Instrument Specific Marking Guides* (ISMGs) designated by the QCAA to mark students' work. Samples of students' work will be submitted to the QCAA in order to confirm teacher judgements (*Confirmation*).

External Assessment

External assessment will be:

- common to all schools.
- administered under the same conditions at the same time and on the same day in Term Four for all students in Queensland who study a particular General subject.
- marked by QCAA according to a commonly applied marking scheme.

The external assessment results will contribute:

- 50% towards a student's result in Mathematics and Science General subjects.
- 25% towards a student's result in other General subjects.

<table>
<tr><td>

Not Maths or Science

Internal Assessment 1 - ⎫
Internal assessment 2 - ⎬ 75
Internal Assessment 3 - ⎭

External assessment - 25
TOTAL - out of 100

</td><td>

Maths or Science

Internal Assessment 1 - ⎫
Internal assessment 2 - ⎬ 50
Internal Assessment 3 - ⎭

External assessment - 50
TOTAL - out of 100

</td></tr>
</table>

Ratification of Subject Results

The QCAA will combine student's results from all internal and external assessments to determine the final subject result for each student in each subject (*ratification*). For General subjects, the result for each assessment task will be expressed as a numerical value (e.g. 20/25). The final subject result will be expressed as a numerical value out of 100 (e.g. 80/100). The QCAA will convert these numerical values to an A-E grade.

Career Planning

During Year 10, students participate in numerous activities to prepare them to consider their strengths and interests and to plan possible career pathways and associated training requirements. These include:

- Registering a QCAA Learning Account and LUI number to 'bank' QCE credits
- Accessing and use of the QCAA myQCE website
- Viewing careers/work skills presentations
- QTAC presentations
- UniSC presentations
- Certificate I in Active Volunteering completion
- Work Experience Program
- Sunshine Coast Careers Expo Excursion

Your career choices will guide your pathway decisions. Generally, students who aim to:

- study at university - should plan to attain an ATAR*.
- work after school or study at TAFE - may not need an ATAR and should consider gaining a VET qualification.

* Some VET qualifications may be used to gain entry to some universities. Further advice should be sought.

Senior education and training planning (SET planning)

What is SET planning?

SET planning is a process designed to guide your child on a successful pathway throughout senior schooling and into post-school education and work. The aim is to provide your child with the skills and knowledge needed to develop a genuine career pathway, and a life of personal choice.

In accordance with legislation, every student in Year 10, regardless of schooling jurisdiction is required to have an agreed plan in place before the end of the schooling year.

Participation in the SET planning process empowers your child to make informed decisions about their own future and to take ownership their pathway plan, along with the support of their parents and carers and the school. A clear plan of actions will assist your child to maintain focus throughout their senior years of schooling.
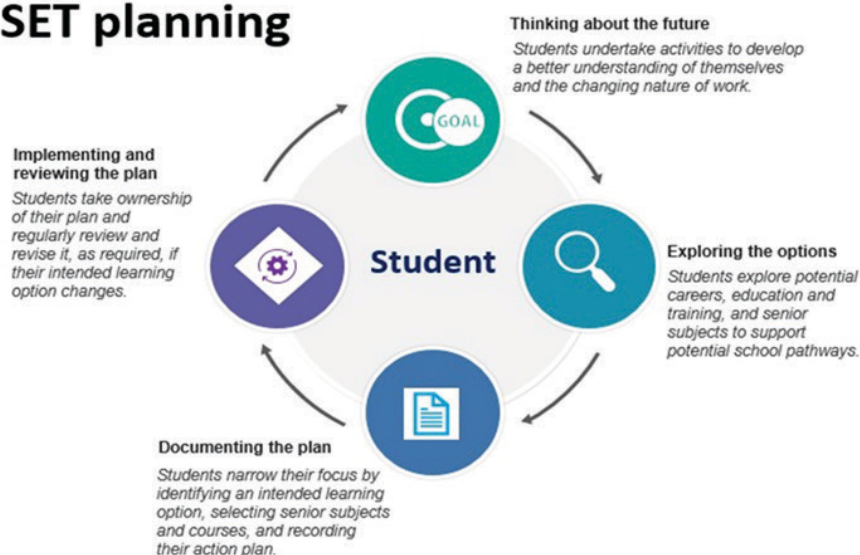
Who is involved in SET planning?

SET planning involves parent, child and the College working together to develop a plan for achieving success throughout Years 11 and 12 and beyond.

Immanuel Lutheran College SET plan interviews typically occur in Term Three following the student subject selection process. Parents and students meet with a staff member to finalise suitable subject choices for their chosen pathway.Steps in the SET planning process

- Parents and students receive an email with information the College provides about senior subjects.
- Parents and students attend the Subject Selection Information Evening.
- Parents/students receive an email with login details and instructions to the College's online subject preference site.
- Parents and students attend the SET plan interview to discuss the student's proposed career pathway and preferred subjects.
- Parents and students are advised of the subjects they are allocated within the timetable.
- Follow up interviews are arranged where it has not been possible to allocate all preferred subjects.

SET planning

Thinking about the future
Students undertake activities to develop a better understanding of themselves and the changing nature of work.

Exploring the options
Students explore potential careers, education and training, and senior subjects to support potential school pathways.

Documenting the plan
Students narrow their focus by identifying an intended learning option, selecting senior subjects and courses, and recording their action plan.

Implementing and reviewing the plan
Students take ownership of their plan and regularly review and revise it, as required, if their intended learning option changes.

Specific goals of SET planning

- Ensure students are aware of the requirements of the QCE (Queensland Certificate of Education) and have made informed choices regarding their QCE attainment.
- Ensure students are aware of the requirements to achieve at ATAR (Australian Tertiary Admission Rank), or alternative career pathway.
- Record the students' learning pathway for their future reference, and which can be used as a tool to monitor students' progress in their Senior learning pathway.
- Empower students, encouraging them to be active participants who are responsible for their own learning.

Pathways at Immanuel Lutheran College

Pathways offered by Immanuel Lutheran College are the various ways that a student will finalise their schooling. The pathway chosen will determine the student's next available step in career development.

The Queensland Certificate of Education (QCE)

The QCE is Queensland's Senior School qualification, which is awarded to eligible students, usually at the end of Year 12. It allows flexibility in what is learned as well as where and when learning occurs. Students have a wide range of learning options. To receive a QCE, students must achieve the set amount of learning (minimum 20 QCE credits) successfully, in a set pattern, while meeting literacy and numeracy requirements. The College would prefer that all students attain their QCE, and this will allow them to pursue any of the below pathways.

Credit is given towards a QCE for successful completion of a wide range of learning activities. Each approved achievement allows QCE credits to be 'banked' into the student's learning account. For example, QCE credits can be gained by students who:

- successfully complete school subjects (1 credit each for Satisfactory completion of Units 1 and 2; 2 credits for achieving an A, B or C grade for Units 3 and 4).
- successfully complete any VET qualification such as the Certificate II in Hospitality or a School Based Traineeship.
- successfully complete a Headstart University course.
- gain advanced qualifications in **other recognised studies**, such as the AMEB music exams or the Duke of Edinburgh Awards.

Although students may continue to bank QCE credits after they have left school, we assist students to plan their learning pathway to attain their QCE by the end of Year 12. **This is best done by selecting subjects that are suited to their abilities and interests.**

The Australian Tertiary Admission Rank (ATAR)

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. QTAC will calculate ATARs for Queensland school leavers. The Queensland ATAR will be recognised in all other Australian states and territories. This QTAC video (3 minutes) provides a summary. The Queensland Tertiary Admissions Centre (QTAC) will perform Australian Tertiary Admission Rank (ATAR) calculations and manage applications and offers for tertiary places.

QTAC applies two selection principles in allocating tertiary places to applicants:

- **eligibility** (Minimum Entry Requirements e.g. subject prerequisite, folio, audition etc.) – only eligible students are considered; and
- **merit** (based on ATARs – see below) many courses have quotas and entry is competitive – offers are made in descending order of merit until quotas are filled.

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'. An ATAR of 75.00 means your child performed better than 75 percent of their cohort – so they are in the top 25 percent.

Eligibility for ATAR

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

- satisfactorily completed an English subject (minimum C grade).
- a student's English result will only be included in the ATAR calculation if it is one of his/her best five subjects.
- accumulated their subject results within a five-year period.
- MODEL 1: 5 General Subjects
- MODEL 2: 4 General Subjects plus one Applied Subject or VET course (Certificate III or above)

ATAR Calculation

The ATAR will be calculated by combining a student's best five subject **scaled scores** using a process of inter-subject scaling.

Inter-Subject Scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. Scaling is based on actual subject achievement data for all Year 12 subjects across the state in a particular year. Consequently, scaling outcomes for individual subjects will vary from year to year. Scaling outcomes for previous years are published by QTAC.

VET and the ATAR (Certificate III, IV or Diploma)

Each VET qualification level (Certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the Certificate III. A completed VET Diploma will be given a higher scaled score than that for a completed VET Certificate IV, which in turn will be higher than the scaled score for a completed VET Certificate III.

Vocational Education and Training Courses (VET)

The College allows students to access VET programs via:

- a timetabled subject (ie Certificate II in Hospitality).
- off campus or online access to courses offered by a Registered Training Organisation (RTO) e.g. TAFE, Sunshine Coast Trade Training Centre (external charges may apply).
- opportunities for students to undertake school-based apprenticeships or traineeships (external charges may apply).

Pathway 1. ATAR 5 Model – Competitive ATAR pathway

Students will achieve an ATAR by choosing 5 or 6 General subjects to achieve the highest scale possible for University entry. Please note, if 5 General subjects are chosen, all must receive a Pass grade or higher to remain in this pathway.

Pathway 2. ATAR 4 + 1 Model – ATAR pathway

Students will achieve an ATAR by choosing 4 General subjects and an Applied or VET course (Cert III or higher) to achieve University entry or pursue a Job pathway.

Pathway 3. Combination program - Non-ATAR pathway

Students can achieve a QCE without gaining an ATAR. This can be achieved through any combination of subjects and Vocational Education and Training. Students must gain 20 QCE points minimum to receive a QCE. This will provide entry to full time vocational and apprenticeship pathways or other job opportunities.

Competitive ATAR Pathway	Options
• 6 General Subjects • 5 General Subjects + 1 Applied Subject* • 5 General Subjects + 1 Options* * Pass grade must be achieved in all General subjects to remain in this pathway	• HeadStart Program @ UniSC • Certificate I & II (VETis funded)
ATAR Pathway	Options
• 4 General Subjects + 2 Applied Subjects • 4 General Subjects + 1 Applied Subject + 1 Options • 4 General Subjects + 2 Options	• HeadStart Program @ UniSC • Certificate I & II (VETis funded) • Certificate III & IV Course • Diploma Studies • School-based Traineeship • School-based Apprenticeship
Combination non-ATAR Pathway	Options
• Combination Program (<4 General subjects) + Applied Subjects or Options	• Certificate I & II Course (VETis funded) • Certificate III & IV Course • Diploma Studies • School-based Traineeship • School-based Apprenticeship

Senior Course Structure

In Years 11 and 12, students will select subjects according to this course structure:

- Subject 1: English **or** Literature **or** Essential English (a <u>literacy</u> subject is compulsory)
- Subject 2: General Mathematics **or** Mathematical Methods **or** Essential Mathematics (a <u>numeracy</u> subject is compulsory)
- Subjects 3,4,5,6: Your choice of <u>four other subjects</u> (may include VET or University courses)

Two Year Program

Subjects across Years 11 and 12 are two-year courses and students' greatest opportunity for success lies in maintaining a commitment to their chosen subjects for the full duration of the course. <u>Subject changes during Years 11 and 12 are strongly discouraged</u>. Students should select subjects which genuinely interest them and for which they have demonstrated the necessary aptitude and work ethic. They should also choose according to necessary prerequisites for their chosen pathway. College staff will provide guidance, advice and support throughout the subject selection process to assist students and families in selecting a suite of subjects.

Choosing Subjects

Students' strengths and aspirations should guide their subject selection decisions.

In choosing subjects, students should consider their:

- **Aptitude (what I am good at):** demonstrated abilities – look at reported grades.
- **Commitment (what I will commit to):** demonstrated work ethic in completing homework, working independently, focusing on learning – look at reported Learning Behaviours.
- **Interests (what I enjoy):** it is easier to maintain motivation when you enjoy what you are doing.
- **Future pathways (what I need):** know the prerequisites for your preferred university course.

Guidelines for Making Subject Changes

The best outcomes for senior studies will be obtained by making wise initial subject choices and continuing with these subjects for the duration of the two-year course.

Subject changes are not recommended during Units 1 and 2 as valuable foundational learning will be missed. Subject changes are not permitted during Units 3 and 4, as this may preclude the student attaining a subject result in the new subject. Subject change requests may be considered during Term One Year 11. Changes between Mathematics or English subjects may be considered at other times on the advice of the Heads of Department.

Students wishing to change a subject must have the approval of their parents and the Head of Secondary School. Each request will be considered on its merits and the decision of the Head of Secondary School will be final.

Subject changes for Years 11 and 12 students may affect their eligibility for a QCE, an ATAR and subject results may be affected. It may also affect prerequisites for further study and limit the student's ability to achieve their preferred post-school options.

Students seeking to change a subject must seek guidance as soon as possible from the Pathways Curriculum Leader. After these initial consultations, a Subject Change Form documenting the student's consultation with the relevant subject teachers and the Student Pathways Coordinator must be submitted to the Head of Secondary School for consideration and possible approval.

School Developed Subjects

These compulsory subjects support the pastoral, Christian and values learning that are core to a wholistic education at Immanuel.

Home Group: The Home Group teacher is the first point of contact and initiates pastoral support and care for students. Where necessary, they may refer a student to an appropriate specialist for advice (e.g. College Counsellor, Student Pathways Coordinator, Learning Enhancement Department (LED) staff). Families are advised to alert the Home Group teacher to changes in a student's life so that support can be provided when necessary.

Life Skills: Students participate in a weekly Life Skills lesson focused on equipping students to develop to their fullest social and emotional capacity. It is developed by our team of pastoral leaders and informed by best practice and current research. It includes training in mindfulness, growth mindset, resilience and wellbeing.

Religious and Values Education (RAVE): RAVE at Immanuel is delivered as a series of retreats emphasising the senior years as a journey across the threshold to adulthood. Students are expected to attend five compulsory RAVE retreat days per year. During this time, they explore issues of faith and values in an extended format. Throughout the retreat series, students will reflect on what they have learned, consider the values that are important to them and how they might become the adults they hope to be. The retreat program will be informed by the learning outcomes contained in Lutheran Education Australia's (LEA) Christian Studies Curriculum Framework and will touch on topics such as:

• Expressions of Spirituality
• Ethics and Decision Making
• Finding Meaning and Purpose
• Stewardship and Service

QCAA Subjects

General Subjects: General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies. General subjects include Extension subjects (e.g. Music Extension). QCAA General subjects are developmental four-unit courses of study. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 1 and 2 provide foundational learning and an opportunity to practice the assessment types for Units 3 and 4. Units 3 and 4 are completed as a pair. Subject results contribute to the ATAR calculations.

Applied Subjects: Applied subjects are typically suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. They include applied learning in real-world or lifelike contexts, community connections and core skills for work. Applied subjects will be assessed differently to the other Applied subjects.

Essential English and Essential Mathematics: A student's result will be based on four internal assessments that count towards their overall subject result. Schools develop three of the internal assessments and the other is a common internal assessment (CIA) developed by the QCAA. The CIA will be marked by the school according to a common marking scheme developed by the QCAA.

Other Applied Subjects: A student's result will be based on four internal assessments that count towards their overall subject result. For all Applied subjects, the result for each assessment task will be an A-E grade. The QCAA will combine these grades to give a final result which is also an A-E grade.

Subjects Offered in 2024 by Department

Subjects will be provided where there are sufficient student numbers and staffing. It may be necessary to run a composite Years 11 and 12 class if numbers are small. This strategy allows the College to offer a broad range of subjects. Some subjects may not run. Where a subject is oversubscribed, previous student performance in a subject will be considered in the subject allocation process.

The list below shows a summary of the subjects that **may be offered** to Year 11 students in 2024 by Department. The final suite of subjects to be offered will be communicated as soon as possible.

Subject	General	Applied	Extension
Design Innovation and Business	- Business - Design - Economics	- Information and Communication Technology - Industrial Technology Skills	
English	- English - Literature	- Essential English	
Health and Physical Education	- Physical Education	- Sport and Recreation	
Humanities	- Geography - Legal Studies - Modern History		
Languages	(see page28)		
Mathematics	- General Mathematics - Mathematical Methods - Specialist Mathematics	- Essential Mathematics	
Science	- Biology - Chemistry - Physics		
The Arts	- Dance - Drama - Film, Television and New Media - Music - Visual Art		Music Extension in Year 12 only (choose one strand – Composition, Performance)

University Courses – UniSC Headstart	Off campus delivery at University of the Sunshine Coast
Vocational Education and Training Courses	**On campus delivery arrangement** Certificate II in Hospitality Certificate IV in Justice External Providers **Off campus or online delivery** Certificate and Diploma courses School-based apprenticeships or traineeships

Biology   General Subject

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

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

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students studying Biology should be aware that due to the course structure and assessment for Units 1 and 2, two QCE credits will be awarded after successful completion of Terms One, Two and Three. Partial QCE credit will not be available after partial course completion. Please take this into consideration when selecting Biology.

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

Prerequisites	Corequisites
C+ grade or better in Year 10 English C+ grade or better in Year 10 Forensics or Oceans, B or better in Materials C+ grade or better in Year 10 Maths (General or Methods Preparation)	Year 11 English: General, Literature or Essential Year 11 Mathematics (General or Methods)

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and Multicellular Organisms	**Maintaining the Internal Environment**	**Biodiversity and the Interconnectedness of Life**	**Heredity and Continuity of Life**
• Cells as the basis of life • Multicellular organisms	• Homeostasis • Exchange surfaces	• Describing biodiversity • Ecosystem dynamics	• DNA, genes and the continuity of life • Continuity of life on Earth

Summative Assessment

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

Business   General Subject

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through authentic and real-life practices, the knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

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.

Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce.

Pathways

The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors.

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.

Prerequisites	Corequisites
C grade or better in Year 10 English	Year 11 English or Literature

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation	**Business Growth**	**Business Diversification**	**Business Evolution**
• Fundamentals of business • Creation of business ideas	• Establishment of a business • Entering markets	• Competitive markets • Strategic development	• Repositioning a business • Transformation of a business

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Chemistry

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. Students studying Chemistry should be aware that due to the course structure and assessment for Units 1 and 2, two QCE credits will be awarded after successful completion of Terms One, Two and Three. Partial QCE credit will not be available after partial course completion. Please take this into consideration when selecting Chemistry.

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, marine science, 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 and interpret evidence.
- investigate phenomena.
- evaluate processes, claims and conclusions.
- communicate understandings, findings, arguments and conclusions.

Prerequisites	Corequisites
C+ grade or better in Year 10 English	Year 11 English: General, Literature or Essential
C+ grade or better in Year 10 Forensics or Oceans	Year 11 Mathematics (General or Methods)
C+grade or better in Year 10 Maths (General or Methods Preparation)	

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical Fundamentals — Structure, Properties and Reactions	**Molecular Interactions and Reactions**	**Equilibrium, Acids and Redox Reactions**	**Structure, Synthesis and Design**
• Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	• Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	• Chemical equilibrium systems • Oxidation and reduction	• Properties and structure of organic materials • Chemical synthesis and design

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative External Assessment (EA): 50% — Examination			

Dance   General Subject

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 kinesthetic 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.

Prerequisites	Corequisites
C grade or better in Year 10 English	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving Bodies	**Moving Through Environments**	**Moving Statements**	**Moving My Way**
How does dance communicate meaning for different purposes and in different contexts?	How does the integration of the environment shape dance to communicate meaning?	How is dance used to communicate viewpoints?	How does dance communicate meaning for me?
• Genres: - Musical theatre - at least one other genre • Subject matter: - meaning, purpose and context - historical and cultural origins of focus genres	• Genres: - Student Choice • Subject matter: - physical dance environments including site-specific dance - virtual dance environments	• Genres: - Contemporary - at least one other genre • Subject matter: - social, political and cultural influences on dance	• Genres: - fusion of movement styles • Subject matter: - developing a personal movement style - personal viewpoints and influences on genre

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% — Examination - extended response			

Design

<div style="text-align: right">

General Subject
</div>

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, landscape architecture, and other creative design and entrepreneurial fields.

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.

Prerequisites	Corequisites
C grade or better in Year 10 English	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in Practice	**Commercial Design**	**Human-Centered Design**	**Sustainable Design**
• Experiencing design • Design process • Design styles	• Explore — client needs and wants • Develop — collaborative design	• Designing with empathy	• Explore — sustainable design opportunities • Develop — redesign

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Drama   General Subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites	Corequisites
C grade or better in Year 10 English	Nil

Structure

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
• Summative external assessment (EA): 25% — Examination - extended response			

Economics General Subject

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision making is core: how to allocate and distribute scarce resources to maximise well-being. Economic literacy is essential for understanding current issues: to make informed judgments and participate effectively in society. Economic models and analytical tools are used to investigate and evaluate outcomes to draw conclusions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies. Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centered on an inquiry approach that facilitates reflection and metacognitive awareness. Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connection with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

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

- comprehend accounting concepts, principles and processes.
- apply accounting principles and processes.
- analyse and interpret financial data and information.
- evaluate accounting practices to make decisions and propose recommendations.
- synthesise and solve accounting problems.
- create responses that communicate meaning to suit purpose and audience.

Prerequisites	Corequisites
C grade or better in Year 10 English C grade or better in Year 10 Maths (General or Methods Preparation)	Year 11 English or Literature Year 11 General Mathematics or Mathematical Methods

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and Models	**Modified Markets**	**International Economics**	**Contemporary Macroeconomics**
• The basic economic problem • Economic flows • Market forces	• Markets and efficiency • Case options of market measures and strategies	• The global economy • International economic issues	• Macroeconomic objectives and theory • Economic management

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

English   General Subject

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

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

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

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness, and intellectual flexibility. These are all 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.

Prerequisites	Corequisites
C grade or better in Year 10 English	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and Texts	**Texts and Culture**	**Textual Connections**	**Close Study of Literary Texts**
• Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	• 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	• 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	• Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Summative Assessment

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

Essential English — Applied Subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites	Corequisites
Nil	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language That Works	**Texts and Human Experiences**	**Language That Influences**	**Representations and Popular Culture Texts**
• Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	• Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	• Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	• Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Summative Assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

Essential Mathematics   Applied Subject

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.

Prerequisites	Corequisites
Nil	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, Data and Graphs	**Money, Travel and Data**	**Measurement, Scales and Data**	**Graphs, Chance and Loans**
• Fundamental topic: Calculations • Number • Representing data • Graphs	• Fundamental topic: Calculations • Managing money • Time and motion • Data collection	• Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	• Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Summative Assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

Film, Television and New Media   General Subject

Film, Television and 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 and 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.

Prerequisites	Corequisites
C grade or better in Year 10 English	Nil

Structure

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
• Summative external assessment (EA): 25% — Examination - extended response			

General Mathematics   General Subject

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.

Prerequisites	Corequisites
C grade or better in Year 10 General Mathematics Preparation	Nil
or D grade or better Year 10 Mathematical Methods Preparation	

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, Measurement and Relations	**Applied Trigonometry, Algebra, Matrices and Univariate Data**	**Bivariate Data, Sequences and Change, and Earth Geometry**	**Investing and Networking**
• Consumer arithmetic • Shape and measurement • Linear equations and their graphs	• Applications of trigonometry • Algebra and matrices • Univariate data analysis	• Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	• Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Summative Assessment

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

Geography   General Subject

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.

Prerequisites	Recommended Corequisites
C grade or better in Year 10 English	Year 11 English or Literature
Recommended Prerequisites	
C grade or better in a Year 10 Humanities subject	

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to Risk and Vulnerability in Hazard Zones	**Planning Sustainable Places**	**Responding to Land Cover Transformations**	**Managing Population Change**
• Natural hazard zones • Ecological hazard zones	• Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	• Land cover transformations and climate change • Responding to local land cover transformations	• Population challenges in Australia • Global population change

Summative Assessment

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

German General Subject

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

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

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

Pathways

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

Objectives

- By the conclusion of the course of study, students will:
- comprehend German to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in German.

Prerequisites	Corequisites
C grade or better in Year 10 German	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Meine Welt	**Unsere Welt erkunden**	**Unsere Gesellschaft**	**Meine Zukunft**
My world	**Exploring our world**	**Our society**	**My future**
• Family/carers and friends • Lifestyle and leisure • Education	• Travel • Technology and media • The contribution of German culture to the world	• Roles and relationships • Socialising and connecting with my peers • Groups in society	• Finishing secondary school, plans and reflections • Responsibilities and moving on

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — Short Rresponse	15%	Summative internal assessment 3 (IA3): Extended response	30%
Summative internal assessment 2 (IA2): Examination — combination response	30%	Summative external assessment (EA): Examination — combination response	25%

Industrial Technology Skills Applied Subject

Manufacturing industries transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including industrial graphics, building and construction, engineering and furnishing. Students engage in applied learning to demonstrate knowledge and skills of the core learning 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 learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other 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, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of automotive, building and construction, engineering, furnishing, industrial graphics and computer aided manufacturing.

Objectives

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

- 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.

Prerequisites	Corequisites
Nil	Nil

Structure

Core Topics
• Building & Construction Skills • Engineering Skills • Furnishing Skills • Industrial Graphics Skills.

Assessment

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

Unit 3	Unit 4
• Practical Demonstration	• Practical Demonstration
• Project	• Project

Information and Communication Technology Applied Subject

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

These environments continue to be transformed by the increasing evolution and impact of ICT. This is a highly dynamic field, subject to unpredictable transformations by emerging technology and requiring constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

Students will apply knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent, and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

Pathways

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

Objectives

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

- Demonstrate practices, skills and processes associated with ICT.
- Interpret client briefs and technical information related to ICT products.
- Select and apply appropriate practices and processes for ICT tasks.
- Sequence processes to develop ICT products in alignment with industry standards.
- Evaluate processes and products, assessing their strengths, implications, and limitations.
- Adapt processes and products based on identified strengths and limitations to better align with industry-specific requirements.

Prerequisites	Corequisites
Nil	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Digital Imaging and Modelling- 2D/3D Images including graphic design and 3D printing	App Development - mobile and web application design	Layout and Publishing - magazine design and production	Web Development - personal and business website design

Assessment

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

Unit 3	Unit 4
Product proposal - Low Fidelity	Product proposal - Low Fidelity
Project - High Fidelity	Project - High Fidelity

Legal Studies   General Subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites	Recommended Corequisites
C+ grade or better in Year 10 English	Year 11 English or Literature
Recommended Prerequisites	
C+ grade or better in a Year 10 Humanities subject	

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond Reasonable Doubt	**Balance of Probabilities**	**Law, Governance and Change**	**Human Rights in Legal Contexts**
Legal foundations	Civil law foundations	Governance in Australia	Human rights
Criminal investigation process	Contractual obligations	Law reform within a dynamic society	The effectiveness of international law
Criminal trial process	Negligence and the duty of care		Human rights in Australian contexts
Punishment and sentencing			

Summative Assessment

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

Literature   General Subject

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

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

Pathways

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

Objectives

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

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

Prerequisites	Corequisites
B grade or better in Year 10 English	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Literary Studies	**Intertextuality**	**Literature and Identity**	**Independent Explorations**
• Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	• Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	• Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	• Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Summative Assessment

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

Mathematical Methods

General Subject

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.

Prerequisites	Corequisites
B– grade or better in Year 10 Mathematical Methods Preparation	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, Statistics and Functions	**Calculus and Further Functions**	**Further Calculus**	**Further Functions and Statistics**
- Arithmetic and geometric sequences and series 1 - Functions and graphs - Counting and probability - Exponential functions 1 - Arithmetic and geometric sequences	- Exponential functions 2 - The logarithmic function 1 - Trigonometric functions 1 - Introduction to differential calculus - Further differentiation and applications 1 - Discrete random variables 1	- The logarithmic function 2 - Further differentiation and applications 2 - Integrals	- Further differentiation and applications 3 - Trigonometric functions 2 - Discrete random variables 2 - Continuous random variables and the normal distribution - Interval estimates for proportions

Summative Assessment

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

Modern History   General Subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

Prerequisites	Recommended Corequisites
C+ grade or better in Year 10 English	Year 11 English or Literature
Recommended Prerequisites	
C+ grade or better in a Year 10 Humanities subject	

Structure

Two topics are studied per unit.

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world	**Movements in the modern world**	**National experiences in the modern world**	**International experiences in the modern world**
• French Revolution, 1789–1799 • Russian Revolution, 1905–1920s	• Australian Indigenous rights movement since 1967 • Women's movement since 1893	• Germany,1914–1945 • China, 1931–1976	• Cold War, 1945–1991 • Australian engagement with Asia since 1945

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Music   General Subject

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

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

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

Pathways

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

Objectives

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

- demonstrate technical skills.
- explain 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.

Prerequisites	Corequisites
C grade or better in Year 10 English	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs	**Identities**	**Innovations**	**Narratives**
Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:	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?	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?	How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Summative Assessment

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

Music Extension (Composition) Year 12, 2024 General Subject

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

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

Pathways

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

Objectives

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

- apply literary skills.
- evaluate music and ideas about music.
- examine music and ideas about music.
- express meaning, emotion or ideas about music.
- apply compositional devices.
- manipulate music elements and concepts.
- resolve music ideas.

Prerequisites	Corequisites	Excluded Subjects
B+ grade or better in Year 11 Music Letter of application with composition folio	Year 12 Music	Music Extension (Performance)

Structure

Unit 3	Unit 4
Explore	**Emerge**
• Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	• Key idea 3: Independent best practice

Summative Assessment

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

Music Extension (Performance)　　　　Year 12, 2024 General Subject

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

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

Pathways

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

Objectives

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

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

Prerequisites	Corequisites	Excluded Subjects
B+ grade or better in Year 11 Music Letter of application with performance audition	Year 12 Music	Music Extension (Composition)

Structure

Unit 3	Unit 4
Explore	**Emerge**
• Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	• Key idea 3: Independent best practice

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% — Examination - extended response			

Physical Education | General Subject

In Physical Education, students will engage in a range of physical activities to develop movement sequences and movement strategies. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Students learn about the subject matter through authentic performance environments in physical activities, classroom-based activities, field studies, laboratory work, excursions, community events, technology-enhanced learning tasks and outside-school experiences. Learning opportunities, where possible, should relate to the students' experiences to enable them to make meaning of the subject matter. Students can apply their learning to increasingly diverse and less familiar circumstances to make decisions about and reflect on strategies.

Pathways

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work.

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

Prerequisites	Corequisites
C grade or better in Year 10 Health and Physical Education	Year 11 English or Literature
C grade or better in Year 10 English	

Structure Course structure Physical Education is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and **biomechanics** integrated with physical activity	**Sport psychology** and **equity** integrated with physical activity	**Tactical awareness**, **ethics and integrity** integrated with physical activity	**Energy, fitness and training** integrated with physical activity

Physical Activities

The physical activities that could be assessed and contribute to **18%** of the total **summative** grade may include: Volleyball, Touch Football, Badminton, Netball/Basketball and Triathlon /Duathlon.

- Other sports and activities such as Soccer, Archery, Lawn Bowls, Golf, Rock Climbing and Water Polo could be used as a platform to collect data that will be used to provide evidence in their investigation reports and projects.
- Approximately **50%** of the allocated class time is utlised for practical activities.

Summative Assessment

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

Physics   General Subject

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

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

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

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

Students studying Physics should be aware that due to the course structure and assessment for Units 1 and 2, two QCE credits will be awarded after successful completion of Terms One, Two and Three. Partial QCE credit will not be available after partial course completion. Please take this into consideration when selecting Physics.

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.

Prerequisites	Corequisites
C+ grade or better in Year 10 Science B grade or better in Year 10 Mathematical Methods Preparation C+ grade or better in Year 10 English	Year 11 English or Literature Year 11 Mathematical methods

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, Nuclear and Electrical Physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	Linear Motion and Waves • Linear motion and force • Waves	Gravity and Electromagnetism • Gravity and motion • Electromagnetism	Revolutions in Modern Physics • Special relativity • Quantum theory • The Standard Model

Summative Assessment

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

Specialist Mathematics   General Subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites	Corequisites
B grade or better in Year 10 Mathematical Methods Preparation	Year 11 Mathematical Methods

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 • Combinatorics • Vectors in the plane • Introduction to proof	**Complex Numbers, Trigonometry, Functions and Matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical Induction, and Further Vectors, Matrices and Complex Numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further Statistical and Calculus Inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Summative Assessment

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

Sport and Recreation — Applied Subject

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing. Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games.

The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives. Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

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

Syllabus objectives

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

- Investigate activities and strategies to enhance outcomes.
- Plan activities and strategies to enhance outcomes.
- Perform activities and strategies to enhance outcomes.
- Evaluate activities and strategies to enhance outcomes.

Prerequisites - nil   Corequisites - nil

Structure - Sport and Recreation is a four-unit course of study. Optional units of study may include:

Unit Option	Unit Option
A: Aquatic recreation	G: Event Management
B: Athlete development and well-being	H: Fitness for sport and recreation
C: Challenge in the outdoors	I: Marketing and communication in sport and recreation
D: Coaching and officiating	J: Optimising performance
E: Community Recreation	K: Outdoor leadership
F: Emerging trends in sport, fitness and recreation	L: Sustainable outdoor recreation

Possible Activities

The Sport and Recreational activities offered may include Hiking, Fishing, Fitness and Training, Surfing, Stand Up Paddle Boarding, Snorkeling, OzTag, Touch, AFL, Soccer, Volleyball, Tennis, Table Tennis, Badminton, Expedition Planning, First Aid and other relevant activities. Performance contributes to 50% of the overall grade.

Possible Assessment

Assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including 2 Projects and 2 Performance assessment instruments:

Unit 3	Unit 4
Project - Investigation and session plan	Project - Investigation and session plan
Performance – Performance and Evaluation	Performance – Performance and Evaluation

Visual Art   General Subject

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

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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

Objectives

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

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

Prerequisites	Corequisites
C grade or better in Year 10 English	Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as Lens	**Art as Code**	**Art as Knowledge**	**Art as Alternate**
Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:
• Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	• Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	• Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	• 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

Summative Assessment

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

University Courses: Headstart Program – University of the Sunshine Coast

A Headstart course at the University of the Sunshine Coast is an advanced course of study. It does not contribute to an ATAR, but does contribute to a QCE, and the courses completed will be applicable towards the associated Degree. Immanuel may offer Years 11 and 12 students the opportunity to study one or two university subjects whilst still at school. Students must attend the required lectures or tutorials for their subject at the university whenever they are scheduled, which may mean some time off school or out of hours to attend, and the required transportation.

Prerequisites

Some courses have prerequisites. Students may be required to have completed relevant high school study or sit an assessment to determine his/her skill level, to meet a course prerequisite. Course prerequisites are listed online under each course description (where applicable).

Benefits

The Headstart program offers students an opportunity to trial university study while still at school, enhance their educational performance and explore various careers to prepare for future study. Course credit can be gained towards a future degree.

Cost

The first Headstart course will be free. For any subsequent course a fee will be charged by the university (approximately $400). In addition to the Student Services and Amenities Fee, there may also be costs associated with textbooks and course materials. Some scholarships are available.

Assessment

All assessment is conducted, and moderated by UniSC. Headstart courses are undertaken in the standard University semester dates.

Further Information

Further information can be obtained from UniSC here or from the Pathways Curriculum Leader.

QCE Contribution

Students who complete a semester university course at a satisfactory level (equivalent of a Pass grade or better) will gain two QCE credits.

unisunshinecoast

@unisc.australia

UniSunshineCoast

@usceduau

Got questions?
We're here to help.

Tel: 07 5430 2890
Email: information@usc.edu.au
Visit: usc.edu.au/headstart

University of the Sunshine Coast | CRICOS Provider Number: 01595D

Vocational Education and Training (VET) Qualifications

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student involvement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF). Courses are provided by external Registered Training Organisations (RTO's).

VET in Schools (VETis) funding is available for students undertaking their initial Certificate I or II course. However, fees charged will vary according to the option selected. If a student withdraws from a course provided by an external Registered Training Provider they may not be refunded. Students and parents should carefully read their refund policy as outlined by the RTO. All RTO's must have a Complaints and Appeals Policy which will be outlined in their VET Student Handbook.

Through VET studies, students will gain familiarity with employment and workplaces, often through placement. They will receive a nationally recognized Certificate and will receive QCE credits towards their chosen pathway. In addition, they will gain interpersonal skills and workplace skills.

Enrolling in a VET course will require College approval, submitting applications, receiving confirmation and documentation. There will also usually be a requirement to attend information sessions and Vocational Placement hours at a workplace. Enrolment to courses usually opens in Term Three for the following year. The steps to enrolment should be finalized before the end of this year.

Sudents at Immanuel Lutheran College can access VET via the below options:

Option 1 – In-house VET course

Choose a course on offer on campus which is delivered by Immanuel Lutheran College staff under an external RTO.

- SIT20316 Certificate II in Hospitality (Smartskill Pty Ltd 5710)
- 10283NAT Certificate IV in Crime and Justice (Unity College 32123)

Option 2 – External VET course

Choose a course that is delivered by qualified trainers through an external RTO. Some courses may require the student to attend one day per week at the RTO. Examples include:

- Sunshine Coast Technical Trade Training Centre (SCTTTC)
- TAFE Queensland courses

Option 3 – School-Based Apprenticeships and Traineeships (SATs).

Find an employer, and choose a course to undertake a school based traineeship or apprenticeship. Students will attend their workplace for one day per week, and complete some of their associated training at the workplace or at school.

- It is the responsibility of the student to find a suitable employer
- Please contact the Pathways Curriculum Leader for further information

Roles and Responsibilities of the College:
- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training.
- Will follow all human resource policies and regulations which may mean changes in modes of delivery and/or cancellation of courses if the particular qualifications are not held by staff due to staff changes and transfers. All efforts will be taken to ensure course completion in line with the relevant VQF policy.
- Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.

Roles and Responsibilities of the Student:
- Make a serious commitment to studies undertaken, agree to attempt all units of study and manage time to achieve goals.
- Participate in logged structured workplace learning as arranged by RTO and yourself.
- Meet the expectations and demands of the college in terms of participation, cooperation, punctuality and successful submission of work.
- Meet all aspects of workplace health and safety requirements.
- Demonstrate perseverance and persistence in all tasks.
- Maintain the high standard of behaviour and conduct of Immanuel Lutheran College when participating in courses conducted by external RTO's.

Certificate II in Hospitality (SIT20322)

(RTO – SmartSkill Pty Ltd -5710)
Delivered and assessed by Immanuel Lutheran College staff
Provide Responsible Service of Alcohol will be delivered by SmartSkill Pty Ltd (5710)

QCE Credit Points - 4

NATIONALLY RECOGNISED TRAINING

Subject type: VET Qualification	Duration: Two Years

Qualification Description:	Hospitality is a stand-alone VET subject. This subject does not contribute to an OP but contributes to a Selection Rank and a QCE (4 credits). Certificate II in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework. This front of house qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions with the hospitality industry. **AIMS OF COURSE:** To become competent in a variety of Front of House competencies. To gain an understanding of the structure, scope and roles in a range of Hospitality operations. To gain an understanding of styles of food service, distribution, packaging and marketing. To provide skills in the planning, preparation and service of food. To demonstrate appropriate work methods and use of equipment and utensils.
Entry Requirements:	There are no formal qualification entry requirements. Ability to work in an industry environment and handle industry standard equipment. Compliance of Code of Conduct requirements of Immanuel Lutheran College. Compliance with any directions on work, health and safety matters.
Qualification Packaging Rules:	To be awarded the SIT20322 Certificate II Hospitality, competency must be achieved in twelve (12) units of competency – six (6) core units of competency and six (6) elective units of competency. (Additional electives listed and used at the RTO's discretion)
Core (6) and Electives (6):	**CORE:** BSBTWK201 Work effectively with others SITHIND006 Source and use information on the hospitality industry SITHIND007 Use hospitality skills effectively SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices	**ELECTIVES:** SITXFSA005 Use hygienic practices for food safety SITHCCC024 Prepare and present simple dishes SITHGAM022 Provide responsible gambling services SITHFAB021 Provide responsible service of alcohol SITHFAB022 Clean and tidy bar areas SITHFAB023 Operate a bar
Learning experiences can include:	Classroom Activities in simulated training work environments Face to face in a commercial work site
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: Direct observation checklist Product resulting from an activity Direct verbal or written questioning checklist Reports from workplace supervisor
Pathways:	Study of Certificate II in Hospitality provides pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.
Student Requirements:	Students are required to purchase a long-sleeved white business shirt, ILC Hospitality apron and the Hospitality & Commercial Cookery Portfolio workbook from the College Uniform shop. They also require a pair of long black trousers to be worn with the uniform. Students must apply for a USI (Unique Student Identifier). Students MUST undertake 12 service periods (12 shifts x 3 hours minimum).
Fees:	This course is fully funded through the VETiS (Vocational Education and Training in Schools) program. Queensland secondary students can access this funding for one VET course while at school. Students considering undertaking training with other Registered Training Organisations (RTO) should inform them that their VETiS funding will be directed to ILC students via SmartSkill Pty Ltd.
Further Information:	Contact the Student Pathways Coordinator or Hospitality Teacher for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.
Service Agreement:	This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Hospitality as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (June 2023)

CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Unity College - 32123)

QCE Credit Points - 8

NATIONALLY RECOGNISED TRAINING

Certificate IV in Justice Studies	Duration: 2 years
Qualification description:	Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. Aims: The Certificate IV in Justice Studies course is designed to: • provide students with a broad understanding of the justice system • develop the personal skills and knowledge which underpin employment in the justice system.
Entry requirements:	Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills
Qualification packaging rules:	To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.
Units of Competency delivered:	1. NAT10971001 Provide information and referral advice on justice-related issues 2. NAT10971002 Prepare documentation for court proceedings 3. NAT1097003 Analyse social justice issues 4. BSBXCM401 Apply communication strategies in the workplace 5. PSPREG003 Apply Regulatory Powers 6. BSBLEG421 Apply understanding of the Australian Legal System 7. BSBPEF402 Develop personal work priorities 8. BSBLEG523 Apply legal principles in tort law matters 9. PSPREG010 Prepare a brief of evidence 10. BSBLDR414 Lead team effectiveness or PSPREG012 Gather Information through interviews
Learning experiences:	Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory workshops with industry professionals **Technology required: access to the internet**
Assessment:	Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.
Pathways:	The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.
Course Costs:	$750 up-front fee (This information is correct at time of publication but subject to change)
Further information	Refund Policy: Refund for students exiting a certificate course is on pro rata basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g., a medical certificate or show extreme personal hardship). Applications for a refund are made to the Unity College Principal and are at the discretion of the Principal. This information is correct at time of publication but subject to change (June 2023)

Immanuel
Lutheran College

Walk as Children of the Light