Senior Subject Selection Handbook

2021 - 2022

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Introduction from The Head of College (7 – 12)

Dear Parents and Students,

Students in Year 10 are about to embark on the final two years of their secondary education. It marks the end of the compulsory phase of learning and the start of the *earning or learning* compulsory participation phase. It will require students to make decisions about possible pathways for their future and select appropriate subjects and/or courses to ensure success in their chosen pathway.

Students are already aware that the senior phase of learning is demanding and challenging. As students move into Year 11, we encourage them to thrive on the responsibilities and commitments that they will face and to undertake their studies knowing that their chosen pathways will provide a springboard into their future living, learning and employment.

It is hoped that students feel prepared to make these decisions based on the breadth of learning and opportunities offered by the College to date. The College careers program is designed to provide students with increasing clarity and self-awareness around their goals and areas of possible interest to explore in their post compulsory schooling. Ultimately, students should choose subjects and/or courses that make the most of their special talents, interests and abilities.

This handbook is designed to assist students and their parents/guardians in choosing an appropriate pattern of study for Years 11 and 12. At this level of education students are encouraged to be realistic in their choices and take responsibility for their own learning. The Senior Subject Selection Handbook contains information about options after senior schooling and how best to prepare for work or tertiary education. The Handbook also includes specific information about each subject and advice on how best to choose subjects for Years 11 and 12.

This handbook is part of a planned process of subject selection for Years 11 and 12. It is complemented by the student subject information sessions; parent information evenings and discussions with teachers, Pathways Leaders, Assistant Principal Senior Phase and the Guidance Counsellors. Other sources of information such as the Unity College Careers website, QTAC website and My Path program will also assist you. This process will culminate in the completion of a Senior Education and Training Plan (SET Plan) which will be the focus of an interview conducted in Term Three with a school SET Planner, the student and their parent/guardian.

Unity College offers a broad range of subjects and experiences, forming purposeful pathways for our learners. The curriculum is designed to enable students to select a pattern of study that will allow them to move from secondary education into university or other tertiary study, apprenticeships and traineeships, meaningful employment or a combination of these.

Students, Years 11 and 12 are vital, challenging and exciting years of secondary school. Remember you are selecting subjects for a **two-year course** and need to consider realistically the options available. Accept the guidance of your parents and teachers and use your own knowledge about yourself in finding a course that is most suited to you. Choosing well will not only affect your results, but also how you feel about yourself.

Yours sincerely,
Mr Sam Anderson
Head of College (7-12)

The College Mission Statement

Unity College aims to be a welcoming and supportive community of people who respect ourselves, others and the environment. This is evidenced through our Mission Statement of:

"We are a learning community, inspiring, uniting and succeeding through Christ."

Student Faith Formation

As an Ecumenical College, Unity College seeks to provide a developmental experience of the wisdoms of both the Catholic and Uniting Churches for students and their families. Our College endeavours to be a place where all involved encounter the mission and outreach of both traditions through supportive pastoral care and the experience of a rich Christian community. The charism of Unity's unique Celtic Christian Spirituality is based on our six virtues: Welcome, Prayer and Contemplation, Circle, Reverence for Nature, Hospitality, Wonder and Awe. The two core participating traditions journey together towards the unity Christ desires for all by identifying common Church teachings, while at the same time recognising and celebrating the differences that exist in each denomination.

Student Wellbeing

Student wellbeing is an integral part of the College Mission. It is experienced whenever the people within our community interact to make positive choices. Pastoral Care draws together all aspects of student wellbeing – spiritual, academic, social and physical. At its centre are meaningful relationships that are built on trust and compassion. Programs are in place to assist each student to develop into young men and women who can, and will, contribute to both the local and global communities. An underlying principle of Pastoral Care is that each student is an individual with particular needs; and it is the day to day care of each student and their needs that is paramount.

At Unity College, when your child is enrolled, they are placed into a Pastoral Care group and a House Group. The Pastoral Care group meets daily, each morning, with their Pastoral Care teacher. Pastoral Care teachers come to know your child well. These relationships are particularly important at transition times in your child's time at Unity College. Your child's Pastoral Care teacher and peer group can offer support and encouragement during the difficult times, as well as celebrate the good times in life.

The **Pastoral Care** structure provides students the opportunity to pray, gather, relate, prepare and be active (spark). Each year level engages in a range of activities and programs to promote student wellbeing. This will include a mix of retreats, incursions, excursions, camps and guest presenters.

As our Senior students grow and develop, our aim is to assist them to come to know and understand themselves more, so they are ready to face the challenges beyond school. Our student wellbeing programs help us to achieve this goal.

Senior Subject Selection – 3 Step Process

At Unity College the process of planning for learning post Year 10 involves the 3 steps outlined below. In the pages following, detailed information is provided on: pathway options, subject selection information and subject descriptions. To complete your draft SET Plan online (Step 2) go to https://client.subjectselectiononline.com.au/?school=jm2sr

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• Step 1 - Information and Instruction given
 Year 10 students will have access to:
 • Personal Development Classes (Career Development)
 • A Parent Information Session and
 • Career and subject information sessions including exposure to QTAC My Path and the Unity College Careers website in order to:

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• Step 2 - Begin a draft online SET Plan
•Go to https://client.subjectselectiononline.com.au/?school=jm2sr
•Choose a Senior Learning Pathway
•Choose preferred senior subjects
•Participate in a 30 minute one-on-one interview with a Unity College SET Planner
•Confirm Senior Learning Pathway
•Confirm preferred senior subjects

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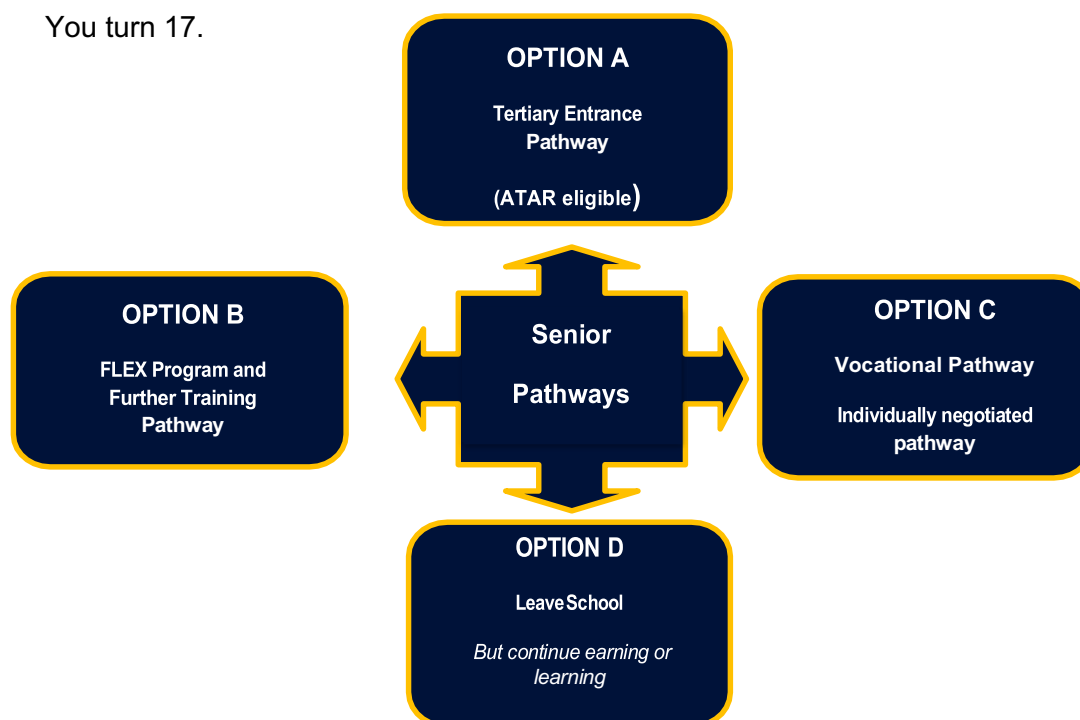**• Step 3 - Next Steps for Year 10 Students and families:**
•Perceived mismatches between pathway/subject selection and student are identified and further interviews occur
•Students are informed of their preliminary selections
•Negotiations are conducted where there are subject clashes
•Families reflect on selections and access further pathways counselling if required.

Choosing a Senior Pathway

There are a number of possible senior pathways that a student may take through Years 11 and 12.

By law, you are required to be *earning or learning* until:

i. You gain a Senior Certificate, Certificate III or Certificate IV; **OR**

ii. You have participated in eligible options for 2 years after completion of your compulsory education **OR**

iii. You turn 17.

OPTION A

Tertiary Entrance Pathway

(ATAR eligible)

OPTION B

FLEX Program and Further Training Pathway

Senior Pathways

OPTION C

Vocational Pathway

Individually negotiated pathway

OPTION D

Leave School

But continue earning or learning

Please note:

- Options A, B and C provide opportunities for students to bank credits into their learning account to contribute towards their Queensland Certificate of Education (QCE) and Senior Education Profile. (refer inside front cover for information on the Senior Education Profile).
- Option A (ATAR eligible pathway) requires satisfactory completion of five General subjects, or four General subjects plus one Applied subject or VET course at AQF Certificate III level or above. Please consider tertiary prerequisites (step 3 on page 10) before making your subject selections.
- Option D must be considered very carefully. Early school leavers should be aware of the difficulties encountered in securing full time permanent employment. We would strongly recommend you seek advice prior to making this decision.
- The Flex program is designed to support students who are seeking to prepare for meaningful employment directly following Year 12. It involves students studying a package of:
  - o Essential English
  - o Essential Mathematics
  - o Religion & Ethics
  - o Plus 3 other learning options, which could include school subjects, certificate courses or training.

Choosing Senior Subjects

This section has been compiled to help students make informed decisions about their course of study for the Senior Phase of Learning.

The selection process requires you to make a number of key decisions that will be important for your future. In making choices, you should consider subjects:

- you enjoy
- you are good at
- which reflect your interests, abilities, skill level and academic application
- which will challenge you to optimise your talents and opportunities
- which will meet the needs or demands of your intended pathway
- which will keep your options open, and
- which will develop skills, knowledge and attitudes useful throughout your life.

The First Steps (1-6)

1. Consider your abilities and interests

Know what you like, what you want and what you can do.

It is common knowledge that students will perform better and be more engaged with their learning if they have an interest in the subject and experience success. For this reason, before considering a career or choosing a pathway, you and your parent/guardian should reflect on what it is you enjoy, you are good at and what you are interested in. This will provide a good basis and foundation for establishing possible careers or future directions. The academic reports will give some indication of your strengths and weaknesses. It should provide evidence of your suitability for senior courses.

2. Find out about career pathways

It is helpful to have a few career ideas in mind before choosing subjects. If you are uncertain at this time, seek advice in selecting subjects that will keep several career options open to you. Mrs Beard, Mrs Paton, Mrs Christie or Mr Webb will be able to assist with suggestions about how to approach your career decision-making.

You will need to research the relevant pathway to your chosen career or possible goals. What skills, knowledge and qualifications will you need? Knowing this will help to inform your course of study.

The following information provides supporting resources to find out more about career pathways.

Careers

☆ **myQCE** https://myqce.qcaa.qld.edu.au/ is a website established by the Queensland Curriculum and Assessment Authority (QCAA) to give students access to their learning accounts and results, as well as accurate, current and useful information about careers and pathways for students and parents.

☆ The Unity College Careers website https://unitycollegecareers.com.au/ is your one-stop shop for information on a wide range of pathways options.

- ☆ The National Career Information system called **myfuture.** https://myfuture.edu.au allows students to build a career profile and explore occupations and industries.
- ☆ Careers Bullseye Charts:
  https://myfuture.edu.au/bullseyes
- ☆ An electronic version of the Good Careers Guide enables exploration of more than 400 job descriptions to find careers that match your skills and interests: https://www.goodcareersguide.com.au/

Courses

- ☆ The Queensland Tertiary Admissions Centre (QTAC) Guide provides useful information on tertiary courses (Uni, TAFE, private institutions) and prerequisites. https://www.qtac.edu.au/
- ☆ My Path is an innovative tool that helps Year 10 students choose their senior subjects, determine their ATAR eligibility and check whether their senior subject selection will meet prerequisites for courses they may want to pursue after Year 12. This program will also assist with post-secondary planning for those students who are not tertiary bound. It is important that students review this information. https://www.qtac.edu.au/atar-my-path/my-path
- ☆ Queensland TAFE https://tafeqld.edu.au/

3. Consider the subjects and courses that align to your career goals

It is important to make note of any prerequisites for future study or work. These need to be taken into account when selecting subjects for Years 11 and 12 and can be accessed via the QTAC website.

In addition, students seeking entrance into university should make note of any requirements regarding ATAR (Australian Tertiary Admission Rank) and any other prerequisites (e.g. folio or audition).

4. Consider the subjects and courses offered by the College

Unity College offers General and Applied subjects and Vocational Education and Training (VET) Certificate courses. Information on these subject types can be found under the heading 'Senior Subjects' which follows this section. The subjects/courses which will be offered have been carefully selected to enable you to undertake different pathways. It is also important to consider 'like' subjects with similar skillsets and ways of thinking and working as alternatives for each other.

All of the subjects and courses offered by the College will appear on your Senior Statement issued at the completion of Year 12. In addition, they will all contribute credit towards attaining a Queensland Certificate of Education, if the minimum standard is achieved.

5. Keep your options open

The future is uncertain. At fifteen, very few people know what they want to do once they finish school. There are so many variables that intervene between Year 10 and the end of Year 12. Student interests change, students become more aware of their aptitudes and abilities, the number of tertiary places and employment opportunities fluctuate and government policy changes. It is, therefore, sensible to continually seek further knowledge for yourself of the careers available, in order to keep your options open.

Strategies to keep your options open include:

- aiming for the highest standard of which you are capable and working as hard as you can in Years 11 and 12. The better your results, the more choices you have.

- having a range of contingency plans. Don't aim for one career choice alone; rather, have a number of other ideas and be sure that you include the subjects required for these. Try to set yourself for entry to courses at various levels (degree, associate diploma, certificate), and also cover yourself for related careers and employment that you might enter directly from Year 12.

- if a number of subjects seem equally interesting and you cannot decide; considering whether any of these subjects will add a useful vocational skill or make you eligible for another group of possible courses.

6. Refer to your SET Plan (Senior Educational and Training Plan)

All students are in the process of completing a SET Plan. This is an individual learning plan of action to achieve success in the Senior Phase of Learning. It acts as a map for the student and will be regularly reviewed. It will be a reference for each student to ensure they make informed decisions about their futures throughout their senior years.

Types of senior subjects

The College offers 3 types of subjects/courses to students: General subjects, Applied subjects and VET Certificate subjects. A detailed explanation of every subject offered is contained within the individual subject pages of the handbook.

The QCAA develops General and Applied subjects. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

A VET qualification (Cert II, III, IV or diploma) can be used in two ways:
1) It will be incorporated into the ATAR calculation; and/or
2) the qualification may be used on its own to gain entry to a tertiary course. Each institution in Queensland has its own policy for this.

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

General syllabuses

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

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

Senior External Examination

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

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

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

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

Underpinning factors

All senior syllabuses are underpinned by:

* literacy — using language and text to make and convey meaning
* numeracy —use of mathematics in a wide range of situations.

General syllabuses

In addition to literacy and numeracy, General syllabuses are underpinned by:

* 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses

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

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA

- common to all schools

- delivered to schools by the QCAA

- administered flexibly in Unit 3

- administered under supervised conditions

- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

Underpinning factors - Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational Education and Training (VET)

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 Quality Framework (VQF).

Participating in VET can:
- provide credit points towards the attainment of a Queensland Certificate of Education, and /or the attainment of a nationally recognised VET qualification
- receive an industry specific vocational Certificate or Statement of Attainment
- support students' transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):
- obtaining practical experience from work
- gaining familiarity on how a workplace operates
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

Students at Unity College can access VET in a number of ways. These include:
- enrolling in Unity College (32123) Registered Training Organisation (RTO) courses
- enrolling in course with RTOs who have a partnership with Unity College
- through a School-Based Traineeship or Apprenticeship
- through courses offered by the Sunshine Coast Technical Trade Training Centre
- enrolling in TAFE Queensland and other RTOs offering VET in Schools programs.

VET in Schools allows students to remain at school while completing vocational training. There are a number of enrolment options.

Enrolment Options

Most VET options are either timetabled within Unity College offerings or scheduled one full day or half day externally. The delivery model of specific VET courses is detailed in the individual subject information pages.

Access to the following VET courses generally require one full or half day out of school. These courses are delivered by qualified trainers from external RTOs either at Unity College or at the RTO's location. For example:
- Certificate II in Health Support Services, Certificate II in Community Services and Certificate III in Health Services Assistance – Connect 'n' Grow Training
- Diploma of Business – Prestige Training Services
- Sunshine Coast Technical Trade Training Centre (SCTTTC)
- TAFE Queensland VET in Schools (VETiS) courses or short courses
- Qld School of Film and Television

Many of these courses require:
- attendance at information sessions
- submitting an application
- receiving confirmation of a placement into the course
- supporting documentation from Unity College to validate student enrolment.

There are limited numbers in many of these courses, so it is important that you complete an expression of interest by the given dates. Contact the VET Leader for further information.

School-Based Apprenticeships and Traineeships

School-Based Apprenticeships and Traineeships (SATs) require one day out of school each week in the workplace. These opportunities are regularly promoted via the School Portal notices and the Unity College Careers Facebook page. Contact the VET, Pathways and Transitions Officer for further information.

Vet Student Handbook

Unity College will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

Roles and Responsibilities

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 in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies (refer to VET Student Handbook for further information).
- 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.

Complaints and Appeals Policy

Unity College has a complaints and appeals policy specific to the RTO operations. A complaint can be made to the college Registered Training Organisation (RTO) regarding the conduct of
- Unity College, its trainers, assessors, or other school RTO staff
- students of Unity College
- any third parties providing services on behalf of Unity College (if relevant).

An appeal can be made to Unity College to request a review of a decision, including assessment decisions. Unity College will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process.

All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Unity College considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter. If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals should be directed to the Principal as CEO of Unity College via pscaloundra@bne.catholic.edu.au.

Students Roles and Responsibilities

Students are asked to:
- make a serious commitment to studies undertaken
- attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt
- participate in structured workplace learning as arranged by the school
- meet the expectations and demands of the college in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct
- meet all aspects of work health and safety requirements
- be willing to work in team environments
- demonstrate perseverance and persistence with regard to all tasks
- maintain the high standard of reputation of Unity College when participating in courses delivered by external RTOs
- have a suitable device (laptop) to be able to participate fully in the learning environments and activities offered by the Certificate courses.

Enrolment and Admission

Access to VET Certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards. Students must meet the minimum levels of achievement where indicated for enrolment.

Payment of Certificate Course Costs

Certificate courses offered at Unity College come from a range of Registered Training Organisations (RTOs) including but not limited to Unity College. Costs will vary from course to course.

In most cases payments for Certificate courses will be collected via the invoicing on student levies and will be split over the semester or year of study. Unity College will also collect the payments for some of the external RTOs in this way. Some courses will require payment via the link on the Unity College website and in some cases, RTOs will invoice families individually. Please contact the RTO Manager should you require further information regarding this.

Once Unity College has been invoiced for your student's participation in the course, the external RTO's refund policy applies.

Some courses will be eligible for VETiS (VET in Schools) funding. The courses advertised as

VETiS funded in this guide are only applicable if you have not accessed VETiS funding in the past. Students are only eligible for VETiS funding once. If they enrol in multiple courses a Fee for Service will be determined and invoiced accordingly.

All courses are subject to a minimum number of students participating in the course for the course to run. To ensure a smooth process of establishing class lists and class numbers to all RTO providers, it is necessary that subject selection due dates are met.

Please refer to individual Certificate course descriptions for a more detailed breakdown of course costs and how they are collected.

Unity College Refund Policy

Refund Policy for course Delivered where Unity College is the Registered Training Organisation
Refund for students exiting a certificate course is on a pro rata basis related to the costs incurred of 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 showing extreme personal hardship). Applications for refund are made to the College Principal in writing and are at the discretion of the Principal.

Refund Policy for course delivered where the provider is an external Registered Training Organisation (RTO)
Once Unity College has been invoiced for the student enrolment in the course, any refund for withdrawal from the course must be sought directly with the provider. Students and parents should carefully read their refund policy as outlined by these providers. Please note: Some course costs are based on minimum numbers of students enrolling and withdrawals that put class size below the minimum will not be able to be refunded.

Senior Curriculum Structure

Students in Year 11 and 12 study six subjects and/or courses.

It is advisable that students are making senior subject selections that align with their developing skillset in Year 10.

1. All students MUST select a subject in the three core areas below:

Religion
- Study of Religion
- Religion and Ethics
- Certificate III in Christian Ministry and Theology

English
- English
- Literature
- Essential English

Mathematics
- General Mathematics
- Mathematics Methods
- Essential Mathematics
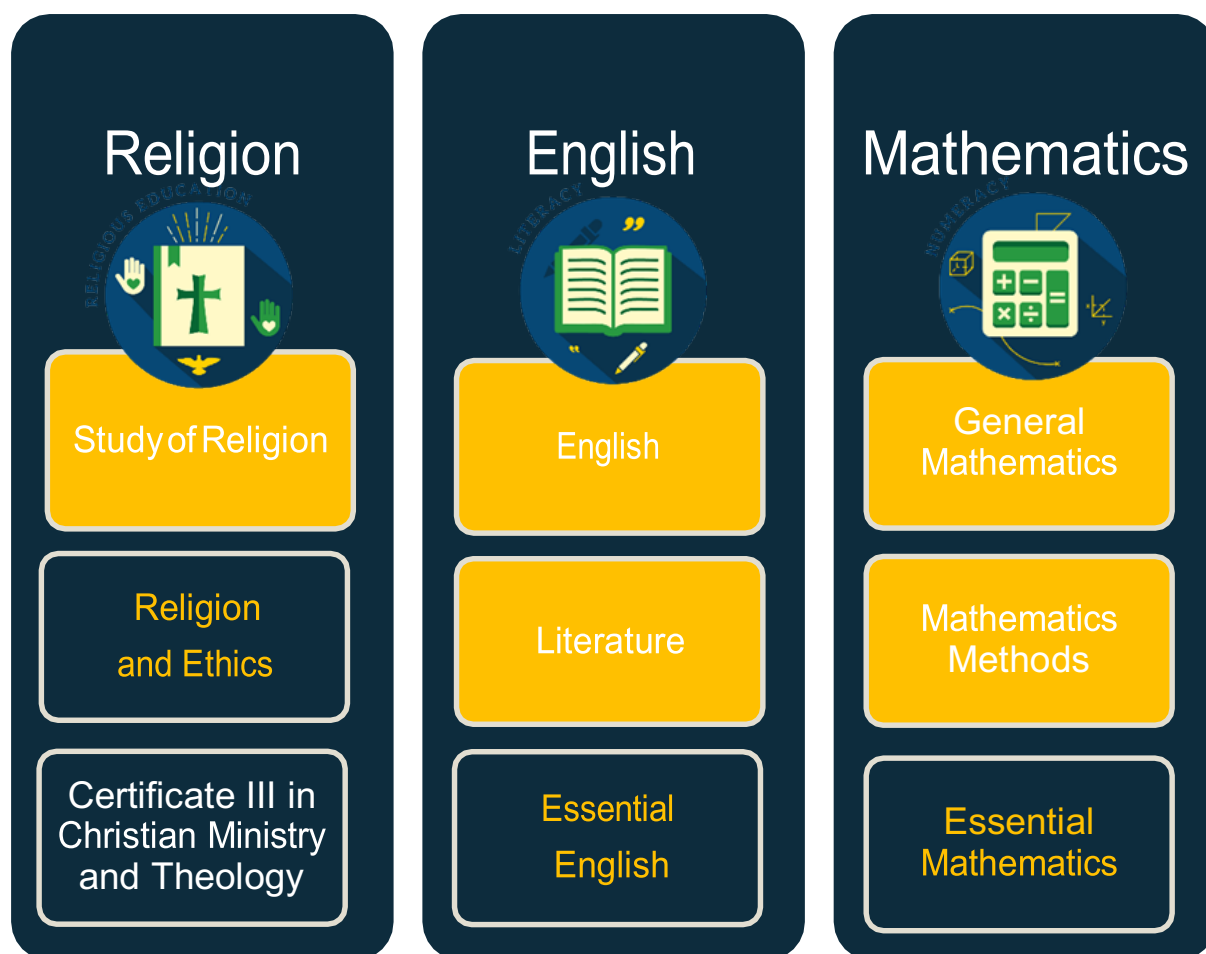
2. Students also study <u>three</u> elective subjects and/or courses.

- Students are to choose 3 more subjects to fulfil their course of study.
- These must be nominated in order of personal priority.
- Elective Subjects could include General, Applied or VET.

Elective subjects could also include a School-Based Apprenticeship or Traineeship (SAT) or a Certificate course offered by another Registered Training Organisation; however, these are negotiated at a later date.

Things to remember

The SET Plan interviews and Year 10 Information Evening will occur early in Term Three. Before selecting subjects, students should carefully read the Course Outlines in this handbook.

Please note the following points carefully:

1. Subjects listed may not be offered in 2021 due to student demand or College capacity to deliver. Taking this into account, students are asked to **nominate three subjects in order of priority**; followed by **2 reserve options.** This will allow the College to establish the curriculum offerings for 2021.

2. Quota restrictions apply to all subjects and selection of an elective does not guarantee a place in the subject.

3. The electives chosen for the curriculum each year will be arranged on lines and students will then be asked to select <u>one</u> subject from each line. It is quite likely that two subjects, which a student wishes to take, may occur on the same line.
   A choice will then have to be made between the two subjects.

4. Lines are structured according to student needs. Students are asked to think through their preliminary selections carefully. They also need to understand that there may need to be some flexibility in making final subject choices.

5. All subjects selected in Year 11 continue on to the end of Year 12. It may be possible, however, for a student to change subjects at certain stages during the two years **- but only after approval has been given by the Pathways Leader. Subject changes may impact on a student's eligibility for an ATAR or QCE.**

6. In most cases, subjects will be delivered on the Unity College campus by College staff. However, there could be other subjects where another, flexible delivery option is available. In such cases, student ability to access these subjects could be dependent upon their ability to travel to another site, perhaps at a time outside regular College hours.

7. Some subjects/courses will carry additional levies.

8. It may be possible to explore the study of subjects not listed. Possibilities and flexibilities in the study of a Senior Course may be discussed with the Head of College (7-12).

9. Information contained in this handbook is subject to change, without notice.

Subject Selection Planner

Self-assessment questions for each subject selected:

- Do my Year 10 results and teachers' recommendations indicate that I am likely to succeed in this subject?
- Do I find this subject interesting and enjoyable?
- Do I need this subject as a prerequisite or recommended subject for future options?
- Will the knowledge, skills or understandings I gain be useful for my job or an aspect of my life in the future?

My Core Subjects:

Write some options here:

_____   _____   _____

_____   _____   _____

Now write your 3 chosen core subjects in the space below or circle the FLEX program option:

Religion	**English**	**Mathematics**
The FLEX Program (package of Religion & Ethics, Essential English and Essential Mathematics)		

My Elective Subjects:

Write some options here:

_____   _____   _____

_____   _____   _____

_____   _____   _____

 Now write your 3 elective subject options and 2 reserve options in order of priority:

1	2	3
Reserve 1	Reserve 2	

Unity College Senior Subject Offerings

Religion

General

Study of Religion

Applied

Religion & Ethics

VET

Certificate III in Christian Ministry and Theology

English

General

English

Literature

Applied

Essential English

Mathematics

General

General Mathematics

Mathematical Methods

Specialist Mathematics

Applied

Essential Mathematics

Science

General

Biology

Chemistry

Marine Science

Physics

VET

Certificate II in Health Support Services, Certificate II in Community Services and Certificate III in Health Services Assistance

Humanities

General

Ancient History

Business

Geography

Legal Studies

Modern History

VET

Certificate III in Business

Certificate IV in Crime and Justice

Technologies

General

Engineering

Food and Nutrition

Applied

Engineering Skills

Fashion

Furnishing Skills

Information & Communication Technology

VET

Certificate III in Engineering - Technical

Certificate II in Hospitality and Certificate III in Tourism

Unity College Senior Subject Offerings

Physical Education

General

Physical Education

VET

Certificate III in Fitness

Certificate II in Sports and Recreation

Languages

General

Japanese

The Arts

General

Dance

Drama

Music

Visual Art

VET

Certificate III in Music Industry

Discerning Subject Choices for Year 11 & 12

Do choose subjects:

- You are good at
- Which are prerequisites for a course or career
- You enjoy/are interested in
- Which will help with career or employment goals
- Which will help you develop skills, knowledge & attitudes useful in life
- After reading each outline carefully and talking to subject teachers.

Don't choose subjects:

- That you struggled in or disliked
- Because you think they are a 'bludge' or easy
- Because your friends are doing them
- If you haven't researched the subject
- Because you like/dislike the teacher.

Study of Religion

General senior subject – 11SOR

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

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

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

Pathways

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

Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings Sacred texts Abrahamic traditions	**Religion and ritual** Lifecycle rituals Calendrical rituals	**Religious ethics** Social ethics Ethical relationships	**Religion, rights and the nation-state** Religion and the nation–state Religion and human rights

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination — short response	25%	Formative internal assessment 3 (FIA3): Examination – extended response	25%
Formative internal assessment 2 (FIA2): Investigation — inquiry response	25%	Formative internal assessment 4 (FIA4): Examination – short response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — extended response	25%	Summative internal assessment 3 (IA3): Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): Investigation — inquiry response	25%	Summative external assessment (EA): Examination — short response	25%

Religion & Ethics

Applied senior subject – 11RAE

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

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

Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
Who am I? the personal perspective Who are we? the relational perspective Is there more than this? the spiritual perspective	The Australian scene Ethics and morality Good and evil Heroes and role models Indigenous Australian spiritualities Meaning and purpose	Peace and conflict Religion and contemporary culture Religions of the world Religious citizenship Sacred stories Social justice Spirituality

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Project	25%	Formative internal assessment 3 (FIA3): Investigation	25%
Formative internal assessment 2 (FIA2): Examination – Short response	25%	Formative internal assessment 4 (FIA4): Extended response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response	25%	Summative internal assessment 3 (IA3): Investigation	25%
Summative internal assessment 2 (IA2): Investigation	25%	Summative internal assessment 4 (EA): Project	25%

10741NAT Certificate III in Christian Ministry and Theology (Compass)

(RTO – Institute of Faith Education (IFE) – Provider Code 31402)

This course is offered by the Institute of Faith Education (IFE) in collaboration with Unity College. The Institute of Faith Education is a Registered Training Organisation under the Roman Catholic Archdiocese of Brisbane.

The Compass program has been developed by the IFE as an opportunity for senior secondary students to reflect on their own beliefs and ethics and to learn more about Catholic spirituality, beliefs and ethics. The Compass program is completed at the level of a Certificate III in Christian Ministry and Theology. Certificate III in Christian Ministry and Theology will be taught over Years 11 and 12 and has a practical 'Youth Ministry' approach. This course consists of four self-contained modules and involves completion of several practical projects. Some college based activities such as preparing Reflection Days and Liturgies may contribute to the demonstration of elements of competencies embedded in this course.

Entry Requirements

Academic: There are no formal entry requirements, however a student who would struggle to pass year 10 English will find the course challenging and may need additional support with comprehending course materials and completing required tasks.

Attitude: refer VET student roles and responsibilities page 14.

Learning experiences

Content is delivered in a face to face classroom environment and via course content provided by the trainer and assessor. This can be in the format of; online reading and activities, workbook activities, written and practical projects, collaborative learning.

Pathways

This course offers a foundation that will be of particular value for pathways into careers in the Catholic sector including healthcare, education, teaching and childcare. This course will provide students with a range of skills, which could assist in the following pathways: Retail, Law, Tourism, Hospitality, Health and Education.

Students considering careers in these fields who may at some point wish to gain employment within the Catholic sector will find this qualification relevant in providing an understanding of Catholic values and teachings, enabling them to work more effectively in a Catholic organisation. This also includes those considering careers in business or management in the Catholic sector or seeking to develop their own personal and ethical frameworks.

Course Costs

The fees for this course are to be met by the student and are $160 per module. Please see the Course Handbook for the IFE refund policy. The Course Handbook is available on the Compass website at https://compass.ife.qld.edu.au. An additional cost of $50 in Year 11 covers administration and uniform costs. Course costs are invoiced each semester.

Qualification packaging rules

To attain this certificate, 8 units of competency (6 core and 2 elective) must be completed. These units are under the current National Accredited Course.

Further information

All students must study either Study of Religion, Religion and Ethics or Youth Ministry during Years 11 and 12 at Unity College. Students considering service or leadership roles in the College community should consider Youth Ministry as part of their suite of subjects.

Service Agreement

This is a 2-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate III in Christian Ministry and Theology as per the rights and obligations outlined in the enrolment process and subject information handbook provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who do not demonstrate all competencies will receive a Statement of Attainment. Note: The Registered Training Organisation is the Institute of Faith Education. Unity College staff on College premises will deliver this course. Certificate III in Christian Ministry and Theology is offered in collaboration with the Institute of Faith Education under their scope of registration. This information is correct at time of publication but subject to change (May 2020).

Units of Competency delivered

Research Christian Scripture and theology (CMTTHE301)
Identify theological data (CMTTHE302)
Present information on a theological theme or issue (CMTTHE303)
Apply new theological insights (CMTTHE304)
Apply theological knowledge to contemporary ethical issues (CMTMIN301)
Communicate theology in everyday language (CMTMIN302)
Work in a team (MSMSUP106)
Apply critical thinking techniques (BSBCRT101)

The complete course is completed as four modules:

Module 1 – Spirituality Today This module explores what is meant by spirituality. It explores the relationship between spirituality and religion. As part of this Module students develop teamwork and critical thinking skills. They are challenged to analyse a problem and make an effective, realistic suggestion for how to solve it.

Module 2 – The Story In this module students gain an overview of the Scriptures and learn how to interpret biblical texts. Students continue to develop their skills in teamwork, critical thinking and applying their learning to specific challenges.

Module 3 – Choices In this module students are introduced to ethics and Catholic social teaching. Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact on life. There is an opportunity to integrate learning in this module with social service and community engagement.

Module 4 – The Edge This module provides an opportunity for students to reflect on their life journey and to explore further the nature of God as well as their own beliefs. The module also explores the questions of evil and suffering.

Assessment

Assessment involves completion of a portfolio of activities and a practical project for each module. Activities assess understanding of key concepts covered in the module and support development of 21st century skills. As a vocational education training course, assessment is competency-based. Students learn through a variety of activities including discussions, team activities, multi-media activities. presentations and creative learning tasks.
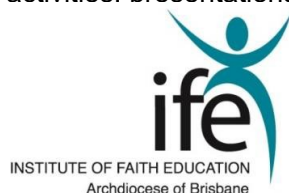
QCE Credit Points

Up to 8

English

General senior subject – 11ENG

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and 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	**Texts and culture** • Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Extended response — persuasive spoken response	25%	Formative internal assessment 3 (FIA3): Examination — imaginative written response	25%
Formative internal assessment 2 (FIA2): Extended response — written response for a public audience	25%	Formative internal assessment (FIA4): Examination — analytical written response	25%

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

Summative assessments

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

Literature

General senior subject – 11ENGL

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** 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	**Literature and identity** Relationship between language, culture and identity in literary texts Power of language to represent ideas, events and people Creating analytical and imaginative texts	**Independent explorations** Dynamic nature of literary interpretation Close examination of style, structure and subject matter Creating analytical and imaginative texts

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Extended response — imaginative spoken/multimodal response	25%	Formative internal assessment 3 (FIA3): Extended response — imaginative written response	25%
Formative internal assessment 2 (FIA2): Examination — analytical written response	25%	Formative internal assessment (FIA4): Examination — analytical written response	25%

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

Summative assessments

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%

Essential English

Applied senior subject – 11EENG

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

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

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

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.

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

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Extended response — spoken/signed response	Formative internal assessment 3 (FIA3): Extended response — Written response – imaginative short story
Formative internal assessment 2 (FIA2): • Examination – short answer to stimulus	Formative internal assessment (FIA4): Extended response — Multimodal response

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

Summative assessments

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

General Mathematics

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Unit 1		Unit 2	
Formative assessment 1 (FA1): Problem-solving and modelling task	20%	Formative assessment 3 (FA3): Examination	20%
Formative assessment 2 (FA2): Examination	30%	Formative assessment 4 (FA4): Examination	30%

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

Summative assessments

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			

Mathematical Methods

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Unit 1		Unit 2	
Formative assessment 1 (FA1): Problem-solving and modelling task	20%	Formative assessment 3 (FA3): Examination	20%
Formative assessment 2 (FA2): Examination	30%	Formative assessment 4 (FA4): Examination	30%

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

Summative assessments

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			

Specialist Mathematics

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Unit 1		Unit 2	
Formative assessment 1 (FA1): Problem-solving and modelling task	20%	Formative assessment 3 (FA3): Examination	20%
Formative assessment 2 (FA2): Examination	30%	Formative assessment 4 (FA4): Examination	30%

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

Summative assessments

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			

Essential Mathematics

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

• Unit 1	• Unit 2
Formative assessment 1 (FA1): Problem-solving and modelling task	Formative assessment 3 (FA3): Examination on Unit 2
Formative assessment 2 (FA2): Examination on Unit 1	Formative assessment 4 (FA4): Problem-solving and modelling task

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

Summative assessments

• 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

Biology

General senior subject – 11BIO

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

Unit 1		Unit 2	
Formative Internal Assessment (FIA1): Student Experiment	20%	Formative Internal Assessment (FIA3): Research Investigation	20%
Formative Internal Assessment (FIA2): End of Unit 1 Exam	30%	Formative Internal Assessment (FIA4): End of Unit 2 Exam	30%

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

Summative assessments

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			

Chemistry

General senior subject – 11CHE

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

Unit 1		Unit 2	
Formative Internal Assessment (FIA1): Research Investigation	20%	Formative Internal Assessment (FIA3): Student Experiment	20%
Formative Internal Assessment (FIA2): End of Unit 1 Exam	30%	Formative Internal Assessment (FIA4): End of Unit 2 Exam	30%

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

Summative assessments

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			

Marine Science

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

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

Unit 1		Unit 2	
Formative Internal Assessment (FIA1): Student Experiment	20%	Formative Internal Assessment (FIA3): Research Investigation	20%
Formative Internal Assessment (FIA2): End of Unit 1 Exam	30%	Formative Internal Assessment (FIA4): End of Unit 2 Exam	30%

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

Summative assessments

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			

Physics

General senior subject – 11PHY

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 natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Unit 1		Unit 2	
Formative Internal Assessment (FIA1): Research Investigation	20%	Formative Internal Assessment (FIA3): Student Experiment	20%
Formative Internal Assessment (FIA2): End of Unit 1 Exam	30%	Formative Internal Assessment (FIA4): End of Unit 2 Exam	30%

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

Summative assessments

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			

HLT23215   Certificate II in Health Support Services
CHC22015   Certificate II in Community Services
HLT33115   Certificate III in Health Services Assistance
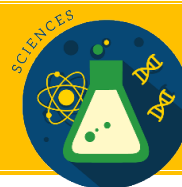
VET course - 11HLT215C2 & 12HLT0115C3

(RTO – Connect 'n' Grow® 40518)

Certificate II in Health Support Service, Certificate II in Community Services and the Certificate III in Health Services Assistance are nationally recognised qualifications that comply with the Australian Qualification Framework. These qualifications provide the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and practical skills in defined contexts.

Health training is linked to the largest growth industry in Australia. The dual qualifications reflect the role of workers who provide support for the effective functioning of health and community services. This program is offered by way of partnership between Unity College and Connect 'n' Grow®

Entry Requirements
Academic - There are no entry requirements to commence the dual Certificate II course, however a pass in Year 10 English and Maths is desirable.
Attitude – refer to the VET student roles and responsibilities on page 14.
Prerequisites – both Certificate II in Health Support Service and Certificate II in Community Services must be completed prior to commencing the Certificate III due to the units clustered within the 2 year program.

Learning experiences
This course is run over 2 years with the Certificate II in Health Support Services and the Certificate II in Community Services completed in the first year. Projects are designed to prepare students for a range of tasks they perform when they enter into a health and/or community services career including health checks, health promotion, health administration. These projects and tasks are delivered both face-to-face as well as through online learning (via the CNG Hub) in real and simulated work environments reflecting industry standards.

Pathways
Completion of these qualifications may lead to employment in a range of health and community services industry entry positions. Alternatively, further education and training pathways in health and community services are accessible from Certificate IV and into a range of Bachelor programs; such as Nursing, Pharmacy, Physiotherapy, Occupational Therapy.

Course Costs
Year 1 – Fee for Service $399 plus Unity College fees apply - $150. Total $549.
Year 2 – Fee for Service $399 plus Unity College fees apply - $50. Total $449.
Unity College fees includes uniform (Year 1), subject consumables and certificate administration, training specific costs and industry incursion/excursion experiences. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Leader to explore potential options.

Qualification information
To attain the Certificate II in Health Support Services and the Certificate II in Community Services all 14 units of competency must be completed (this includes both core and elective units).
To attain the Certificate III in Health Services Assistance a further 8 units of competency must be completed.

Further information

Students are highly encouraged to complete a minimum of 20 hours of Structured Work Placement within a health or community service facility to strengthen their skills knowledge and employability. Connect 'n' Grow® considers this to be a very important inclusion or the Certificate III qualification.
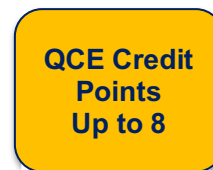
Service Agreement

The RTO guarantees that the student will be provided with every opportunity to complete the course requirements as outlined in the enrolment process and subject information handbook provided. Students successfully achieving all qualification requirements will be awarded these qualifications 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 (May 2020).

Structure

Year 1 Units of Competency delivered: HLT23215 Certificate II in Health Support Services CHC22015 Certificate II in Community Services		Year 2 Units of Competency delivered: Certificate III in Health Services Assistance	
HLTWHS001	Participate in workplace health and safety	HLTAAP001	Recognise healthy body systems
HLTINF001	Comply with infection prevention and control policies and procedures	BSBMED301	Interpret and apply medical terminology
CHCDIV001	Work with diverse people	HLTAID001	Provide cardiopulmonary resuscitation
BSBCUS201	Deliver a service to customers	CHCCCS015	Provide individualised support
BSBFLM312	Contribute to team effectiveness	CHCCCS010	Maintain a High Standard of Service
HLTAID003	Provide first Aid	BSBWOR301	Organise personal work priorities and development
CHCCOM001	Provide first point of contact	FSKLRG009	Use strategies to respond to routine workplace problems
CHCCOM005	Communicate and work in health or community services	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural safety
BSBWOR202	Organise and complete daily work activities	**Text Colour Legend:**	
FSKOCM07	Interact effectively with others at work		
BSBADM101	Use business equipment and resources		
BSBINM201	Process and maintain workplace information		
BSBWOR204	Use business technology		
BSBWOR203	Work effectively with others		

Text Colour Legend:
- Blue text are core units for Cert II Health
- Green text are core units for Cert II Community Services
- Red text are core units in both Cert II qualifications
- Purple text are Cert III core units
- Standard text colour are elective units within the course design.

Assessment

The gathering of evidence to indicate competency may include the following. Online learning logs and tests (multiple choice, true/false, short answer), practical demonstrations, team tasks, observation checklists, internet research, oral presentation and work simulations.

RTO 40518
Connect 'n' Grow®
REDESIGNING EDUCATIONAL PATHWAYS

NATIONALLY RECOGNISED TRAINING

QCE Credit Points Up to 8

Ancient History

General senior subject – 11AHIS

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

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

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

Pathways

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

Objectives

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

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

Structure

Students will study two topics from each unit below:

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world	**Personalities in their time**	**Reconstructing the ancient world**	**People, power and authority**
Digging up the past	Hatshepsut	Thebes — East and West, 18th Dynasty Egypt	Schools choose one study of power from:
Ancient societies — Slavery	Akhenaten	The Bronze Age Aegean	Ancient Egypt — New Kingdom Imperialism
Ancient societies — Art and architecture	Xerxes	Assyria from Tiglath Pileser III to the fall of the Empire	Ancient Greece — the Persian Wars
Ancient societies — Weapons and warfare	Perikles	Fifth Century Athens (BCE)	Ancient Greece — the Peloponnesian War
Ancient societies — Technology and engineering	Alexander the Great		Ancient Rome — the Punic Wars
	Hannibal Barca		
	Cleopatra		
	Agrippina the Younger		
	Nero		
	Boudica		

Unit 1	Unit 2	Unit 3	Unit 4
Ancient societies — The family Ancient societies — Beliefs, rituals and funerary practices.	Cao Cao Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) Richard the Lionheart Alternative choice of personality	Philip II and Alexander III of Macedon Early Imperial Rome Pompeii and Herculaneum Later Han Dynasty and the Three Kingdoms The 'Fall' of the Western Roman Empire The Medieval Crusades	Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: Thutmose III Rameses II Themistokles Alkibiades Scipio Africanus Caesar Augustus

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination — short responses to historical sources	25%	Formative internal assessment 3 (FIA3): Investigation — historical essay based on research	25%
Formative internal assessment 2 (FIA2): Independent source investigation	25%	Formative internal assessment 4 (FIA4): Examination — essay in response to historical sources	25%

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

Summative assessments

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%

Business

General senior subject – 11BUSI

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

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

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

Pathways

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

Objectives

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

- describe business environments and situations

- explain business concepts, strategies and processes

- select and analyse business data and information

- interpret business relationships, patterns and trends to draw conclusions

- evaluate business practices and strategies to make decisions and propose recommendations

- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (IFA1): Examination — combination response	25%	Formative internal assessment 3 (FIA3): Extended response — feasibility report	25%
Formative internal assessment 2 (FIA2): Investigation — business report	25%	Formative external assessment (FIA4): Examination — combination response	25%

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

Summative assessments

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%

BSB30115 Certificate III in Business

(RTO – Binnacle Training College Pty Ltd - Provider Code 31319)

Certificate III in Business is a nationally recognised qualification that complies with the Australian Qualification Framework. The Certificate III in Business is designed to learn what it takes to become a Business Professional. Students achieve skills in innovation, workplace communication, business administration and financial literacy (project-based).

Entry Requirements

Academic - There are no entry requirements for this course. It is recommended that students have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in a range of projects.
Attitude - refer VET student roles and responsibilities on page 14.

Learning experiences

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within the school community. This may include: fundraising projects; health promotion programs; community events and micro business set-up and management. Students may also be exposed to the EarthMovers Foundation - a project that helps young teenagers to create solutions to local and global issues. Students will also be required to do Structured Work Placement in the Unity College Co-Op.

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example: Small Business Owner, Project Manager, Marketing Manager.

Course Costs

Course cost of $325 covers training fees of $210, administration, consumables, workshops, guest speaker payments, equipment and uniform for SWP in the Unity Co-op.

Qualification packaging rules

To attain this certificate, 12 units of competency (1 core and 11 elective) must be completed. These units are under the current National Training Package, however some elective units are subject to change prior to the 2021 school year. This is to ensure alignment to current industry practices is at its optimum.

Further information

From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school). This certificate will also require students to participate in Structured Work Placement (SWP) in the Business industry.

Service Agreement

This is a 2-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate III in Business as per the rights and obligations outlined in the enrolment process and subject information handbook provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Note: The Registered Training Organisation is Binnacle Training College. Unity College staff on College premises will deliver this course. There is an upfront cost to this course that covers course administration costs. Refund for course cost for the withdrawal from this course must be sought through the provider once Unity College has been invoiced for student enrolment. Providers refund policy applies. Certificate III in Business is offered in partnership with Binnacle Training Pty Ltd under their scope of registration. This information is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the "Partner School" (i.e., the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select "RTO Files". This is correct at time of publication but subject to change (May 2020)

Structure

Units of Competency delivered

Core:
BSBWHS302   Apply knowledge of WHS legislation in the workplace
Electives:
BSBWOR301   Organise personal work priorities and development
BSBLED301   Undertake e-learning
BSBFLM312   Contribute to team effectiveness
BSBITU314   Design and produce spreadsheets
FNSFLT301   Be Money Smart
ICTWEB201   Use social media tools for collaboration and engagement
BSBITU312   Create electronic presentations
BSBCUS301   Deliver and monitor a service to customers
BSBPRO301   Recommend products and services
BSBWRT301   Write simple documents
BSBITU306   Design and produce business documents

Assessment

A range of teaching/learning strategies will be used to deliver the competencies. The gathering of evidence to indicate competency may include the following; Practical tasks/experience, Hands-on activities involving customer service, Group work, e-Learning projects. 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.

NATIONALLY RECOGNISED TRAINING

QCE Credit Points Up to 8

Geography

General senior subject – 11GEO

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones Natural hazard zones Ecological hazard zones	**Planning sustainable places** Responding to challenges facing a place in Australia Managing the challenges facing a megacity	**Responding to land cover transformations** Land cover transformations and climate change Responding to local land cover transformations	**Managing population change** Population challenges in Australia Global population change

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination — combination response	25%	Formative internal assessment 3 (FIA3): Investigation — field report	25%
Formative internal assessment 2 (FIA2): Investigation — data report	25%	Formative external assessment (FIA4): Examination — combination response	25%

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

Summative assessments

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%

Legal Studies

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing	**Balance of probabilities** Civil law foundations Contractual obligations Negligence and the duty of care	**Law, governance and change** Governance in Australia Law reform within a dynamic society	**Human rights in legal contexts** Human rights The effectiveness of international law Human rights in Australian contexts

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination — combination response	25%	Formative internal assessment 3 (FIA3): Investigation — argumentative essay	25%
Formative internal assessment 2 (FIA2): Investigation — inquiry report	25%	Formative external assessment (FIA4): Examination — combination response	25%

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

Summative assessments

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%

10283NAT Certificate IV in Crime & Justice

VET course – 11NAT283C4

(RTO – Unity College - 32123)

Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

Aims: The Certificate IV in Crime and Justice 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 understand training material and to successfully complete all study and assessment requirements. Attitude - students need to demonstrate independent learning skills and meet VET student roles and responsibilities outlined on page 14.

Learning experiences

Content is delivered in a face to face classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via 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 after school workshops with industry professionals. Technology required: access to the internet.

Pathways

The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

Course Costs

Year 11 - $300, Year 12 - $300
Course cost covers administration, consumables, workshops, guest speaker payments.

Qualification packaging rules

To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed. These units are under the current National Training Package, however some elective units are subject to change prior to the commencement of the 2021 school year. This is to ensure alignment to current industry practices is at its optimum.

Further information

The course will assist in preparing students to continue onto a Diploma of Crime and Justice or a Bachelor of Criminology or a Bachelor of Justice. Students will be required to attend 3 after school workshops held in the Unity College Lecture Theatre. Additionally, holiday catch up or get ahead days are offered on most school holidays.

Service Agreement

This is a 2-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate IV in Crime and Justice as per the rights and obligations outlined in the enrolment process and subject information handbook provided. Students successfully achieving all qualification requirements will be provided with a Certificate 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 (May 2020).

Structure

Units of Competency delivered

Core units

CJSCOM401	Communicate with clients and provide advice on justice-related issues
CJSDCP402	Prepare documentation for court proceedings
CJSSJI403	Analyse social justice issues
BSBRES411	Analyse and present research information
PSPREG003	Apply Regulatory Powers
BSBLEG413	Identify and apply the legal framework

Elective units

BSBLDR403	Lead team effectiveness
PSPREG010	Prepare a brief of evidence
BSBLEG416	Apply the principles of the law of torts
BSBWOR404	Develop work priorities

Assessment

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

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NATIONALLY RECOGNISED TRAINING

QCE Credit Points

Up to 8

Modern History

General senior subject – 11MHIS

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.

Structure

Students will study two topics from each unit below:

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**
Australian Frontier Wars, 1788–1930s	Australian Indigenous rights movement since 1967	Australia, 1914–1949	Australian engagement with Asia since 1945
Age of Enlightenment, 1750s–1789	Independence movement in India, 1857–1947	England, 1707–1837	Search for collective peace and security since 1815
Industrial Revolution, 1760s–1890s	Workers' movement since the 1860s	France, 1799–1815	Trade and commerce between nations since 1833
American Revolution, 1763–1783	Women's movement since 1893	New Zealand, 1841–1934	Mass migrations since 1848
French Revolution, 1789–1799	May Fourth Movement in China, 1919	Germany,1914–1945	Information Age since 1936
		United States of America, 1917–1945	
		Soviet Union, 1920s–1945	

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**
Age of Imperialism, 1848–1914 Meiji Restoration, 1868–1912 Boxer Rebellion, 1900–1901 Russian Revolution, 1905–1920s Xinhai Revolution, 1911–1912 Iranian Revolution, 1977–1979 Arab Spring since 2010 Alternative topic for Unit 1	Independence movement in Algeria, 1945–1962 Independence movement in Vietnam, 1945–1975 Anti-apartheid movement in South Africa, 1948–1991 African-American civil rights movement, 1954–1968 Environmental movement since the 1960s LGBTIQ civil rights movement since 1969 Pro-democracy movement in Myanmar (Burma) since 1988 Alternative topic for Unit 2	Japan, 1931–1967 China, 1931–1976 Indonesia, 1942–1975 India, 1947–1974 Israel, 1948–1993 South Korea, 1948–1972	Genocides and ethnic cleansings since 1941 Nuclear Age since 1945 Cold War, 1945–1991 Struggle for peace in the Middle East since 1948 Cultural globalisation since 1956 Space exploration since 1957 Rights and recognition of First Peoples since 1982 Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination — short responses to historical sources	25%	Formative internal assessment 3 (FIA3): Investigation — historical essay based on research	25%
Formative internal assessment 2 (FIA2): Independent source investigation	25%	Formative internal assessment 4 (FIA4): Examination — essay in response to historical sources	25%

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

Summative assessments

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%

Engineering

General senior subject – 11ENGIN

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

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

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

Pathways

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

Objectives

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

- recognise and describe engineering problems, concepts and principles

- symbolise and explain ideas and solutions

- analyse problems and information

- determine solution success criteria for engineering problems

- synthesise information and ideas to predict possible solutions

- generate prototype solutions to provide data to assess the accuracy of predictions

- evaluate and refine ideas and solutions to make justified recommendations

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy	**Statics of structures and environmental considerations** • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces	**Machines and mechanisms** • Machines in society • Materials • Machine control

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Project — folio	25%	Formative internal assessment 3 (FIA3): Project — folio	25%
Formative internal assessment 2 (FIA2): Examination	25%	Formative internal assessment 4 (FIA4): Examination	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project — folio	25%	Summative internal assessment 3 (IA3): Project — folio	25%
Summative internal assessment 2 (IA2): Examination	25%	Summative external assessment (EA): Examination	25%

Engineering Skills

Applied senior subject – 11ESK

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

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

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

Pathways

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

Objectives

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

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

Structure

The Engineering Skills course is designed around core and elective topics.

Core topics	Elective topics
Industry practices Production processes	Fitting and machining Sheet metal working Welding and fabrication

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Practical demonstration	25%	Formative internal assessment 3 (FA3): Project	25%
Formative internal assessment 2 (FA2): Project	25%	Formative internal assessment 4 (FA4): Practical demonstration	25%

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

- at least two projects

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

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.

A project consists of a product component and at least one of the following components:
written: 500–900 words
multimodal
  non-presentation: 8 A4 pages max (or equivalent)
  presentation: 3–6 minutes
product: continuous class time
	Students demonstrate production skills and procedures in class under teacher supervision.

MEM30505 Certificate III in Engineering – Technical

(RTO – TAFE Queensland – Provider Code:0275)

Certificate III in Engineering – Technical is a nationally recognised qualification designed to give students an introduction to the manufacturing and engineering industry. This course gives students the skills and knowledge required to perform a range of practical skills in the areas of 2D and 3D detail drawings, AS1110 drawing standards and bills of material, print (paper and 3D), plot and email data and managing CAD (computer-aided design) symbol libraries.

Entry Requirements

Academic - There are no entry requirements for this qualification. Pre-requisite units are required. Refer to the table below for pre-requisite units.
Attitude – refer VET student roles and responsibilities on page 14.

Learning experiences

- classroom and workshop
- mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available.

Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student.

Support Services

Unity College will ensure students receive appropriate levels of support during this course. Support includes: language, literacy and numeracy, assistive technology, additional tutorials and assistance in using technology for online delivery components. Students will be provided with access to further information via TAFE Queensland's website, TAFE Queensland Connect (Online) site or via Unity College VET staff prior to enrolment.

Pathways

This qualification provides a pathway to work as a Designer, CAD Draftsperson/operator, Technical Officer in engineering / construction.

Course Costs

Year 11 - $350, Year 12 - $350.
Cost includes subject consumables and certificate administration, training specific costs and industry engagement costs.

Qualification packaging rules

To attain this certificate, a total of 10 units must be completed: 3 core units of competency and 7 elective units of competency

Structure

	Units of Competency delivered:	
Year 1 Sem1	MEM16006A Organise and communicate Information	Core
	MEM16008A Interact with computing technology	Core
	MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements	Elective
Year 1 Sem2	MSAENV272B Participate in environmentally sustainable work practices	Core
	ICPPTD302 Set up and produce 3D print	Elective
	MEM12023A Perform engineering measurements	Elective
Year 2 Sem 1	MEM30032A Produce basic engineering drawings	Elective
	MEM30033A Use computer-aided design (CAD) to create and display 3-D models *(Pre-requisite: MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements)*	Elective
Year 2 Sem 1	MEM09002B Interpret technical drawings	Elective
	MEM09202A Produce free hand sketches	Elective
Proposed unit changes	Nil	

Assessment

Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skill to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include:

- observation and oral questioning; and
- work samples / projects; and
- written assessment; and/or
- online assessment via the TAFE Queensland Connect learning management system.

Further information

Students will receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.

- Certificate III (apprenticeship) in a specialist manufacturing or engineering area
- Certificate IV in Engineering
- Certificate IV in Engineering Drafting
- MEM50212 Diploma in Engineering
- MEM60112 Advanced Diploma in Engineering

Service Agreement

This is a 2-year course. TAFE Queensland (RTO Code 0275) and Unity College (RTO Code 32123) have entered into a Third Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Unity College will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion. Unity College will support the student towards completion of the Certificate III in Engineering - Technical in line with TAFE Queensland policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by TAFE Queensland as the RTO. Students who achieve at least one unit (but not the full qualification will receive a Statement of Attainment on request. This information is correct at time of publication (May 2020) but is subject to change.

QCE Credit Points

Up to 5
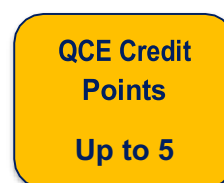
Fashion

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling,

costume design, production manufacture, merchandising, and retail.

Objectives

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

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core topics	Elective topics	

Fashion culture
Fashion technologies
Fashion design
	Adornment
	   Accessories
	   Millinery
	   Wearable art
	Collections
	Fashion designers
		Fashion in history
		Haute couture
		Sustainable clothing
		Textiles
		Theatrical design
		Merchandising

Assessment

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

Unit 1	Unit 2
The aim of assessment in Unit 1 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.	The aim of assessment in Unit 2 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.

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

- two projects

- one extended response.

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

Food and Nutrition

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

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

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

Pathways

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

Objectives

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

- recognise and describe food and nutrition facts and principles

- explain food and nutrition ideas and problems

- analyse problems, information and data

- determine solution requirements and criteria

- synthesise information and data to develop ideas for solutions

- generate solutions to provide data to determine the feasibility of the solution

- evaluate and refine ideas and solutions to make justified recommendations for enhancement

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	**Food science of carbohydrate and fat** • The food system • Carbohydrate • Fat • Developing food solutions	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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

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

Summative assessments

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

SIT20316 Certificate II in Hospitality
SIT30116 Certificate III in Tourism

VET course – 11SIT216C2 & 12SIT316C3

(RTO – Unity College - 32123)

Certificate II in Hospitality and Certificate III in Tourism are nationally recognised qualifications that comply with the Australian Qualification Framework. These qualifications provide the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in defined contexts.

Entry Requirements

Academic - There are no entry requirements for this course however a pass in Year 10 English and Maths is desirable.
Attitude – refer VET student roles and responsibilities on page 14.

Learning experiences

This course is run over 2 years with the Certificate II in Hospitality forming the base qualification. Activities in real and simulated work environments reflecting industry standards. Students will gain food handling and safety skills in a café and commercial kitchen environments in the first year followed by the complimentary knowledge and skills from the tourism sector to increase their employability potential. Face to face instruction in commercial kitchen, event catering, team activities, role plays, individual practical tasks and learning logs.

Pathways

The Certificate II in Hospitality qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, cafes, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools. The Certificate III in Tourism provides pathways to many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites, and any small tourism business.

Course Costs

Year 1 – Fee for Service $200 plus Unity College fees apply - $150. Total $350.
Year 2 – Fee for Service $200 plus Unity College fees apply - $200. Total $400.
Unity College fees include uniform (Year 1), subject consumables and certificate administration, training specific costs and industry incursion/excursion experiences. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Leader to explore potential options.

Qualification packaging rules

To attain the Certificate II in Hospitality, 12 units of competency (6 core and 6 elective) must be completed. To attain the Certificate III in Tourism 15 units of competency (4 core and 11 elective) must be completed. Six units from the Certificate II in Hospitality will be covered in the Certificate III in Tourism qualification.

Further information

Students achieving the Certificate II in Hospitality will complete 6 units of competency towards the Certificate III in Tourism. These units are in blue in the table below. Students must complete the Certificate II in Hospitality before transitioning to the Certificate III in Tourism.

This certificate will require students to participate in Structured Work Placement (SWP) and this may involve attending an industry related work site out of normal hours and out of hours' college events. Split shifts may be required as part of this SWP. Students are rostered into The Unity Co-Op to contribute to the SWP. Failure to do rostered time in the Unity Co-Op will require the student to find their own hospitality industry workplace to complete the required hours. Failure to meet SWP hours may result in non-completion of units of competency. Students who have completed a Certificate I in Hospitality will be able to credit transfer any units of competency already completed.
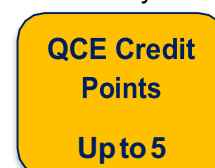
Service Agreement

This is a 2-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Hospitality and the Certificate III in Tourism as per the rights and obligations outlined in the enrolment process and subject information handbook provided. Students successfully achieving all qualification requirements will be provided with a Certificate 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 (May 2020).

Structure

Units of Competency delivered: Certificate II in Hospitality	Units of Competency delivered: Certificate III in Tourism
Core: SITXCCS003 Interact with customers SITXWHS001 Participate in safe work practices SITHIND002 Source and use information on the hospitality industry SITHIND003 Use hospitality skills effectively BSBWOR203 Work effectively with others SITXCOM002 Show social and cultural sensitivity	**Core:** SITXWHS001 Participate in safe work practices SITXCOM002 Show social and cultural sensitivity SITXCCS006 Provide service to customers SITTIND001 Source and use information on the tourism and travel industry
Electives: SITHCCC006 Prepare appetisers and salads SITXFSA001 Use hygiene practices for food safety SITXFIN001 Process financial transactions BSBCMM201 Communicate in the workplace SITHFAB002 Provide responsible service of alcohol SITHFAB005 Prepare and serve espresso coffee	**Electives:** BSBWOR203 Work effectively with others SITXCCS001 Provide customer information and assistance SITXFSA001 Use hygienic practices for food safety SITHFAB002 Provide responsible service of alcohol SITHFAB005 Prepare and serve espresso coffee BSBSUS201 Participate in environmentally sustainable work practices SITTGDE001 Interpret aspects of local Australian Indigenous culture SITTTSL004 Provide advice on Australian destinations SIRXPDK001 Advise on products and services BSBCMM201 Communicate in the Workplace SITXCCS002 Provide visitor information

Assessment

The gathering of evidence to indicate competency may include the following. Online learning logs and tests, practical demonstrations, team tasks, observation checklists, knowledge tests, internet research, oral presentation, work simulations, Third Party reports and work placement at the Unity Co-Op café.

Prestige Service Training
RTO I.D 31981

NATIONALLY RECOGNISED TRAINING

QCE Credit Points

Up to 5

Furnishing Skills

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

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

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

Pathways

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

Objectives

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

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

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
Industry practices Production processes	Cabinet-making Furniture finishing Furniture-making Glazing and framing Upholstery

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Practical demonstration	25%	Formative internal assessment 3 (FA3): Project	25%
Formative internal assessment 2 (FA2): Project	25%	Formative internal assessment 4 (FA4): Practical demonstration	25%

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

- at least two projects

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

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.

A project consists of a product component and at least one of the following components:
written: 500–900 words
multimodal
  non-presentation: 8 A4 pages max (or equivalent)
  presentation: 3–6 minutes
product: continuous class time.
	Students demonstrate production skills and procedures in class under teacher supervision.

Information & Communication Technology

Applied senior subject – 11ICT

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems in a variety of contexts. Through practice in problem-solving, 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.

This subject area will equip students with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems.

There are no formal prerequisites however, students who have studied ICT will be at an advantage.

Pathways

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

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

The Information & Communication Technology course is designed around:

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

Core topics	Elective contexts	
Hardware Software ICT in society	Unit 1 - Web Development Unit 1 - Graphic Design	Unit 2 - Audio & Video Production Unit 2 - Game Development 1

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Extended Response	25%	Formative internal assessment 3 (FA3): Project	25%
Formative internal assessment 2 (FA2): Project	25%	Formative internal assessment 4 (FA4): Project	25%

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

- at least two projects
- at least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.

Physical Education

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome

Pathways

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

Objectives

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

- recognise and explain concepts and principles about movement

- demonstrate specialised movement sequences and movement strategies

- apply concepts to specialised movement sequences and movement strategies

- analyse and synthesise data to devise strategies about movement

- evaluate strategies about and in movement

- justify strategies about and in movement

- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

Unit 1		Unit 2	
Formative assessment 1 (FA1): Project – folio	30%	Formative assessment 3 (FA3): Project – folio	30%
Formative assessment 2 (FA2): Exam – combination response	20%	Formative assessment 4 (FA4): Investigation — report	20%

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

Summative assessments

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%

SIS30315 Certificate III in Fitness

(RTO – Binnacle Training College Pty Ltd - Provider Code 31319)

Certificate III in Fitness is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.

They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes.
Students will be involved in leading and instructing group fitness and training sessions. It is expected that students will be an active member of a sporting club in the community.

Entry Requirements

Academic – A pass in Year 10 English and Maths is recommended.
Licence – 'Working with Children' Student Blue Card
Attitude – refer VET student roles and responsibilities page 14.

Learning experiences

Content will be delivered in face to face lessons and consist of; online resources, activities and assessment, practical activities and projects, planning and mapping of coaching programs.

This program involves a <u>mandatory</u> 'outside subject' weekly component as follows:

Term 5 or 7: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

Term 6: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Logbook of these practical experiences (minimum 40 hours).

Pathways

Employment as Group exercise instructor, Gym/Fitness instructor. Pre-requisite to Certificate IV in Fitness. Further academic pathways include Diploma of Fitness, University degree courses in Exercise Physiology and Sports Sciences.

Course Costs

Course cost of $390 and is invoiced in Term 1 fees. This covers partnership training fees $290, First Aid $40, Training uniform $35, and $25 consumables.

Qualification packaging rules

To attain the Certificate III Fitness, 16 units of competency (9 core and 7 electives) must be completed.

Service Agreement

This is a 2-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate III in Fitness as per the rights and obligations outlined in the enrolment process and subject information handbook provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Note: The Registered Training Organisation is Binnacle Training College. Unity College staff on College premises will deliver this course. There is an upfront cost to this course that covers course administration costs. Refund for course cost for the withdrawal from this course must be sought through the provider once Unity College has been invoiced for student enrolment. Providers refund policy applies. Certificate III in Fitness is offered in partnership with Binnacle Training Pty Ltd under their scope of registration. This information is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides, and those services carried out by the "Partner School" (i.e., the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select "RTO Files". This is correct at time of publication but subject to change (May 2020).

Structure

Units of Competency delivered:

Core:
SISXCCS001	Provide quality service
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXFAC001	Maintain equipment for activities
SISFFIT001	Provide health screening and fitness orientation
SISFFIT003	Instruct fitness programs
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISFFIT002	Recognise and apply exercise considerations for specific populations
SISFFIT005	Provide healthy eating information
SISFFIT014	Instruct exercise to older clients

Electives:
HLTWHS001	Participate in workplace health and safety
BSBRSK401	Identify risk and apply risk management processes
SISXEMR001	Respond to emergency situations
SISXIND002	Maintain sport, fitness and recreation industry knowledge
HLTAID003	Provide first aid
SISFFIT011	Instruct approved community fitness programs
SISFFIT006	Conduct fitness appraisals

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

Assessment

Assessment will be competency-based. Students must satisfactorily complete all competencies to be awarded the qualifications. There will be multiple opportunities to show competency until the closing date set for an activity. Assessment may include the following: oral questioning, written materials, projects, demonstration, observation, supervisor reports, completion of Binnacle online learning modules and log books.

NATIONALLY RECOGNISED TRAINING

QCE Credit Points

Up to 8

SIS20115 Certificate II in Sport & Recreation
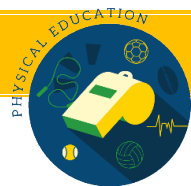
VET course – 11SIS115C2

(RTO – Binnacle Training College Pty Ltd - Provider Code 31319)

Certificate II in Sport and Recreation is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification reflects the role of individuals who apply the skills and knowledge to undertake a role as a coach and/or official. Likely functions for someone with this qualification include observing the performance of sports participants to determine the required level of instruction, and planning, conducting and evaluating individualised and team based training programs. Those with this qualification would also supervise practice sessions and provide in competition assistance to participants.

Students will be involved in coaching the College junior sporting teams in the inter school sports program. It is expected that students will be an active member of a sporting club in the community.

Entry Requirements

Academic – Good quality written and spoken communication skills
Licence - 'Working with Children' Student Blue Card.

Students are required to be members of a sporting club and participant in their sport specialisation.
Attitude – refer VET student roles and responsibilities page 14.

Learning experiences

Content will be delivered in face to face lessons and consist of; online resources, activities and assessment, practical activities and projects, planning and mapping of coaching programs.

Pathways

Community coach, Strength and conditioning coach, Referee/Sport Official, Further studies in Fitness and Coaching, Sports Development Officer, Sports events/Project development, Sport and Recreation careers, Sports professional.

Course Costs

Year 1 – Fee for Service $210 plus Unity College fees apply - $150. Total $360.
This covers partnership training fees $210, First Aid $40, Officiating uniform $35, Sport specific officiating course $40, consumables $35.

Qualification packaging rules

To attain the Certificate II, 13 units of competency (8 core and 5 electives) must be completed.

Further information

Students will be required to participate in lessons, coaching & refereeing outside of school hours. Please note: Specific sport accreditation is not required under this program. Students who wish to further their career within the industry will be provided with pathway opportunities. Binnacle Training in partnership with Unity College will assist each student with options and avenues throughout the program.

Service Agreement

This is a 2-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Sport and Recreation as per the rights and obligations outlined in the enrolment process and subject information handbook provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Note: The Registered Training Organisation is Binnacle Training College. Unity College staff on College premises will deliver this course. There is an upfront cost to this course that covers course administration costs. Refund for course cost for the withdrawal from this course must be sought through the provider once Unity College has been invoiced for student enrolment. Providers refund policy applies. Certificate II in Sport and Recreation is offered in partnership with Binnacle Training Pty Ltd under their scope of registration. This information is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides, and those services carried out by the "Partner School" (i.e., the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select "RTO Files". This is correct at time of publication but subject to change (May 2020).

Structure

Units of Competency delivered:
Core:

HLTAID003	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBWOR202	Organise and complete daily work activities
SISXCAI002	Assist with activity sessions

Electives:

BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
ICTWEB201	Use social media tools for collaboration and engagement
BSBRSK401	Identify risk and apply risk management processes
SISXFAC001	Maintain equipment for activities
FSKLRG11	Use routine strategies for work-related learning

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

Assessment

Assessment will be competency-based. Students must satisfactorily complete all competencies to be awarded the qualifications. There will be multiple opportunities to show competency until the closing date set for an activity. Assessment may include the following: oral questioning, written materials, projects, demonstration, observation, supervisor reports, completion of Binnacle online learning modules.

Binnacle Training

NATIONALLY RECOGNISED TRAINING

QCE Credit Points

Up to 4

Japanese

General senior subject – 11JAP

Japanese provides students with the opportunity to reflect on their understanding of the Japanese 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 Japanese-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 Japanese 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 Japanese 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 Japanese 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 Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** Family/carers and friends Lifestyle and leisure Education	私達のまわり **Exploring our world** Travel Technology and media The contribution of Japanese culture to the world	私達の社会 **Our society** Roles and relationships Socialising and connecting with my peers Groups in society	私の将来 **My future** Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

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

Unit 1		Unit 2	
Formative internal assessment (FIA1): Examination — short response	15%	Formative internal assessment 3 (FIA3): Extended response – multi modal & interview	30%
Formative internal assessment 2 (FIA2): Examination — combination response	30%	Formative internal assessment 4 (FIA4): Examination combination response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	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%

Dance

General senior subject – 11DAN

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

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

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

Certificate III in Dance may be an additional offering for students to study alongside this

subject to gain an industry recognised qualification for employment. If you are interested, please discuss this with your SET Planner.

Pathways

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

Objectives

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

- demonstrate an understanding of dance concepts and skills

- apply literacy skills

- organise and apply the dance concepts

- analyse and interpret dance concepts and skills

- apply technical skills

- realise meaning through expressive skills

- create dance to communicate meaning

- evaluate dance, justifying the use of dance concepts and skills.

Structure

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

Assessment

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

Unit 1		Unit 2	
The aim of assessment in Unit 1 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.		The aim of assessment in Unit 2 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.	
Formative internal assessment 1 (FIA1): Performance	20%	Formative internal assessment 3 (FIA3): Project Dance-Work	35%
Formative internal assessment 2 (FIA2): Choreography	20%	Formative internal assessment 4 (FIA4): Extended Response	25%

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

Summative assessments

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			

Drama

General senior subject – 11DRA

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

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

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

Pathways

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

Objectives

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

- demonstrate an understanding of dramatic languages

- apply literacy skills

- apply and structure dramatic languages

  analyse how dramatic languages are

  used to

- create dramatic action and meaning

- interpret purpose, context and text to communicate dramatic meaning

- manipulate dramatic languages to create dramatic action and meaning

- evaluate and justify the use of dramatic languages to communicate dramatic meaning

- synthesise and argue a position about dramatic action and meaning.

Structure

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

Assessment

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

Unit 1		Unit 2	
The aim of assessment in Unit 1 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.		The aim of assessment in Unit 2 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.	
Formative internal assessment 1 (FIA1): Performance	20%	Formative internal assessment 3 (FIA3): Integrated Project	35%
Formative internal assessment 2 (FIA2): Composition	20%	Formative internal assessment 4 (FIA4): External Exam	25%

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

Summative assessments

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

Music

General senior subject – 11MUS

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

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

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

Pathways

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

Objectives

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

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

Structure

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?

Assessment

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

Unit 1		Unit 2	
The aim of assessment in Unit 1 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.		The aim of assessment in Unit 2 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.	
Formative internal assessment 1 (FIA1): Performance Verbatim Theatre	20%	Formative internal assessment 3 (FIA3): Project - practice-led project	35%
Formative internal assessment 2 (FIA2): Project Dramatic Concept	20%	Formative internal assessment 4 (FIA4): Extended Response Exam	25%

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

Summative assessments

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			

CUA30915 Certificate III in Music Industry

VET course – 11CUA915C3

(RTO – Queensland College of Music – Provider Code 40821)

Certificate III in Music Industry is a nationally recognised qualification that complies with the Australian Qualification Framework. Certificate III in Music Industry is designed to further the knowledge and skills gained from the Year 9 Music course. Students do not need to have studied music qualifications prior to enrolment but must do an audition with the Music teacher at Unity College to determine eligibility.

Entry Requirements

Academic - There are no formal entry requirements for this course, however a pass in year 9 Music is recommended with a high achievement level in performance and composition. Students are required to choose Music in Years 10, 11 & 12 at Unity College to be eligible. Prior music qualifications and learning may enable further options to study the Certificate IV or Diploma in Music. Students meeting entry requirements for these higher qualifications will be provided with the opportunity to explore these options.

Attitude – refer VET student roles and responsibilities page 14.

Learning experiences

Students participate in competency based learning developed around real world music industry scenarios.

Pathways

- Further vocational study – Diploma of Music Industry
- University Study - Bachelor of Music, Bachelor of Contemporary Music

Course Costs

$60 per Unit of Competency, plus Resource charge of $25 per term ($100 per year). Families will be invoiced directly from QCM each term as students enrol in chosen core and elective units.

Qualification Packaging rules

To attain this certificate, 11 units of competency (4 core and 7 elective) must be completed. Additional elective units listed and used at trainer discretion to suit learner cohorts.

Further Information

Students have the opportunity to study the Certificate IV in Music Industry or the Diploma of Music through QCM if this qualification better matches student ability. This will be determined through consultation with the music trainer and QCM.

Service Agreement

The RTO guarantees that the student will be provided with every opportunity to complete the Certificate III in Music Industry as per the rights and obligations outlined in the enrolment process and subject information handbook provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Note: The Registered Training Organisation is the Queensland College of Music. Unity College staff on College premises will deliver this course. Certificate III in Music is offered in collaboration with the Queensland College of Music under their scope of registration. This information is correct at time of publication but subject to change (May 2020).

Structure

Units of Competency delivered:

Core:

BSBWHS201	Contribute to health and safety of self and others
CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAMLT302	Apply knowledge of style and genre to music industry practice

Performance Electives:

CUAMCP301	Compose simple songs or musical pieces
CUAMPF301	Develop technical skills in performance
CUAMPF304	Make a music demo
CUAMPF404	Perform music as part of a group
CUAMPF406	Perform music as a soloist
CUAMPF302	Prepare for performances
BSBCRT301	Develop and extend critical and creative thinking skills

Sound & Business Electives (available on negotiation for an additional charge).

Assessment

Competency is assessed using the following methods: Short responses, Observation checklists, Music journal, Portfolio of documents and Third party reports.

http://www.qcm.qld.edu.au

NATIONALLY RECOGNISED TRAINING

QCE Credit Points

Up to 7

Visual Art

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

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

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

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

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens 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	**Art as code** Through inquiry learning, the following are explored: Concept: art as a coded visual language Contexts: formal and cultural Focus: Codes, symbols, signs and art conventions Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: continued exploration of Unit 3 student-directed focus Media: student-directed

Assessment

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

Unit 1		Unit 2	
The aim of assessment in Unit 1 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.		The aim of assessment in Unit 2 is to assess student understanding and application of course content. The format of the assessment will expose students to Unit 3 & 4 assessment types.	
Formative internal assessment 1 (FIA1): Investigation – Inquiry Phase One	15%	Formative internal assessment 3 (FIA3): Investigation – Inquiry Phase Three	35%
Formative internal assessment 2 (FIA2): Project – Inquiry Phase Two	25%	Formative internal assessment 4 (FIA4): Examination	25%

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

Summative assessments

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			

Wednesday only Vocational Options

The following 2 options will be delivered onsite at Unity College though external Registered Training Organisations. If you are interested in any of these offerings, please visit Mrs Meyers, Mrs Beard or Mrs Paton (VET and Pathways Leaders) for further information. Hours and costs vary.

AVI30316 CERTIFICATE III IN AVIATION

(REMOTE PILOT - VISUAL LINE OF SIGHT)

Are you in years 10-11 or 12 and looking for a challenging career in the Aviation Industry, Australian Government, Defence Force, Emergency Services or even the Mining sector. Then enrol in the VETiS program to become a next generation pilot.

#nextgenpilot

COURSE DETAILS

This exciting qualification is relevant to the role of a Remote Pilot – Visual Line of Sight working in the Aviation Industry, below 400 feet above ground level, in day visual meteorological conditions (VMC).

Remote pilot duties include applying technical and non technical aviation skills and knowledge within RPAS (remotely piloted aircraft systems) operational environments, and meets a number of Civil Aviation Safety Authority (CASA) Certification Requirements.

As a next generation pilot, secondary school students completing this new and exciting qualification under the VETiS program will gain valuable experience for future Flight crew licensing with CASA.

This qualification delivered by K&M Harris trading as Specialised Career Solutions (RTO – 32292) along with CASA Approved Training Organisation UAV Instructors from UAV Training Australia (ReOC.0872)

PREREQUISITE AND ENTRY REQUIREMENTS

All students must satisfy General and Aviation English Language Proficiency (GELP) and complete the Aeronautical Radio Operators Certificate (AROC) (issued to candidate at 17 years old) as directed by Civil Aviation Safety Authority (CASA) and CASA approved Chief Pilot Mr Wayne Condon.

This forms part of the students CASA approved Flight crew licensing requirements, which is used by both Fixed wing and Helicopter pilots

QUALIFICATION

A total of fourteen (14) core units of competency must be completed to be awarded a completion certificate in AVI30316 Certificate III in Aviation (Remote Pilot - Visual Line of Sight) conducted by Specialised Career Solutions (RTO – 32292)

STUDY PATHWAYS

Upon successful completion of the entry level course AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight), there are a number of career pathways lending on from this qualification including public safety and emergency services, aerial surveying, mines and resource sectors, Federal, State and Local Government agencies, and specialist civil and military surveillance.

LEARNER COHORT

This qualification is for candidates new to aviation and remote piloting, or learners who may have previous aviation qualifications such as recreational, private and/or commercial pilots license and wish to use their current skills to extend into a new branch of remote piloting aviation.

DURATION

The completion time-frame for this qualification is 3 months full-time. Year 11 and 12 secondary school curriculum is based on 12 to 18 months pending the schools curriculum.

Durations may vary between new learners and those who have recognised previous aviation qualifications or UAV experience.

Training will be delivered face to face where the student will attend classes with qualified trainers and assessors, including practice and assessment of physical remote pilot skills using a hands on approach. An Online learning management system also supports the students during their course of study

YOU WILL LEARN

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

REGISTER YOUR INTEREST NOW.

http://www.aviation-scs.com.au/

Email: aviation@scs.edu.au

Call 1800 776 902

#nextgenpilot

K&M Harris trading as Specialised Career Solutions (RTO 32292) is an ASQA Approved Nationally Accredited Training Organisation

Hospitality
Business
ICT
Retail
Tourism

Prestige Service Training

Delivery:
2 weekly sessions or double classes at your school
"Face to face" classroom training with qualified industry trainers
Course Duration:18 months
Extra tutorial support available
Meet school schedules

Advantages:
May lead to university credits
Contribute towards OP or Rank (QLD)
Pathway to a successful career
A highly regarded Nationally Recognised Qualification
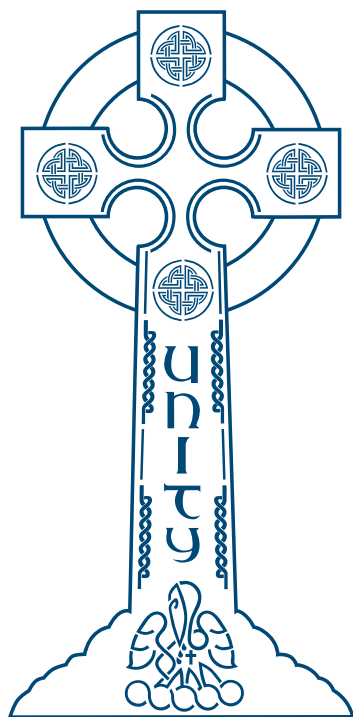Increase employability skills & knowledge

Units of Competency:

BSBWOR501	Manage work priorities & professional development
BSBADM502	Manage meetings
BSBMKG501	Identify & evaluate marketing opportunities
BSBMGT516	Facilitate continuous improvement
BSBHRM506	Manage recruitment, selection & induction process
BSBFIM501	Manage budgets & financial plans
BSBADM506	Manage business document design & development
BSBPMG522	Undertake project work

Interested?
Phone Prestige Today!
Ph. 07 5667 7224

The following table highlights some of the subjects/courses that may be studied together, based on particular areas of interest.

It is not an exhaustive list and provides a starting point for discussion.

Transition to Work Pathway subject packages

Technology – making	Technology – designing and creating	Creative Industries	Sport / Health	Helping / Service
Religion and Ethics	Religion and Ethics	Religion and Ethics	Religion and Ethics	Religion and Ethics
Essential English	Essential English	Essential English	Essential English	Essential English
Essential Mathematics	Essential Mathematics	Essential Mathematics	Essential Mathematics	Essential Mathematics
Certificate III Christian Ministry	Cert III Christian Ministry	Cert III Christian Ministry	Food and Nutrition	Food and Nutrition
Certificate III in Engineering - Technical	Information & Communication Technology	Information & Communication Technology	Cert III Christian Ministry	Cert III Christian Ministry
Engineering Skills	Cert III in Engineering - Technical	Certificate III in Engineering - Tech	Cert III Fitness	Certificate II in Sport and Recreation
Furnishing Skills	Certificate II in Hospitality and Certificate III in Tourism	Certificate III in Music Industry	Certificate II in Sport and Recreation	Certificate II in Hospitality and Certificate III in Tourism
Information & Communication Technology		Dance	Certificate II in Health Support Services, Certificate II in Community Services and Certificate III in Health Services Assistance	Certificate II in Health Support Services, Certificate II in Community Services and Certificate III in Health Services Assistance
Fashion		Drama		
		Visual Art		
		Music		
		Fashion		

External Certificate Courses – School Based Apprenticeships, Sunshine Coast Technical Trade Training etc.

Technology – making	Technology – designing and creating	Creative Industries	Sport / Health	Helping / Service
Carpentry	Hospitality	Hairdressing	Sport and recreation	Aged care
Plumbing	Commercial cookery	Retail cosmetics	Animal studies	Retail
Plastering	Kitchen operations	Applied fashion design	Community pharmacy	Health support
Horticulture	Information, digital and media technology	Beauty therapy	Health support	Early childhood education
Engineering	Engineering	Visual arts	Outdoor recreation	Community services
Electrotechnology		Photography		Library services
Automotive		Screen and media		Tourism
Construction		Music Industry- Performance		Community Pharmacy
Logistics		Music Industry - Sound		

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