SENIOR 2025 - 2026

Subject Selection Handbook

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Plan your pathway

Whether your plans after Year 12 include further study, learning a trade, or finding a job, the QCE lets you choose a pathway that's right for you.

1. Think about your abilities, interests, and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

2. Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway, and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website.

3. Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

For more information refer to the Senior Education Profile on page 5 of this handbook.

4. Develop your plan

You will be guided through the process of senior subject selection, exploring your options and finding the pathway that's right for you. Please read through this handbook carefully before completing your senior education and training (SET) Plan.

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From The Head of School (Senior Phases Focus)

Dear Parents and Students,

Students currently in Year 10 are about to embark on the final two years of their secondary education journey. 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 senior subject selection 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 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.

The 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 3 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 to a “natural next step”, be that 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 realistically consider 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,

Alison Gilbert
Head of College (Secondary Phases)

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 learning journey 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:

Unity College SET Plan website

1

- **Step 1 - Information and Instruction given**

Year 10 students will have access to:

- Career Development Classes
- SET Plan Preparation Day
- 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 proceed to Step 2.

2

- **Step 2 - Begin a draft online SET Plan**

- Go to Unity College SET Plan website
- Choose a senior learning pathway
- Choose preferred senior subjects
- Participate in a 30-minute one-on-one interview with a Unity College SET Planner and parent
- Confirm senior learning pathway
- Confirm preferred senior subjects.

3

- **Step 3 - Next Steps for Year 10 Students and families:**

- Perceived mismatches between your pathway and subject selections are identified and further interviews may 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

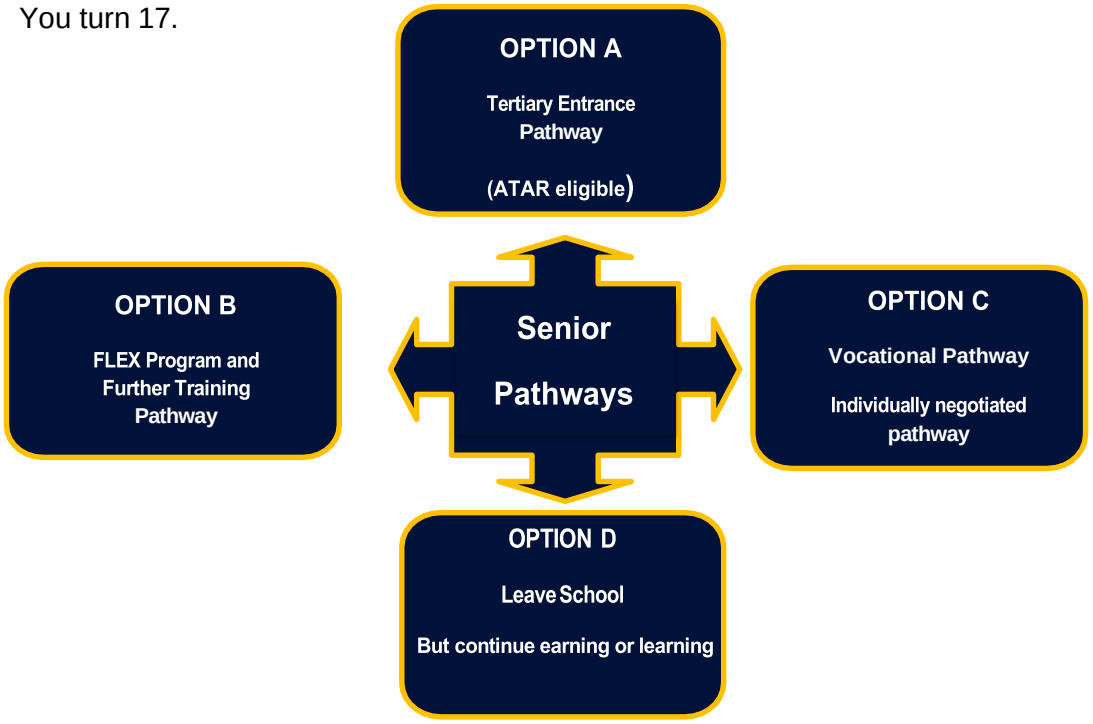
There are several possible senior pathways that a student may take through Years 11 and 12.

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

i. You gain a Queensland Certificate of Education, 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.



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 7) 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:
    - Essential English
    - Essential Mathematics or General Mathematics
    - Religion & Ethics or Certificate III in Christian Ministry and Theology
    - Plus 3 other learning options, which could include school subjects, certificate courses or training.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)

For more information about the SEP see Senior Education Profile for Year 12 students

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five scaled General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations. Visit the QTAC website for more information about the ATAR.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of three English subjects offered at Unity College — English, Essential English, or Literature.

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

Other Tertiary Entrance Pathways

It is important to note that an Australian Tertiary Admission Rank (ATAR) is **not** the only way to access tertiary study.

If your subject selections mean you are ineligible for an ATAR, our Pathways Leaders can help you understand the different tertiary entrance pathways available and the best options for you.

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 several 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. Pathways Leaders and Mrs Christie 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 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 is your one-stop shop for information on a wide range of pathways options.

- ☆ The National Career Information system called myfuture allows students to build a career profile and explore occupations and industries.
- ☆ Careers Bullseye Charts
- ☆ 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:

Courses

- ☆ The Queensland Tertiary Admissions Centre QTAC site provides useful information on tertiary courses (Uni, TAFE, private institutions) and prerequisites.
- ☆ The QTAC Year 10 Guide to Career Pathways and 2025 Tertiary Prerequisites provides prospective applicants with general information and entry requirements for tertiary courses in 2025.The QTAC My Path Guide 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. It is important that students review this information.
- ☆ Queensland TAFE

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 considered when selecting subjects for Years 11 and 12 and can be accessed via the QTAC Year 10 Guide

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.

Subjects and courses studied at 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. 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.

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.

External assessment

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

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

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

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 & Applied (Essential) 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.

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

A course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

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

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Considering each of these decisions provides teachers with the opportunity to develop units that are rich, engaging, and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

specific assessment task details within the parameters mandated in the syllabus

assessment contexts to suit available resources

how the assessment task will be integrated with teaching and learning activities

how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

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.

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 courses 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:

- Sunshine Coast Technical Trade Training Centre (SCTTTC)
- TAFE Queensland VET in Schools (VETiS) courses or short courses

Many of these courses require students to:

- attend information sessions
- apply and enrol externally
- receive confirmation of a placement into the course
- provide 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 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 at 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 or unityvet@bne.catholic.edu.au

Student 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
- meet the expected demands of industry (for the course undertaken) in relation to WHS, dress/uniform and positive attitude to training
- 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 indicated for enrolment.

At enrolment, each student will be required to create or supply (if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia. Students will be required to return a Training Agreement Form and a USI Permissions Form to enable Unity College to share student data with the relevant RTO's and QCAA to ensure results are uploaded and can be reported.

Recognition of Prior Learning

Students may apply for Recognition of Prior Learning (RPL) for specific units of competency if current knowledge and skills can be provided and verified. Contact your Trainer and/or VET Co-ordinator for assistance with this process. Information on this process is also available from the RTO you are undertaking course work with or in the Unity College VET Student Handbook.

Credit Transfer

All Registered training organisations can Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment. This means you will not need to do the unit of competency again. Contact your Trainer or VET Co-ordinator for assistance with this process. Information on this process is also available from the RTO you are undertaking course work with or in the Unity College VET Student Handbook.

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 is at the discretion of the external RTO provider. Usually, this is done on a pro-rata basis depending on units started. Most RTO's will refund the funds to the student via the

school as the school will have paid the invoice. In these cases, Unity College will apply the credit to the student's school account. 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.

Other Vocational Options

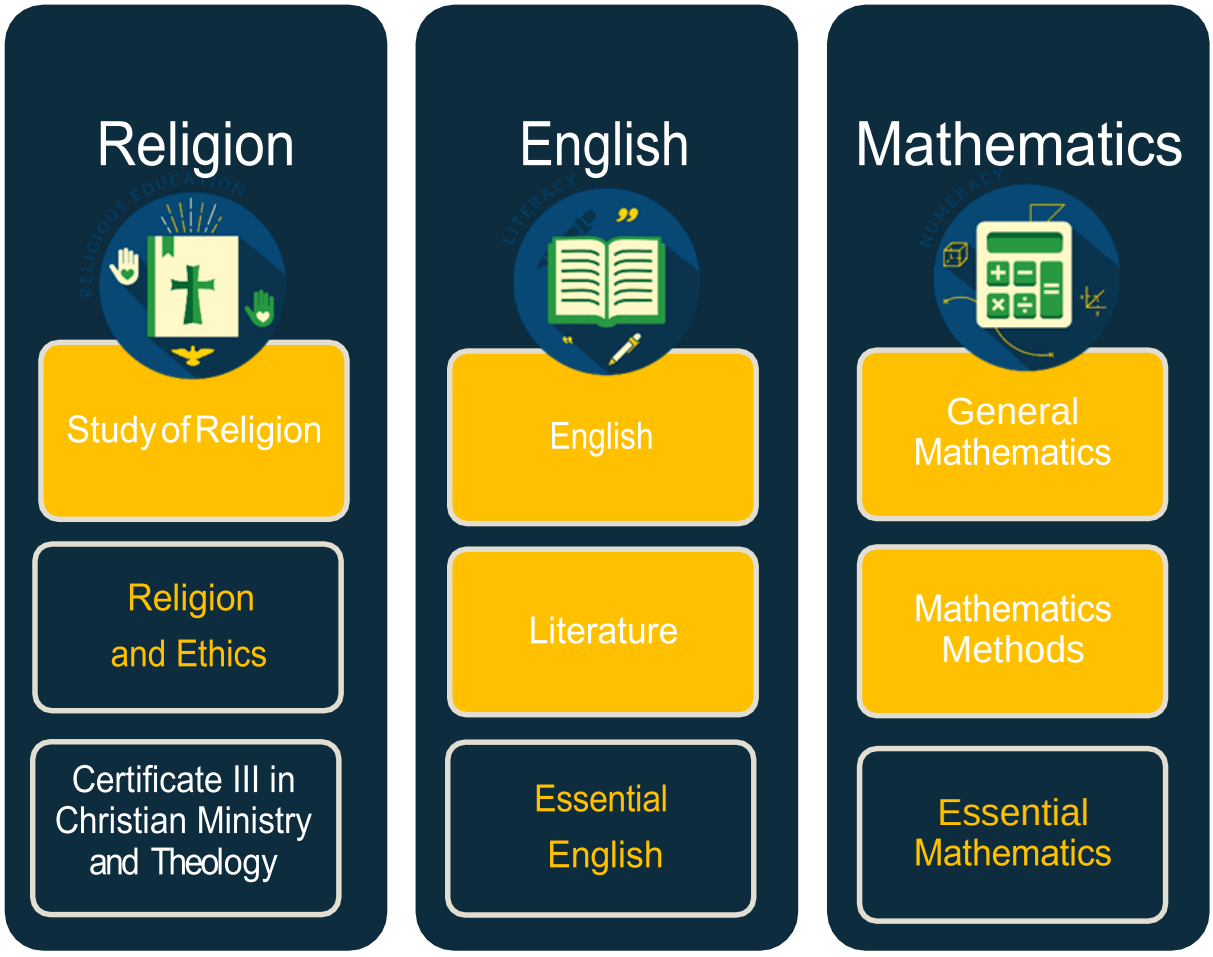
Other options are available onsite at Unity College though external Registered Training Organisations. These may be in the form of School-based traineeships or apprenticeships or through enrolment with RTOs for online/virtual reality training delivery. Please see Mrs Christie for enquiries regarding School-based traineeships or apprenticeships and TAFE options. The Diploma of Business or the Diploma of Social Media Marketing are examples of other courses our students have engaged in. For more information about diploma courses, please see Mrs Meyers. Hours and costs vary.

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:



2. Students also study at least <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. These are negotiated later.

Things to remember

The Year 10 into Senior Information Evening and SET Plan interviews 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 2025 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 **two reserve options.** This will allow the College to establish the curriculum offerings for 2025.

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 one 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 Checklist

Am I ready to Select My Subjects?

Use this checklist to see when you're ready to make your subject choices. If you answer 'no' or 'unsure' to any of the statements, do a bit more research before you lock in your selections. If you can answer 'yes' to all of them, select your subjects with confidence, knowing you've made informed choices.

Am I ready to select my subjects?			
I like the subjects I'm choosing enough to study them every day.			
The subjects I'm choosing cover prerequisites for courses I'm interested in.			
I have spoken to the subject teachers.			
I understand what each subject is about and how I will be assessed.			
I can realistically manage the workload given my other commitments.			
I'm aware of other requirements I need to meet e.g. folio, audition, etc.			
I meet the recommended Year 10 grades for these subjects, or I can with greater effort.			

The Queensland Tertiary Admissions Centre (QTAC) has some good advice for those considering tertiary education and highlighting the importance of choosing subjects that feel RIGHT for you.

Choosing subjects wisely

Consider your pathway

Are you aiming for a high ATAR or developing practical skills for the workforce? Multiple options exist beyond school, including vocational training, apprenticeships, or university via ATAR or non-ATAR pathways, so choose subjects to support your pathway.

Be realistic about your results

Be sure to review your results and speak to your teachers. Being realistic about your abilities and skills helps you choose subjects at the right challenge level.

Know what you're signing up for

Speak to the subject teachers, talk to students taking the class. Read the subject handbook and attend subject information sessions so you really know what each subject involves and if it's for you.

Don't select subjects you think will be 'easy'

All subjects require effort to do well, even if you're naturally talented in the area. You're better off choosing a subject you enjoy and will be engaged in rather than one that doesn't really interest you, but that you think will be easy.

Select subjects you enjoy

You are more likely to put your full effort in if you like what you are learning.

Select subjects you're good at

When you give your best effort, you're more likely to do well. If you're choosing a subject because it's a prerequisite, reflect on whether your previous learning indicates you're likely to succeed.

Keep your options open

If you're unsure about your pathway, keep your subject choices broad and diverse so you have flexibility in your future studies and career choices.

Don't choose subjects based on teachers

Subjects are allocated to teachers based on the demands on the timetable, and changes can be made at the last minute. This means you can't guarantee who your teacher will be.

Don't pick subjects to be with your friends

There is no guarantee your timetables will align, and if you're easily distracted, you may learn better independently.

Unity College Senior Subject Offerings

Religion

General

Study of Religion

Applied

Religion & Ethics

VET

Certificate III in Christian Ministry and Theology

English

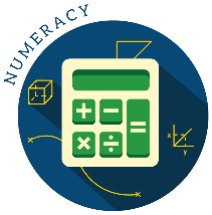
General

English

Literature

Applied

Essential English



Mathematics

General

General Mathematics

Mathematical Methods

Specialist Mathematics

Applied

Essential Mathematics

Science

General

Biology

Chemistry

Marine Science

Physics

Humanities

General

Ancient History

Business

Geography

Legal Studies

Modern History

Applied

Social and Community Studies

VET

Certificate IV in Justice Studies

Certificate III in School Based Education Support and Certificate IV SBES (Teacher Aide)

Technologies

General

Digital Solutions (ONLINE)

Food and Nutrition

Applied

Engineering Skills

Furnishing Skills

VET

Certificate III in Engineering - Technical

Certificate II in Hospitality and Certificate III in Events

Unity College Senior Subject Offerings

Physical Education

General

Physical Education

VET

Certificate III in Fitness

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

Languages

General

Japanese

The Arts

General

Dance

Drama

Music

Visual Art

Applied

Dance in Practice

Drama in Practice

VET

Certificate III in Visual Arts (Photography specialisation)

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Religion

Study of Religion

Religion and Ethics

Certificate III in Christian Ministry and Theology

Study of Religion

General senior subject – 11SOR

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. 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 modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to 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. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

A passing grade in Year 10 English is recommended for this course.

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
Religion, meaning and purpose Nature and purpose of religion Sacred texts	**Religion and ritual** Lifecycle rituals Calendrical rituals	**Religious ethics** Social ethics Personal ethics	**Religion — rights and relationships** Religion and the nation–state Human existence and 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): Investigation — inquiry response	25%
Formative internal assessment 2 (FIA2): Investigation — inquiry response	25%	Formative internal assessment 4 (FIA4): Examination – 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): 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

A sense of purpose and personal integrity are essential for participating and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality, and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual, and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and which personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender, and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues, and social justice.

Religion & Ethics focuses on the personal, relational, and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

Students develop effective decision-making skills and learn how to plan, implement, and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual, and ethical issues.

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:

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

Structure

Religion & Ethics is a four-unit course of study.

Unit option	Unit title
Unit A	Social justice
Unit B	World religions and spiritualities
Unit C	Peace
Unit D	Sacred stories and role models

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Religion & Ethics are:

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	**Product/Plan/Campaign** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 6 A4 pages, or equivalent digital media Spoken: up to 4 minutes, or signed equivalent Written: up to 600 words **Evaluation** One of the following: Multimodal (at least two modes delivered at the same time): up to 4 minutes, or 4 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 400 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words

11236NAT Certificate III in Christian Ministry and Theology (Compass)

VET senior subject – 11NAT11236C3

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

The Certificate III in Christian Ministry and Theology is a nationally accredited qualification offered by the Institute of Faith Education (IFE) in partnership with Unity College. It is designed to be relevant for high school students and gives you the opportunity to study and reflect on your own beliefs and ethics and develop vital study and employability skills.

Entry Requirements

Academic: There are no formal entry requirements, however sound comprehension skills and verbal communication skills are required to address the requirements of assessment. A student who struggles 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.

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. The course involves reading and undertaking a range of written and practical assessments, including group tasks. Learners must be able to take some responsibility for their learning and be willing to work consistently throughout the course.

For information on RPL and Credit Transfer – go to the RPL section of this handbook.

Pathways

As a nationally accredited Certificate III, *Compass* supports your transition to employment, vocational and higher education including providing direct entry into some university courses. For further information contact IFE. http://ife.qld.edu.au/

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 $750 for the course.
A total of $750.00 will be invoiced on the Term 1 fees to cover the 2-year course.

Refund Policy

Learners withdrawing from the course are eligible to receive a refund of $180 per module for any module they have not commenced training in. No refunds apply for any modules in which a learner has commenced training, irrespective of whether the learner has achieved any outcomes in that module.

Qualification packaging rules

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

Units of Competency delivered

NAT11236001 Develop foundational knowledge of the Bible (Core)
NAT11237003 Develop and apply knowledge of key Christian beliefs (Core)
NAT11236002 Research Christian Scripture and Theology (Elective)
NAT11236003 Study and present a biblical topic (Elective)
NAT11236005 Support the mission and values of a Christian organisation (Elective)
NAT11236009 Communicate theology in everyday language (Elective)
NAT11236008 Explain own beliefs to others (Elective)
PSPGEN114 Work effectively with diversity and inclusion (Elective)

The course is completed as four modules:

Module 1 – Choices

- Current moral/ethical issues and case studies provide the opportunity to reflect on diversity in the community
- Understand the importance of service learning and develop your skills at communicating your ideas.

Module 2 – The Story

- The Bible is one of the most influential books in the world. In this module you will learn to understand it better and will discuss its relevance today.
- Develop your teamwork, project management and communication skills in the practical project.

Module 3 – Community

- Consider the values and beliefs that shape Catholic communities and explore how they apply in your own school
- Learn teamwork and problem solving skills in your practical project.

Module 4 – The Edge

- Reflect on your life journey and explore the big questions in life.
- Articulate your own vision to support your future pathway.

Assessment

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. There are no exams. Assessment includes, for example, practical projects, short written or verbal responses, team activities, presentations and creative learning tasks.

Further information

All students must study either Study of Religion, Religion and Ethics or Youth Ministry during Years 11 and 12 at Unity College. If you would like to consider Compass as a subject and have further questions, visit the IFE website or contact the IFE:
Phone 07 3324 3485 Email: ife@bne.catholic.net.au or contact VET and Pathways Team at Unity College.

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 for those competencies successfully achieved. 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 2024).

ife INSTITUTE OF FAITH EDUCATION Archdiocese of Brisbane

COMPASS Faith, Ethics & Identity

Nationally Recognised Training

QCE Credit Points Up to 8

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English

English

Literature

Essential English

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	Formative internal assessment 3 (FIA3): Examination - imaginative written response
Formative internal assessment 2 (FIA2): Extended response - written response for a public audience	Formative internal assessment (FIA4): Examination - analytical written response

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%

Please note: This syllabus is currently being revised and will be updated after the syllabus is released in Semester 2 2024.

Literature

General senior subject – 11ENGL

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to 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
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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/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	**Intertextuality** • 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	Formative internal assessment 3 (FIA3): Extended response - imaginative written response
Formative internal assessment 2 (FIA2): Examination - analytical written response	Formative internal assessment (FIA4): Examination - analytical written response

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

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

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 • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • 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): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

Introduction to Senior Mathematics

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations.

With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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Mathematics

General Mathematics

Mathematical Methods

Specialist Mathematics

Essential Mathematics

General Mathematics

General senior subject – 11GMA

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

Structure

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

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	Formative internal assessment 3 (FIA3): Examination
Formative internal assessment 2 (FIA2): Examination	Formative internal assessment 4 (FIA4): Examination

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="4">Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination — short response</td><td>15%</td><td>Summative internal assessment 3 (IA3):
Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Mathematical Methods

General senior subject – 11MAM

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	Formative internal assessment 3 (FIA3): Examination
Formative internal assessment 2 (FIA2): Examination	Formative internal assessment 4 (FIA4): Examination

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): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			

Specialist Mathematics

General senior subject – 11SMA

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

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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, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	Formative internal assessment 3 (FIA3): Examination
Formative internal assessment 2 (FIA2): Examination	Formative internal assessment 4 (FIA4): Examination

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination – short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination – short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Essential Mathematics

Applied senior subject – 11EMA

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

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

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	Formative internal assessment 3 (FIA3): Examination on Unit 2
Formative internal assessment 2 (FIA2): Examination on Unit 1	Formative internal assessment 4 (FIA4): 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 - short response

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Science

Biology

Chemistry

Marine Science

Physics

Biology

General senior subject – 11BIO

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • 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	Formative internal assessment (FIA3): Research Investigation
Formative internal assessment (FIA2): End of Unit 1 Exam	Formative internal assessment (FIA4): End of Unit 2 Exam

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 – combination response			

Chemistry

General senior subject – 11CHE

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

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	Formative internal assessment (FIA3): Student Experiment
Formative internal assessment (FIA2): End of Unit 1 Exam	Formative internal assessment (FIA4): End of Unit 2 Exam

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data Test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research Investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student Experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50% Examination</td></tr>
</table>

Marine Science

General senior subject – 11MSCI

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology.

In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

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	Formative internal assessment (FIA3): Research Investigation
Formative internal assessment (FIA2): End of Unit 1 Exam	Formative internal assessment (FIA4): End of Unit 2 Exam

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 — combination response			

Physics

General senior subject – 11PHY

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

In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

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	Formative internal assessment (FIA3): Student Experiment
Formative internal assessment (FIA2): End of Unit 1 Exam	Formative internal assessment (FIA4): End of Unit 2 Exam

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 – combination response			

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Certificate III and IV in School Based Education Support

Ancient History

General senior subject – 11AHIS

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion.

Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** Schools select two of the following historical periods to study in this unit:	**People, power and authority** Schools select one of the following historical periods to study in this unit: • Ancient Egypt — New Kingdom Imperialism

		• Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	• Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

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	Formative internal assessment 3 (FIA3): Investigation - historical essay based on research
Formative internal assessment 2 (FIA2): Independent source investigation	Formative internal assessment 4 (FIA4): Examination - essay in response to historical sources

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	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short responses	25%

Business

General senior subject – 11BUSI

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

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

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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 situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

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

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): Feasibility report	25%
Summative internal assessment 2 (IA2): Business report	25%	Summative external assessment (EA): Examination — combination response	25%

Geography

General senior subject – 11GEO

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices.

Geography aims to encourage students to become informed and adaptable, so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

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
- propose action
- communicate geographical understanding using appropriate forms of geographical communication

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

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): • Data report	25%
Summative internal assessment 2 (IA2): • Field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies

General senior subject – 11LST

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology(ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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 to suit the intended purpose.

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 • Australia's legal response to international law and human rights • 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	Formative internal assessment 3 (FIA3): Investigation — argumentative essay
Formative internal assessment 2 (FIA2): Investigation — inquiry report	Formative external assessment (FIA4): Examination — combination response

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 — analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

10971NAT Certificate IV in Justice Studies

VET senior subject – 11NAT971C4

(RTO – Unity College - 32123)

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

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

Entry Requirements

Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to 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.

Learning experiences

Content is delivered in a face-to-face classroom environment through Legal Studies/Certificate IV in 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 and three compulsory after school workshops with industry professionals. Technology required: access to the internet.

Pathways

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

Course Costs

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

Refund Policy

Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought. Applications for refund are made to the Unity College principal and are at the discretion of the principal.

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 2025 school year. This is to ensure alignment to current industry practices is at its optimum.

Structure

Units of Competency delivered

Core units

NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT1097003	Analyse social justice issues
BSBXCM401	Apply communication strategies in the workplace
PSPREG033	Apply Regulatory Powers
BSBLEG421	Apply understanding of the Australian Legal System

Elective units

BSBPEF402	Develop personal work priorities
BSBLEG523	Apply legal principles in tort law matters
PSPREG010	Prepare a brief of evidence
BSBLDR414	Lead team effectiveness OR
PSPREG039	Gather Information through interviews

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.

Further information

The course will assist in preparing students to continue onto a Diploma of Justice Studies or a Bachelor of Criminology or a Bachelor of Justice. Students will be required to attend 3 after school workshops held at Unity College.

Service Agreement

This is a 2-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate Justice Studies 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 2024).

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NATIONALLY RECOGNISED TRAINING

QCE Credit Points Up to 8

Modern History

General senior subject – 11MHIS

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as 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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • Alternative topic for Unit 1.	**Movements in the Modern World** • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • Alternative topic for Unit 2.	**National experiences in the Modern World** • Germany since 1914 (World War I begins) • Israel since 1917 (announcement of the Balfour Declaration)	**International experiences in the Modern World** • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) Schools select a topic option that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

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	Formative internal assessment 3 (FIA3): Investigation — historical essay based on research
Formative internal assessment 2 (FIA2): Independent source investigation	Formative internal assessment 4 (FIA4): Examination — essay in response to historical sources

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	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short response	25%

Social & Community Studies

Applied senior subject – 11SCS

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

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

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

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

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

Pathways

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

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Structure

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

Unit option	Unit title
Unit A	Lifestyle and financial choices
Unit B	Healthy choices for mind and body
Unit C	Relationships and work environments
Unit D	Legal and digital citizenship

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 4 minutes, or signed equivalent Written: up to 600 words **Evaluation** One of the following: Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words

CHC30221 Certificate III in School Based Education Support
CHC40221 Certificate IV in SBES (Teacher Aide)

VET senior subject – 11CHC221C3 and 11CHC221C4

(RTO – Adapt Education – Provider Code:32452)

Cert 3 This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures.

Cert 4 This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings under the guidance of a teacher or other educational professional. At this level, workers may be involved in facilitation of learning for a range of instructional groupings, including for those students in need of additional support. In these roles, the education support worker sources and analyses information from diverse sources, may work with limited direct supervision and could provide guidance to other workers.

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. It is recommended that applicants have a pass in Yr10 English and Maths in order to cope with the demand of the course/s.
Attitude – refer VET student roles and responsibilities.

Learning experience

- Students will complete learning and assessment items within Adapt Education's online student portal.
- Students will be required to complete a volunteer work placement as a Teacher Aide for a minimum of 100 hours in a Primary or Secondary school setting.

Duration

Certificate III: 2 years over one timetabled line.

Certificate IV: The Certificate III & Certificate IV in School Based Education Support qualifications do have a lot of overlap. If you fast track the Certificate III in School Based Education Support and complete by Week 1, Term 2 (Yr12), you will have the option to complete a bridging program up to the Certificate IV in School Based Education Support. This means that instead of completing an additional 17 units, you just complete the gaps between the Certificate III and the Certificate IV. This is a great option for those wanting to secure a pathway into university.

Note: students must be prepared to put in additional time outside of the scheduled timetable to achieve the assessment and practical requirements of these courses.

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 Adapt Education website, Adapt Education (Online) Learning Portal or via Unity College VET staff prior to enrolment.

Outcomes

- Contribute up to 8 Credit Points towards a QCE
- Ensure a minimum ATAR rank of 68 (Certificate III) or 74 (Certificate IV).
    - Bachelor of Education at Sunshine Coast university ATAR guide is 69.
- Pathway to work as a Teacher Aide in a Primary or Secondary school.

Course Costs

CHC30221 Certificate III in School Based Education Support - $690

CHC40221 Certificate IV in School Based Education Support (Bridging Program) - $490

Cost includes subject consumables and certificate administration, training specific costs and industry engagement costs. An additional cost of $45 for uniform to be worn on Structured Work Placement is charged in the first year.

Assessment

Assessment is competency based. 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:

- Theory assessment including:
    - quizzes,
    - written questions,
    - case studies, projects and role plays.
- Practical assessment:
    - observations conducted through Practical Placement.

Further information

Students not currently working in the education support industry will be required to complete Structured Work Placement as part of their study. To achieve this qualification, the individual must have completed a total of at least 100 hours of work in a classroom environment catering to primary or secondary school students

Service Agreement

Adapt Education (RTO Code 32452) and Unity College (RTO Code 32123) have entered into a Third-Party Agreement for delivery of this course. Under this partnership, Adapt Education is the Registered Training Organisation (RTO), and Unity College will conduct all training and assessment on behalf of Adapt Education. Adapt Education is responsible for monitoring the quality of the training and assessment services and will issue the Adapt Education certificate to students on completion. Unity College will support the student towards completion of the Certificate III and/or Certificate IV in School Based Education Support. Adapt Education policies and procedures apply. 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 (May 2024).

Qualification packaging rules

Cert 3 Packaging Rules **Total number of units = 15** • 10 core units 5 elective unit	**Cert 4 Packaging Rules** **Total number of units = 17** • 13 core units, 4 elective units • Credit Transfer from Cert III
CORE	**CORE**
CHCDIV001 Work with diverse people	CHCDIV001 Work with diverse people
CHCEDS033 Meet legal and ethical obligations in an education support environment	CHCEDS033 Meet legal and ethical obligations in an education support environment
CHCEDS034 Contribute to the planning and implementation of educational programs	CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCEDS035 Contribute to student education in all developmental domains	CHCEDS047 Assist in facilitation of student learning
CHCEDS036 Support the development of literacy and oral language skills	CHCEDS046 Support student literacy learning
CHCEDS037 Support the development of numeracy skills	CHCEDS045 Support student mathematics learning
CHCEDS057 Support students with additional needs in the classroom environment	CHCEDS051 Facilitate learning for students with disabilities
CHCEDS059 Contribute to the health, safety and wellbeing of students	CHCEDS059 Contribute to the health, safety and wellbeing of students
CHCEDS060 Work effectively with students and colleagues	HCEDS058 Support the implementation of behaviour plans
CHCEDS061 Support responsible student behaviour	HCPRP003 Reflect on and improve own professional practice
ELECTIVE	CHCEDS048 Work with students in need of additional learning support
HLTWHS001 Participate in workplace health and safety	CHCPRT001 Identify and respond to children and young people at risk
CHCEDS049 Supervise students outside the classroom	CHCEDS056 Provide support to students with autism spectrum disorder
CHCEDS056 Provide support to students with autism spectrum disorder	**ELECTIVE**
HLTAID012 Provide first aid in an education and care setting	HLTWHS001 Participate in workplace health and safety
CHCEDS048 Work with students in need of additional learning support	CHCEDS049 Supervise students outside the classroom
CHCPRT001 Identify and respond to children and young people at risk	CHCDIS004 Communicate using augmentative and alternative communication strategies
	HLTAID012 Provide first aid in an education and care setting

adapt education

NATIONALLY RECOGNISED TRAINING

QCE Credit Points Up to 8

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IRWIN

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Technology

Digital Solutions

Engineering Skills

Certificate III in Engineering - Technical

Food and Nutrition

Furnishing Skills

Certificate II in Hospitality & Certificate III in Events

Digital Solutions – FisherONE Online

General senior subject – Online Education

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

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

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of (STEM) science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data, and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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

In Units 3 and 4 students complete 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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical proposal	20%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	30%	Summative external assessment (EA): • Examination – combination response	25%

FisherONE online education – enrolment process

Digital Solutions is offered to Unity College students through our partnership with FisherONE online education.

Students considering enrolment in Digital Solutions with FisherONE Online Education should discuss this during the SET Plan interview along with your parent/guardian(s) and Pathways Leaders.

Students should achieve a minimum Year 10 result of C in English and Mathematics as the prerequisite to studying Digital Solutions.

Students may choose to enrol with FisherONE after:

- the SET Plan interview is complete
- a FisherONE agreement form (issued at SET Plan) has been completed and returned to Unity College
- approval has been granted by Unity College.

Further information regarding the subject, FisherONE Online education, enrolment information and associated fees can be found at FisherONE Online Education.

Engineering Skills

Applied senior subject – 11ESK

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian manufacturing industry to produce products. The manufacturing industry transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment.

They communicate using oral, written and graphic modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in 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:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures.

Structure

Engineering Skills is a four-unit course of study.

Unit option	Unit title
Unit 1	Fitting and machining
Unit 2	Welding and fabrication
Unit 3	Sheet metal working
Unit 4	Production in the manufacturing engineering industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Engineering Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

MEM30522 Certificate III in Engineering – Technical

VET senior subject - 11MEM522C3

(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.

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.

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.

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

CORE AND ELECTIVE UNITS				PREREQUISITE
Year 1 Sem 1	MEM13015	Work safely and effectively in manufacturing and engineering	Elective	Not applicable
	MEM16006	Organise and communicate Information	Core	MEM13015
	MEM16008	Interact with computing technology	Core	MEM13015 MEM16006
	MEM09229	Read and interpret technical engineering drawings	Elective	Not applicable
	MEM30031	Operate computer-aided design (CAD) system to produce basic drawing elements	Elective	Not applicable
Year 1 Sem 2	MEM30033	Use computer-aided design (CAD) to create and display 3D models	Elective	MEM30031
	MEM30032	Produce basic engineering drawings	Elective	Not applicable
Year 2 Sem 1	MEM09204	Produce basic engineering detail drawings	Elective	MEM09229
	MEM30012	Apply mathematical techniques in a manufacturing engineering or related environment	Core	Not applicable
Year 2 Sem 2	MEM09202	Produce free hand sketches	Elective	Not applicable

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. 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 2024).

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Nationally Recognised Training

QCE Credit Points

Up to 5

Food and Nutrition

General senior subject – 11FN

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. 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. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will 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.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.
In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

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
- 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	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers	**Food science of carbohydrate and fat** • Carbohydrate • Fat	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Examination	Formative internal assessment 3 (FIA3): Project - Folio
Formative internal assessment 2 (FIA2): Project - Folio	Formative internal assessment 4 (FIA4): Examination

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): • Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food & Nutrition solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Furnishing Skills

Applied senior subject – 11FURSK

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in 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 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:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

Structure

Furnishing Skills is a four-unit course of study.

Unit option	Unit title
Unit 1	Furniture-making
Unit 2	Cabinet-making
Unit 3	Interior furnishing
Unit 4	Production in the bespoke furniture industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

SIT20322 Certificate II in Hospitality
SIT30522 Certificate III in Events

VET Senior Subject – 11SIT322C2 & 12SIT522C3

RTO - SIT20322 Certificate II in Hospitality – Unity College – Provider Code: 32123
RTO - SIT30522 Certificate III in Events – AIET (Australian Institute of Education & Training – Provider Code 121314

SIT20322 Certificate II in Hospitality and SIT30522 Certificate III in Events 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. The Certificate II in Hospitality must be completed prior to transitioning to the Certificate III in Events.
Attitude – refer VET student roles and responsibilities.

Learning experiences

This course combination is run over 2 years with SIT20322 Certificate II in Hospitality forming the base qualification. Activities in real and simulated work environments reflect industry standards in both Hospitality and Events. 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 events sector to increase their employability potential. Face to face instruction in commercial kitchen, event catering, planning and implementation, 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 Events provides pathways to many events industry sectors and for a diversity of employers including event or exhibition management companies, event venues, or organisations that organise their own events.

Course Costs

Total for 2-year course $499
Year 1 – SIT20322 Certificate II in Hospitality - Unity College fees apply - $200.
Year 2 – SIT30522 Certificate III in Events - Fee for Service (RTO AIET) $199 + $100 Unity College fees.
Unity College fees include uniform (Year 1), subject consumables and certificate administration, training specific costs and industry incursion/excursion experiences.

Qualification packaging rules

To attain the SIT20322 Certificate II in Hospitality, 12 units of competency (6 core and 6 elective) must be completed. To attain the SIT30522 Certificate III in Events 13 units of competency (6 core and 7 elective) must be completed. Six (6) units from the SIT20322 Certificate II in Hospitality are able to be credit transferred to the SIT30522 Certificate III in Events qualification.

Structure

Units of Competency delivered: Certificate II in Hospitality (RTO - Unity College)	**Units of Competency delivered:** Certificate III in Events (RTO – AIET)
Core: SITXCCS003 Interact with customers SITXWHS005 Participate in safe work practices SITHIND002 Source and use information on the hospitality industry SITHIND003 Use hospitality skills effectively BSBTWK201 Work effectively with others SITXCOM007 Show social and cultural sensitivity	**Core:** BSBTWK201 Work effectively with others SITEEVT020 Source and use information on the events industry SITEEVT022 Provide event production support SITXCCS014 Provide service to customers SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices
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:** **SITEEV021 Administer event registrations** SITXMPR010 Create a promotional display or stand **CUASTA211 Develop basic staging skills** **CUASTA212 Assist with bump in and bump out of shows** BSBSUS211 Participate in environmentally sustainable work practices **CUAEVP211 Assist with the staging of public activities or events** SITXFIN007 Process financial transactions
Blue font denotes possible credit transfer from Certificate 1 in Hospitality through to Certificate 3 in Events.	

Assessment

The gathering of evidence to indicate competency may include the following: online learning logs and quizzes, practical demonstrations, team tasks, observation checklists, knowledge tests, internet research, oral presentation, work simulations, and work placement at the Unity Co-Op café and practical demonstration of skills at various on site and off-site events.

Further information

Both the SIT20322 Certificate II in Hospitality and SIT30522 Certificate III in Events will be delivered across 3 x 60 minute lessons for the duration of the two school years with the SIT20322 Certificate II in Hospitality being delivered across year 1 and SIT30522 being delivered across year 2.

Students must complete the SIT20322 Certificate II in Hospitality before transitioning to the SIT30522 Certificate III in Events. Students will be required to participate in 40 hours of Structured Work Placement (SWP), and this will involve attending events during school time 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. It is recommended that SWP be completed in year 1 of the program in order for there to be limited impact on transitioning to Certificate III in Events. Failure to meet SWP hours will result in non-completion of units of competency. Students who have completed a Certificate I in Hospitality in Year 10 will be able to credit transfer any units of competency already completed.

Service Agreement

SIT30522 Certificate III in Events is delivered in 1 year under partnership with AIET (RTO Code 121314) AIET is the Registered Training Organisation (RTO) for the SIT30522 Certificate III in Events and Unity College will conduct all training and assessment on behalf of AIET. AIET is responsible for monitoring the quality of the training and assessment services and will issue the SIT30522 Certificate III in Events certificate to students on completion. Unity College will support the student towards completion of the SIT30522 Certificate III in Events in line with AIET policies and procedures. This information is correct at time of publication (May 2024) but is subject to change.

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AIET

NATIONALLY RECOGNISED TRAINING

QCE Credit Points

Between

5-8

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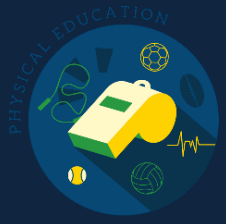
Physical Education



Physical Education

Certificate III in Fitness

Certificate II in Health Support Services and

Certificate III in Health Services Assistance

Physical Education

General senior subject – 11PE

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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 in physical activity	**Sport psychology, equity, and physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness, and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training and physical activity** • Energy, fitness, and training integrated in 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	25%	Formative assessment 3 (FA3): Project – folio	25%
Formative assessment 2 (FA2): Examination – combination response	25%	Formative assessment 4 (FA4): Investigation — report	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): Investigation — report	25%	Summative external assessment (EA): Examination — combination response	25%

SIS30321 Certificate III in Fitness

VET senior subject – 11SIS321C3

(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. Students will participate in the delivery of a range of fitness programs and services to clients within, and beyond their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions, including with male adult, female adult, and older adult clients. This program also includes the following: First Aid qualification and CPR certificate.

Entry Requirements

Academic – A pass in Year 10 English and Maths is recommended.
Attitude – refer VET student roles and responsibilities.
A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Learning experiences

Students will participate in the delivery of a range of fitness programs and services to clients within, and beyond their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions, including with male adult, female adult, and older adult clients. This program also includes the opportunity to complete a First Aid qualification and CPR certificate.

Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant.
Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar
Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

Course Costs

Course cost of $500 and is invoiced in Term 1 fees. This covers partnership training fees $365, First Aid $55, Training uniform $35, $45 consumables and excursions.

Qualification packaging rules

To attain the Certificate III Fitness, 15 units of competency (11 core and 4 electives) must be completed. A list of the Units of Competency covered are available from the VET Coordinator or HPE Teaching and Learning Coordinator.

Structure

Units of competency delivered			
HLTAID011	Provide First Aid	**SISFFIT035**	Plan group exercise sessions
HLTWHS001	Participate in workplace health and safety	**SISFFIT036**	Instruct group exercise sessions
SISXEMR001	Respond to emergency situations	**SISFFIT032**	Complete pre-exercise screening and service orientation
SISXIND001	Work effectively in sport, fitness and recreation environments	**SISFFIT033**	Complete client fitness assessments
SISXIND002	Maintain sport, fitness and recreation industry knowledge	**SISFFIT052**	Provide healthy eating information
BSBSUS211	Participate in sustainable work practices	**SISFFIT040**	Develop and instruct gym-based exercise programs for individual clients
BSBOPS304	Deliver and monitor a service to customers	**SISFFIT047**	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities		

Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. A range of teaching/learning strategies will be used to deliver the competencies. These include:

1. Practical tasks
2. Hands-on activities involving participants/clients
3. Group work
4. Practical experience within the school sporting programs and fitness facility

Evidence contributing towards competency will be collected throughout the course.

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 Subject Outline 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 facilitation of training and assessment services).

To access Binnacle's PDS, click here: Program-Disclosure-Statement-v11-2023

This is correct at time of publication but subject to change (June 2024).

Binnacle Training

Nationally Recognised Training

QCE Credit Points

Up to 8

HLT23221 Certificate II in Health Support Services
HLT33115 Certificate III in Health Services Assistance

VET senior subject - 11HLT221C2 & 12HLT115C3

(RTO – Connect 'n' Grow® 40518)

HLT23221 Certificate II in Health Support Service and HLT33115 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 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 Certificate II course, however a pass in Year 10 English and Maths is desirable.
Attitude – refer to the VET student roles and responsibilities..
Prerequisites – HLT23221 Certificate II in Health Support Service must be completed prior to commencing HLT33115 Certificate III in Health Services Assistance due to the units clustered within the 2-year program.

Learning experiences

This course combination is run over 2 years. Students usually complete the Certificate II program in Yr 11 and then undertake the Certificate III program. 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. This qualification may credit toward various Certificate III's including Certificate III Health Services Assistance, Certificate III Community Services and Certificate III Individual Support (Disability and Aged Care).

Course Costs

Year 1 – Fee for Service $499 plus Unity College fees apply - $250. Total $749.
Year 2 – Fee for Service $499 plus Unity College fees apply - $50. Total $549.
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 HLT23221 Certificate II in Health Support Services, 12 units of competency must be completed (this includes both 4 core and 8 elective units). This course is a prerequisite to HLT33115 Certificate III in Health Support Services. To attain the Certificate III in Health Services Assistance a further 9 units of competency must be completed.

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 with Expert Heath Trainers.

Structure

HLT23221 Certificate II in Health Support Services **Year 1 Program (4 core & 8 electives)** (Up to 4 QCE points)		**HLT33115 Certificate III in Health Services Assistance** **Year 2 Program (7 core & 8 electives)** (additional 4 QCE points on completion)	
Core		**Core**	
CHCCOM005	Communicate and work in health or community services	CHCCOM005	Communicate and work in health or community services
HLTWHS001	Participate in workplace health and safety	HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people	CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control	HLTINF006	Apply basic principles and practices of infection prevention and control
		HLTAAP001	Recognise healthy body systems
		BSBMED301	Interpret and apply medical terminology
		BSBWOR301	Organise personal work priorities and development
Electives		**Electives**	
BSBINS201	Process and maintain workplace information	HLTAID009	Provide cardiopulmonary resuscitation
HLTHSS009	Perform general cleaning tasks in a clinical setting	HLTAID010	Provide basic emergency life support
BSBPEF202	Plan and apply time management	HLTAID011	Provide first aid
HLTWHS005	Conduct manual tasks safely	CHCCCS009	Facilitate responsible behaviour
HLTHSS011	Maintain stock inventory	CHCINM002	Meet community information needs
BSBOPS203	Deliver a service to customers	HLTWHS002	Follow safe work practices for direct client care
CHCCCS010	Maintain a high standard of Service	CHCCCS010	Maintain a high standard of Service
CHCPRP005	Engage with health professionals and the health system	CHCPRP005	Engage with health professionals and the health system
		Units in blue indicate credit transfer from the Cert II in Health Support Services	

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. Unity College provides opportunity for students to assist with the school vaccinations process with Ozcare, as well as assisting First Aid Officers at college carnivals and events. Connect 'n' Grow® considers this to be a very important inclusion or the Certificate III qualification.
Students completing HLT23221 Certificate II in Health Support Services in Year 11, and wanting to facilitate a pathway into nursing, will also be eligible to enrol in HLT33115 Certificate III Health Support Services - Assistant in Nursing (AIN) program. Depending on number of students applying for this pathway, Unity College may be in a position to run this program on site. This course is offered in partnership with Kawana State College. Please see the VET Co-ordinator or Health Trainers for further information.

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 2024).

Connect 'n' Grow®
A WORLD WHERE HEALTH PATHWAYS HAPPEN THROUGH QUALITY EDUCATION
RTO 40518

NATIONALLY RECOGNISED TRAINING

QCE Credit Points Up to 8

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Languages

Japanese

Japanese

General senior subject – 11JAP

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

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
- analyse and evaluate information and ideas to draw conclusions

- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — My world • Family/carers • Peers • Education	**私達の世界をたんけんする — Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	**私達の社会、文化とアイデンティティー — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**私の現在と将来 — My present; my future** • The present • Future choices

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	Formative internal assessment 3 (FIA3): Extended response – multi modal & interview
Formative internal assessment 2 (FIA2): Examination — combination response	Formative internal assessment 4 (FIA4): Examination combination response

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	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

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The Arts

Dance

Dance in Practice

Drama

Drama in Practice

Music

Visual Art

Certificate III in Visual Arts (Photography)

Dance

General senior subject – 11DAN

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will 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 will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement.

Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

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.

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 dance skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts?	**Moving through environments** How does the integration of the environment shape dance to communicate meaning?	**Moving statements** How is dance used to communicate viewpoints?	**Moving my way** How does dance communicate meaning for me?

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Performance	Formative internal assessment 3 (FIA3): Project Dance-Work
Formative internal assessment 2 (FIA2): Choreography	Formative internal assessment 4 (FIA4): Extended Response

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): • Dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Dance in Practice

Applied senior subject – 11DIP

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

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers, and dance-related artists.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

Objectives

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

- use dance practices
- plan dance works
- communicate ideas
- evaluate dance works.

Structure

Dance in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Dance in Practice are:

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	**Choreography of dance** Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	**Choreography of dance/dance work** Choreography (live or recorded): up to 4 minutes **Planning and evaluation of choreography** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project.	**Performance of dance, dance work/s** Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	**Performance of dance** Performance (live or recorded): up to 4 minutes **Planning of choreography and evaluation of performance** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent

Drama

General senior subject – 11DRA

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context, and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Performance	Formative internal assessment 3 (FIA3): Integrated Project
Formative internal assessment 2 (FIA2): Composition	Formative internal assessment 4 (FIA4): External Exam

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): Practice-led project	35%
Summative internal assessment 2 (IA2): Dramatic concept	20%		
Summative external assessment (EA): 25% Examination — extended response			

Drama in Practice

Applied senior subject – 11DRAIP

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

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships, and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various context. As students gain practical experiencein a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national, and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Objectives

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

- use drama practices
- plan drama works

- communicate ideas
- evaluate drama works.

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	**Performance** Performance (live or recorded): up to 4 minutes

Music

General senior subject – 11MUS

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces**.**

Objectives

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

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

Structure

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

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Performance	Formative internal assessment 3 (FIA3): Integrated project
Formative internal assessment 2 (FIA2): Composition	Formative internal assessment 4 (FIA4): Extended Response Exam

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			

Visual Art

General senior subject – 11VAR

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Investigation – Inquiry Phase One	Formative internal assessment 3 (FIA3): Investigation – Inquiry Phase Three
Formative internal assessment 2 (FIA2): Project – Inquiry Phase Two	Formative internal assessment 4 (FIA4): Examination

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

CUA31120 Certificate III in Visual Arts
(Photography specialisation)

VET senior subject – 11CUA120C3

RTO – COSAMP (College of sound and Music Production– Provider Code: 41549

The Certificate III in Visual Art (Photography Specialisation) covers all aspects of photography from theory to practice. Whilst potentially engaging directly with a career in photography, students graduating from this course could also pursue further studies in the field through TAFE and University. Students do not need to have studied art or media prior to enrolment.

Entry Requirements

Academic - There are no formal entry requirements for this course, however a pass in year 10 English is recommended to meet the literacy demands of the course.
Attitude – refer VET student roles and responsibilities.

Students will need an electronic device (smart phone, tablet, computer) that has a camera and can hold a variety of photo editing software/Apps such as Light Room and Photoshop. Access to a DLR camera is desirable but not a requirement. A limited number of these can be borrowed from the Arts department.

Learning experiences

Students participate in competency-based learning developed around real photography industry scenarios. Over the duration of this course, students gain an understanding of camera settings, photographic theory including natural and artificial lighting, colour theory, composition and the Elements and Principles of Design, digital post editing using industry-standard Photoshop and Lightroom programs, as well as shooting in a variety of situations from thestudio to outdoor locations on field trips and excursions.

Students gain experience in a variety of photographic genres including portrait, landscape, still life, the human condition,sport, architecture, lifestyle, and fine art.

Effective communication skills are developed through significant focus on visual and written literacy through technical diaries, descriptions, critiques, and discussions, as well as portfolio presentations.

Students are provided with the occasion and opportunity to exhibit and sell, their photographic work at the annual Winter Festival event hosted by the Arts and Hospitality departments.

Pathways

Skills obtained through this Certificate III training course provide a starting point for several potential photographic careers including portrait, wedding and studio photography, real estate, food and fashion photography, advertising, commercial, fine art and productphotography, photojournalism, entertainment, leisure, events, and freelance photography, as well as scientific, forensic, and medical photography.
Other potential career directions include website design and construction, digital marketing, graphic and industrial design, advertising, film and video production, media and publishing opportunities in newspapers, magazines, film, and television.

Graduates at this level could continue further learning at Certificate 3 or 4 level such as:

- CUA50920 Diploma of Photography and Digital Imaging
- CUA50720 Diploma of Graphic Design
- Various degree programs in the creative industries.

Course Costs

$690 over 2 years.
Year 1 – AIET Fee for Service $199 plus Unity College fees apply - $220. Total $419.
Unity College fees cover partnership training fees $50, SD card $50, Hard Drive $100, consumables $20.
Year 2 – AIET Fee for Service $199 plus Unity College fee $70. Total $269.
Unity College fees cover partnership training fees $50, consumables $20.

Qualification Packaging rules

To attain this certificate, 12 units of competency (4 core and 8 elective) must be completed.
Elective units are subject to change prior to the commencement of the program.

Structure

Units of Competency delivered:

Core:

BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice

Electives:

CUADES201	Follow a design process
CUADIG303	Produce and prepare photo images
CUADIG315	Produce digital images
CUAIND314	Plan a career in the creative arts industry
CUAPHI312	Capture photographic images
CUAPPR211	Make simple creative work
BSBTWK201	Work effectively with others
ICTICT215	Operate digital media technology packages

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this qualification.

Further Information

Students are strongly encouraged to engage in Structured Work Placement for 20 hours to engage with industry to further develop skills and knowledge. An exhibition of work is held at the end of the course. Students are required to display work that can be marked “for sale” or “not for sale”. Students are responsible for getting their work to a marketable/exhibition stage. In costs for this are incurred by the student.

Service Agreement

This is a 2-year course. COSAMP (RTO Code 41549) and Unity College (RTO Code 32123) have entered into a Third-Party Agreement to partner delivery of this course to students. Under this partnership, COSAMP is the Registered Training Organisation (RTO) and Unity College will conduct all training and assessment on behalf of COSAMP. COSAMP is responsible for monitoring the quality of the training and assessment services and will issue the COSAMP certificate to students on completion. Unity College will support the student towards completion of the Certificate III in Visual Arts in line with COSAMP policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by COSAMP 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 2024) but is subject to change.

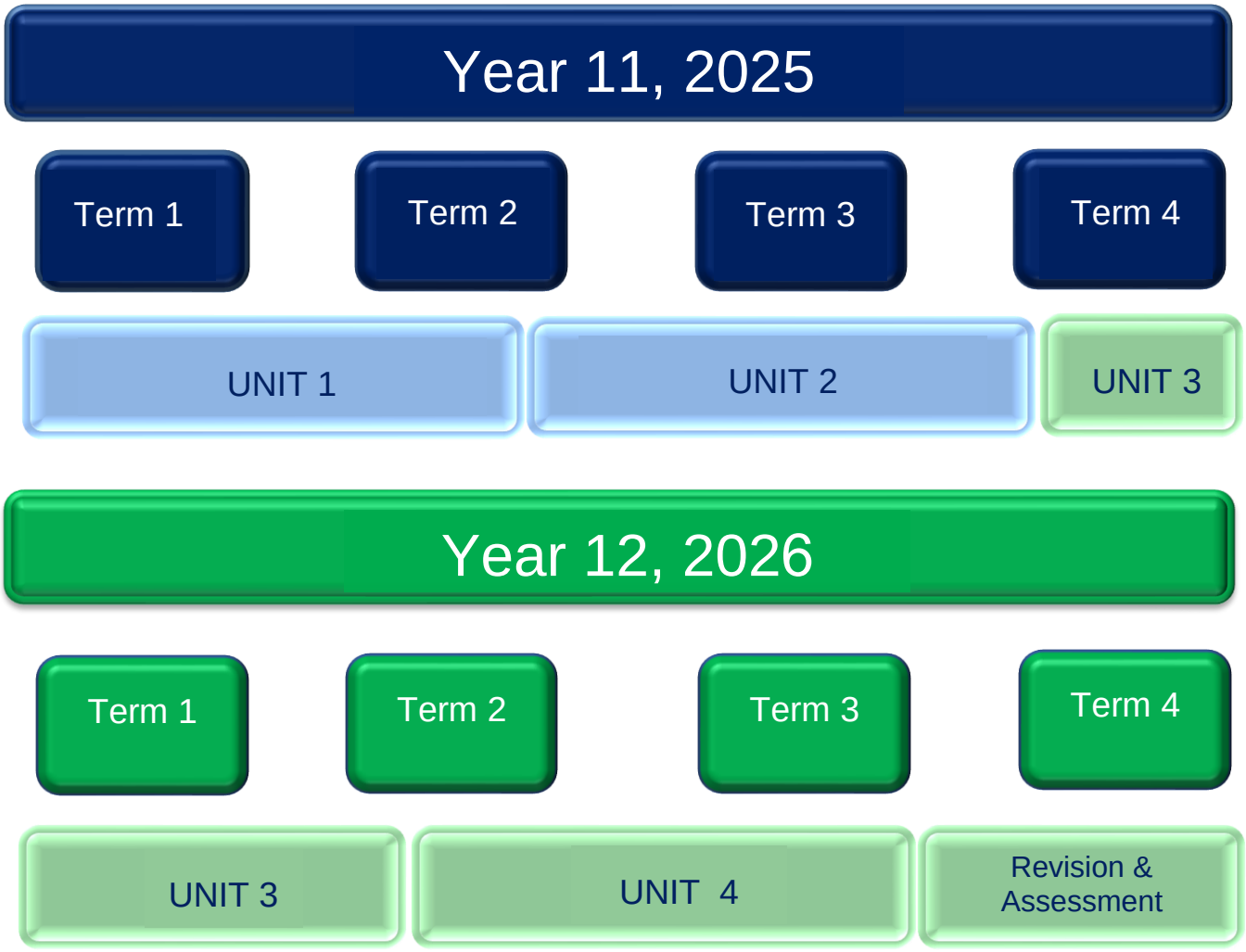
COSAMP a readcloudVET RTO

unite • inspire • succeed unitycollege

Nationally Recognised Training

QCE Credit Points Up to 8

Unit Timings



Please note:

- units do not align with Term holidays in Year 11 and 12
- assessment dates cannot be changed due to family holidays or commitments.

Please consider the impact of absences as your student enters the Senior Years.

Subject Selection Planner

My Core Subjects:

Print this page and write your 3 chosen core subjects in the space below.

Circle the ***FLEX** program if applicable.

Refer Choosing a Senior Pathway for information on the FLEX program or come and see the Pathways Leaders to determine if this is the right choice for you.

Religion	**English**	**Mathematics**
The FLEX Program		

My Elective Subjects:

Write some options you are considering here:

_____ _____ _____

_____ _____ _____

_____ _____ _____

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

ELECTIVES	**RESERVES**
1.	1.
2.	2.
3.	

If allocated, my subject selections mean that:

☐ I will be eligible for an ATAR ☐ I will not be eligible for an ATAR.

Senior subject selection timeline

Tuesday 18th June

- Subject Selection Online open for access

Tuesday 16th July

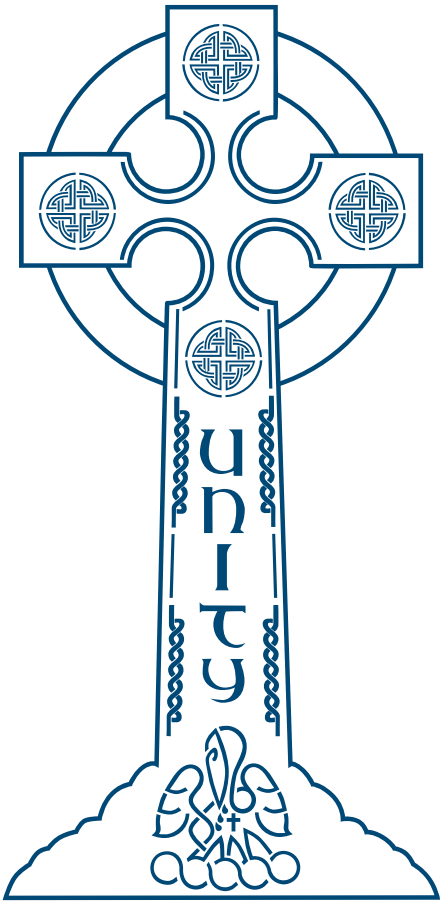
- Year 10 into Senior - Parent Information Evening

Thursday 25th July

- SET Plan interviews

Friday 2nd August

- Subject Selection Online closes



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