KINGSTON
State College

2026 SENIOR SUBJECT INFORMATION BOOKLET

Parents and Students

This handbook outlines the subjects offered to students in Years 11 and 12. It has been produced to assist students to make decisions on the appropriate subjects to study throughout the Senior Phase of their education. The pathway students take through Senior should be carefully considered – tertiary entrance through the Australian Tertiary Admissions Rank (ATAR) or a Vocational pathway which will prepare students for TAFE study, apprenticeships, traineeships and paid work.

The importance of choosing appropriate subjects cannot be overemphasised. It is expected that the subjects the student choose for Year 11 will be the subjects they continue to study throughout Years 11 and 12.

All students should plan on completing Year 12 and graduating with a (Queensland Certificate of Education (QCE) and ATAR/Vocational qualification. Our school offers pathways and subjects that should cater for the needs of all of our students as long as they choose the course of study that is suited to their abilities and interests. There is little value in choosing subjects that are too difficult in the hope that the subject will result in a higher tertiary entrance score. Students gain the most advantage from choosing a pathway and subjects that they can manage academically and find interesting as they will be studying these subjects for two years. Year 10 results should give an indication of both ability and interests.

It should be noted that absences from school will have a significant impact on student outcomes. Students should have no more than 10 days in total absence from school each year in the senior school. This includes part days – late arrivals and early departures. Avoidable absences from school such as appointments and family holidays will have an impact on student outcomes and should be carefully considered.

The Learning Outcome for all students in 11 and 12 is a QCE, or a QCIA for a small number of students in our Special Education Program. All students in Years 11 and 12 undertake a program which maintains their QCE eligibility and this is monitored very carefully throughout the Senior Phase of learning. The requirements of the QCE are set out in this booklet.

Senior Education Profile

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

- Statement of Results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.
A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

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.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior subjects

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

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

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 subjects include Extension subjects.

Applied syllabuses

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

Senior External Examination

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

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see: https://www.education.gov.au/australian-core-skills-framework.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five 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.

English requirement

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

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

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

General syllabuses - Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 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.

Applied syllabuses - 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.

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.

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

Short Courses

Course overview

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

Short Courses are available in:

- Literacy
- Numeracy
- Career Education

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

Prerequisites for Year 11 General ATAR Subjects 2024

(minimum standards required)

Subject	Required English result	Required Mathematics result	Required Science result	Other Subject Requirements
Biology	**C**	B General C Mathematical Methods	**B**	
Chemistry	**C**	B General C Mathematical Methods	**B**	
Design	**C**	C General Maths		
Drama	**C**			
English	**C (excluding short course)**			
***General Mathematics**		C General / Mathematical Methods		
Modern History	**B**			**C in History**
Legal Studies	**B**			**C in History**
Literature	**B**			
***Mathematical Methods**		B Mathematical Methods		
Music	**C**			
Physical Education	**C**			**C in HPE, C in English**
Physics	**C**	C Mathematical Methods	**B**	
Psychology	**C**	B General C Mathematical Methods	**B**	
***Specialist Mathematics**		B Mathematical Methods		

*Please see table below for the mathematics you are currently studying.

2025 Year 10 current Mathematics classes	
Essential Mathematics (non ATAR) Not eligible to undertake General Maths, Mathematical Methods or Specialist Maths	**NUS102A Mr Anthony** **MAT102G Mrs Nand** **MAT102H Miss Newton**
General Mathematics	**MAT102D Mr Loudon** **MAT102B Mrs Jaitley**
Mathematical Methods	**MAT102A Mr Baillie**

APPLIED And VET SUBJECTS FOR YEAR 11 2026

Subjects	Prerequisites
Essential English	**Nil**
Essential Mathematics	**Nil**
Dance in Practice	**Nil**
Drama in Practice	**Nil**
Early Childhood Studies	**Nil**
Hospitality Practices	**Nil**
Industrial Graphics Skills	**Nil**
Media Arts In Practice	**Nil**
Music in Practice	**Nil**

Subjects	Prerequisites
Science in Practice	**Nil, Yr 10 science recommended**
Social and Community Studies	**Nil**
Sport and Recreation	**C in HPE Effort**
Certificate I in Construction	**Nil**
Certificate III in Fitness	**C in HPE Effort, C in English**
Certificate III in Music	**Play instrument/sing/sound technology**
Certificate II Engineering pathways	Nil
Community Theatre – Dance & Drama	Nil
Visual Arts in Practice	Nil
Certificate II in Autonomous Technology	Nil

General Subjects

ATAR pathway students need to choose at least four General subjects – five recommended

General Subjects identified as Alternative Sequence are written to cater for smaller schools and allows Year 11 and 12 students to undertake learning in the same class without compromising the intent of the learning and assessment.

Biology

Rationale

Biology provides opportunities for students to engage with living systems.

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.

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 diseases and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity & populations • Functioning ecosystems & 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.
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>

Prerequisites

Biology is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English, at least a B in Year 10 General Mathematics or a C in Year 10 Mathematical Methods and at least a B in Year 10 Science.

Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

PATHWAYS:

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

Chemistry

Rationale

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, the structure and properties of elements and compounds, intermolecular forces, gases, aqueous solutions, acidity, rates of reaction, equilibrium processes, redox reactions and organic chemistry.

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.

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.
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

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• Student experiment</td><td>20%</td></tr>
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• Examination</td></tr>
</table>

Prerequisites

Chemistry is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English and at least a B in Year 10 General Mathematics or a C in Year 10 Mathematical Methods and at least a B in Year 10 Science.

Special Subject Advice

Students enrolled in this subject require a laptop.

PATHWAYS

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

Design (Alternative Sequence)

Rationale

The Design subject focuses on the application of design thinking, drawing skills and rapid prototyping skills required to develop creative ideas in response to human needs, wants and opportunities.

This approach enables students to learn about design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences. In responding to design problems, they will learn how to challenge their own thinking and research new knowledge.

In Design, students engage in a design process and design thinking. The integration of 21st-century skills, creative and critical thinking, collaboration and teamwork, and effective communication skills allow Design students to be well prepared in the design classroom and outside of it.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1: Stakeholder-centred design	Unit 2: Commercial design influences	Unit 3: Human-centred design	Unit 4: Sustainable design influences

Assessment

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

Summative assessments

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

Prerequisites

Design is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English and at least a C in Year 10 General Mathematics.

PATHWAYS

This subject can lead to being a product designer, service designer or UX designer. A product designer creates new products, both virtual and physical, to enhance the customer experience, continually improving them to keep users engaged and satisfied. A service designer focuses on the entire customer experience, considering all touchpoints, such as sales and customer service, across various channels like desktop, mobile, and physical stores. UX designers, a popular role in recent years, specialise in making digital products, such as websites and apps, user-friendly and enjoyable, prioritizing the needs and experiences of the customer.

Drama (Alternative Sequence)

Rationale

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.

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 information & communication technologies (ICT) skills. 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.

Areas of Study

Units 1 and 2 – Formative	Units 3 and 4 – Summative
• Unit 1 – SHARE: Storytelling Indigenous Theatre • Unit 2 – REFLECT: Realism, Magic Realism, Australian Gothic Theatre	• Unit 3 – CHALLENGE: Epic/Absurd Theatre • Unit 4 – TRANSFORM: Greek/Elizabethan Theatre Contemporary Theatre

Assessment

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

Summative assessments

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

PATHWAYS:

SCHOOL

Drama

UNIVERSITY

- Queensland University of Technology
- University of Queensland
- Griffith University
- University of Southern Queensland
- TAFE Queensland
- NIDA
- WAPA
- VCA

CAREER

- Actor
- Drama Educator
- Theatre worker/industry
- Consultancy
- Stage Management
- Backstage/Production
- Administration
- Theatre Promotions
- Leadership Role

English

Rationale

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

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

Students 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 and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-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 and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Areas of Study

Units 1 and 2 – Formative	Units 3 and 4 – Summative
• Perspectives and Texts • Texts and Culture	• Textual Connections • A Close Study of Literary Texts

Assessment

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

Summative assessments

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

English (cont...)

Prerequisites

English is a rigorous academic subject. Students wishing to study this subject should have achieved at least a C in Year 10 English.

Special Subject Advice

Students in this subject require a laptop and need to bring it to school every day.

Possible Careers

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

General Mathematics

Rationale

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.

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.

Areas of Study

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

General Mathematics (cont...)

Assessment

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

Summative assessments

<table>
<tr><th>Unit 3</th><th></th><th>Unit 4</th><th></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</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
– Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
▪ Examination</td></tr>
</table>

Prerequisites

Students must achieve a “middle C” or higher in Year 10 Preparatory General Mathematics to study General Mathematics. If a student does not meet the prerequisite and still wishes to study the subject, parental/carer contact needs to be organised with the Mathematics Head of Department before the student’s subject enrolment will be accepted.

Special Subject Advice A computer and a scientific calculator (advised: Casio fx – 82AU PLUSII).

Possible Careers

General Mathematics is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

Modern History

Rationale

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. 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.

Areas of Study

Units 1 and 2 – Formative	Units 3 and 4 – Summative
• Ideas in the Modern World • Movements in the Modern World	• National Experiences in the Modern World • International Experiences in the Modern World

Summative Assessments (similar assessment will be implemented in Year 11 2026)

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): – Examination: Combination Response	25%	Summative internal assessment 3 (IA3): – Investigation: Argumentative Essay	25%
Summative internal assessment 2 (IA2): – Investigation: Inquiry Report	25%	Summative external assessment (EA): – Examination: Combination Response	25%

Prerequisites

Modern History is a rigorous academic subject. Students wishing to study this subject should have achieved at least a C in Year 10 History and English. Students who have not met these prerequisites will be considered at the Head of Department's discretion.

Special Subject Advice

Students in this subject require a laptop and need to bring it to school every day.

Possible Careers

A course of study in Modern History can establish a basis for further education and employment in the fields of history, tourism, global studies and politics. The knowledge, skills and attitudes Modern History students gain are transferable to all discipline areas and post-schooling tertiary pathways.

Legal Studies (Alternative Sequence)

Rationale

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.

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.

Areas of Study

Units 1 and 2 – Formative	Units 3 and 4 – Summative
• Balance of Probabilities • Law, Change and Governance	• Beyond Reasonable Doubt • Human Rights in Legal Contexts

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): – Examination: Combination Response	25%	Summative internal assessment 3 (IA3): – Investigation: Argumentative Essay	25%
Summative internal assessment 2 (IA2): – Investigation: Inquiry Report	25%	Summative external assessment (EA): – Examination: Combination Response	25%

Prerequisites

Legal Studies is a rigorous academic subject. Students wishing to study this subject should have achieved at least a C in Year 10 History and English. Students who have not met these prerequisites will be considered at the Head of Department's discretion.

Special Subject Advice

Students in this subject require a laptop and need to bring it to school every day.

Possible Careers

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 Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways.

Literature

Rationale

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

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.

Areas of Study

Units 1 and 2 – Formative	Units 3 and 4 – Summative
• Introduction to Literary Studies • Intertextuality	• Literature and Identity • Independent Explorations

Assessment

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

Summative assessments

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

Literature (cont...)

Prerequisites

Literature is a rigorous academic subject. Students wishing to study this subject should have achieved at least a B in Year 10 English.

Special Subject Advice

Students in this subject require a laptop and need to bring it to school every day.

Possible Careers

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

Mathematical Methods

Rationale

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.

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.

Areas of Study – Years 11 and 12

Units 1 and 2 – Formative	Units 3 and 4 – Summative
• Surds & quadratic functions • Binomial expansion & cubic functions • Functions & relations • Trigonometric functions • Probability • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	• Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables. • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions.

Mathematical Methods (cont…)

Assessment

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

<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</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
– Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
– Examination</td></tr>
</table>

Prerequisites
Students must achieve a “middle B” or higher in Year 10 Preparatory Mathematical Methods Mathematics. If a student does not meet the prerequisite and still wishes to study the subject, parental/carer contact needs to be organised with the Mathematics Head of Department

Special Subject Advice
Students require a laptop computer and a Graphics Calculator (advised: Casio FXCG50AU CE). It is important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator functions between teacher/student and student/student. This course cannot be completed without a graphics calculator. The syllabus dictates this type of technology.

Possible Careers
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.

Music (Alternative Sequence)

Rationale

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, performance and musicology students use music elements and concepts, applying their knowledge and understanding of elements and devices to create, perform and analyse musical works.

A study of music provides students with opportunities to develop their intellect 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. In Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Studying music provides the basis for rich, lifelong learning.

Areas of Study

Units 1 and 2 – Formative	Units 3 and 4 – Summative
• Designs - Fundamentals • Identities – Personal, Social, Political and Cultural	• Innovations • Narratives – Musical Storytelling

Assessment

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

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

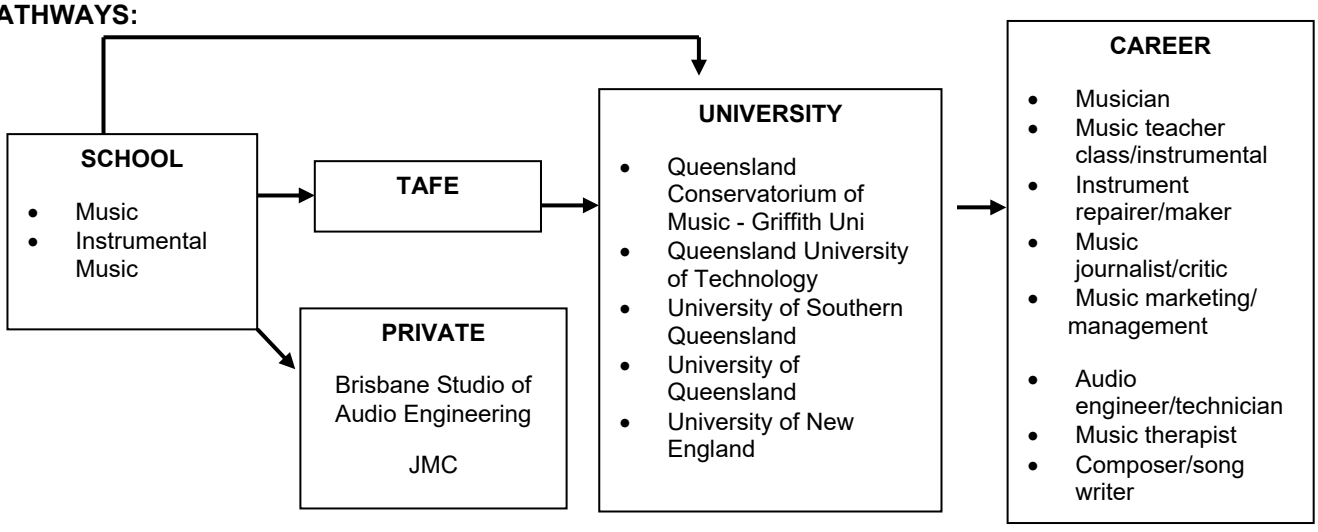
Prerequisites

Students wishing to study this subject must have achieved at least a "C" in Year 10 English and Year 10 Music. Students are also required to perform an instrument or voice as part of an assessment. If you did not study Music in Year 10, please contact the Head of Department.

Special Subject Advice

Students enrolled in this subject require a laptop.

PATHWAYS:



Physical Education (Alternative Sequence)

Rationale

In Physical Education, physical activity serves as the medium for learning. Learning occurs through learning about, through, and in movement. This involves engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences. Students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

Areas of Study

Selected physical activities will act as both a medium for learning of the topics listed in the table below and a source of data for analysis. At least two will be selected from swimming, touch, basketball, badminton, and volleyball.

Units 1 and 2 – Formative	Units 3 and 4 – Summative
• Unit 1 Sport psychology and equity in physical activity • Unit 2 Motor learning, functional anatomy, and biomechanics in physical activity	• Unit 3 Tactical awareness, and ethics in physical activity • Unit 4 Energy, fitness and training and physical activity

Assessment

Students will commence their course of study with AS units 1 and 2 in odd years and will assessed on units 3 & 4 in year 12. Students will commence their course of study with AS units 3 and 4 in even years and will be assessed on Units 1 & 2 in year 12. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessment

Unit 1 or 3		Unit 2 or 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%

Special Subject Advice

Physical Education is a rigorous academic subject. Students must have an interest in developing individual skills and knowledge through physical activity and obtain at least a C standard for Year 10 HPE and English Students who have not met these prerequisites will be considered at the Head of Department's discretion.

Please note: participation is compulsory for all practical lessons.

Risk Statement

There is an inherent risk of injury associated with involvement in this subject and all precautions are undertaken to limit the risk of an injury occurring.

Physics (Alternative Sequence)

Rationale

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

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

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

Structure

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Physics of Motion • Linear motion and force • Gravity and motion	**Einstein's Famous Equation** • Ionising radiation and nuclear reactions • Special relativity • The Standard Model	**The Transfer and Use of Energy** • Heating processes • Waves • Electrical circuits	**Electromagnetism and Quantum Theory** • Electromagnetism • Quantum theory

Assessment

In the first two units undertaken by a student, they will complete four internal assessments — the three summative internal assessments and one developed by the school that reflects the technique and conditions of the external assessment. The results of these are determined by the school and contribute to a student's formative result.

In the final two units undertaken by a student, they will complete a total of four summative assessments — three internal and one external — that contribute towards their final mark in each subject. 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

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<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>
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• Examination</td></tr>
</table>

Prerequisites

Physics is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English, at least a C in Year 10 Mathematical Methods and at least a B in Year 10 Science.

Special Subject Advice

Students enrolled in this subject require a laptop.

Pathways

The Physics Alternative Sequence (AS) is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Psychology

Rationale

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. Further, they investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual Development • The role of the brain • Cognitive development • Consciousness, attention, and sleep	**Individual Behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual Thinking** • Brain function • Sensation & perception • Memory • Learning	**The Influence of Others** • Social Psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

Summative assessments

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• Student experiment</td><td>20%</td></tr>
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• Examination</td></tr>
</table>

Prerequisites

Psychology is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English, at least a B in Year 10 General Mathematics or a C in Year 10 Mathematical Methods and at least a B in Year 10 Science.

Special Subject Advice

Students enrolled in this subject require a laptop.

PATHWAYS:

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Specialist Maths

Rationale

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.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices.	• Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs. • Trigonometry and functions • Matrices and transformations.	• Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices.	• Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference.

Specialist Maths (cont…)

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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<tr><td>Summative internal assessment 2 (IA2):
– Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
– Examination</td></tr>
</table>

Prerequisites
Students must achieve a “middle B” or higher in Year 10 Preparatory Mathematical Methods Mathematics. If a student does not meet the prerequisite and still wishes to study the subject, parental/carer contact needs to be organised with the Mathematics Head of Department

Special Subject Advice
Students must also select Mathematical Methods in Year 11. Students require a laptop computer and a Graphics Calculator (advised: Casio FXCG50AU CE). It is important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator functions between teacher/student and student/student. This course cannot be completed without a graphics calculator. The syllabus dictates this type of technology.

Possible Careers
A course of study in Specialist Mathematics 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.

Applied Subjects

Dance in Practice

Rationale

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.

Learning 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. 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. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences

Areas of Study

Units A - Community	Units B - Industry	Unit C - Health	Unit D - Technology
In this unit, students explore dance used for celebration through choreographing, performing and responding experiences.	In this unit, students explore different sectors of the dance industry (including professional and amateur) through choreographing, performing and responding experiences in	In this unit, students explore choreographing, performing and responding in dance through the concept of health-related dance	In this unit, students explore the use of technology in dance.

Assessment

For Dance in Practice, assessment from Units studied in Year 12 is used to determine the student's exit result, and consists of four instruments, including:

Choreographic Project	Performance
Students plan, choreograph and evaluate a dance for a specific context.	Students perform a teacher- or student-devised dance.

Prerequisites

Nil

Special Subject Advice

Students enrolled in this subject require a laptop.

Students also require:

- Dance tights/Pants
- Jazz shoes

Possible Careers

- Dancer
- Choreographer
- Dance Teacher
- Producer

Drama in Practice

Rationale

Drama exists wherever people present their experiences, ideas and feelings through reenacted 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 contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Areas of Study

Units A - Collaboration	Units B - Community	Unit C - Contemporary	Unit D - Commentary
In this unit, students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance.	In this unit, students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community	In this unit, students develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre.	In this unit, students explore the power of drama in commenting on social issues.

Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result and will include:

Directorial Project	Performance	Devising Project
Students plan, make and evaluate a director's brief for an excerpt of a script.	Students perform the excerpt of the published script	Students plan, devise and evaluate a scene for an identified community issue, story or person of interest

Prerequisites

It is not essential for students to have completed junior drama however it is recommended. Most student work will be completed at school, however, some planning may need to be undertaken at home.

Early Childhood Studies

Rationale

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Children Development	Indoor and outdoor environments	Play and Creativity	Literacy and numeracy

Assessment

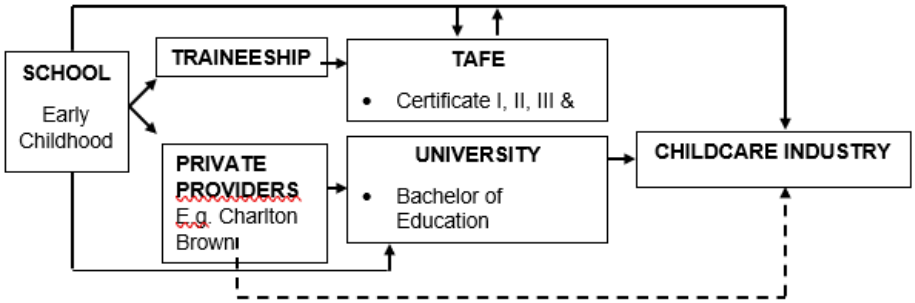
Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Special Subject Advice

Students enrolled in this subject require a laptop. Students will need to supply materials to complete activities such as craft items/food as necessary to complete some assessment tasks.

Early Childhood is a subject that combines practical and theory work. All students in this subject will be required to undertake practical tasks to create and demonstrate learning experiences for children. Students also need to be aware that some assessment take place based off their interaction with children in local childcare facilities.

PATHWAYS:



Essential English

Rationale

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	Texts and human experiences • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written 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.
In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

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

Prerequisites

Students who did not attain a C in Year 10 English should study Essential English.

Special Subject Advice

Students in this subject require a laptop and need to bring it to school every day.

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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.

Essential Mathematics

Rationale

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.

Structure

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

Assessment

In Unit 1 and Unit 2, students complete two assessments comprising of one problem solving and modelling task and one formative exam for each unit. In Units 3 and 4, there are three internal assessments created by the school, using the assessment specifications and conditions provided in the syllabus.

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

Prerequisites

Students who studied Short Course Numeracy or Year 10 Preparatory General mathematics should study Essential Mathematics.

Special Subject Advice

Year 10 – 12: Students require a computer and a scientific calculator (advised: Casio fx – 82AU PLUSII).

Possible Careers

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to work, vocational education or tertiary studies. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of authentic trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Hospitality Practices

Rationale

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and 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 perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culinary trends	In-house dining	Formal dining	Casual dining

Special Subject Advice

Students enrolled in this subject require a laptop.

It is not essential to have had previous experiences in working with foods, however, study of Practical Textiles and Cookery or Hospitality in Year 9 and 10 is an advantage.

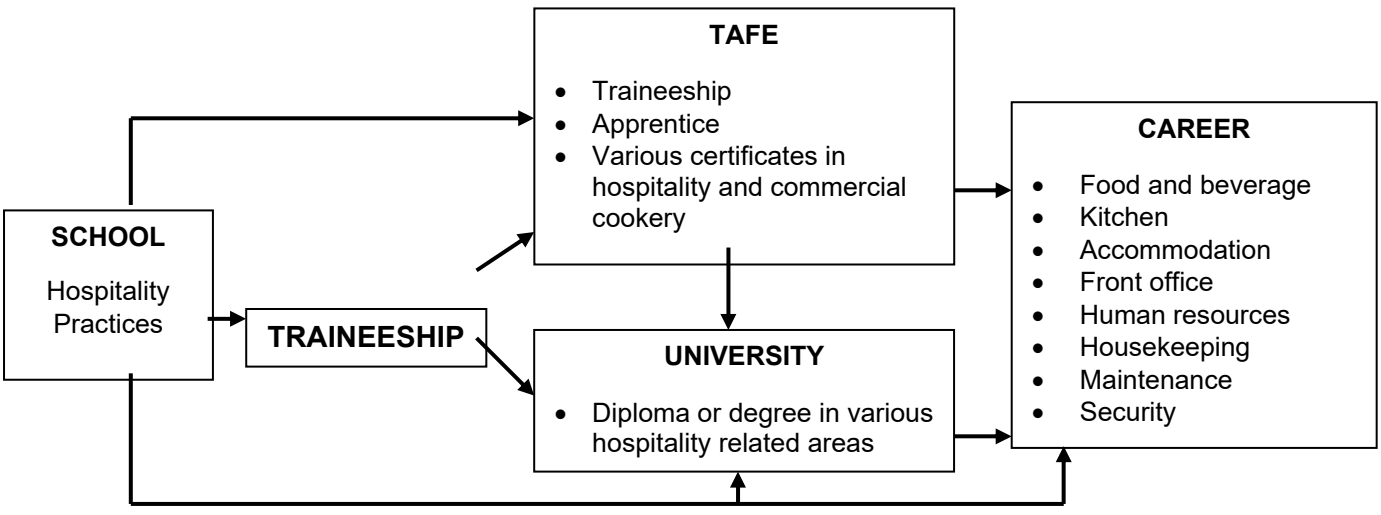
Students must wear closed in black leather lace up shoes.

Assessment

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.

Associated Subject Costs: Compulsory Costs

A major portion of the subject is participation in practical areas. Students will be required to provide ingredients on a regular basis (once a week) for individual 'take home' cookery. Black closed in lace-up leather shoes that protect the upper part of the foot and black pants and white blouse/shirt are required for functions.



Industrial Graphics Skills

Rationale

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. 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 client expectations of drawing standards.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Graphics for the engineering industry	Computer-aided manufacturing	Drafting for residential building	Graphics for the furnishing industry

Special Subject Advice

Students enrolled in this subject require a laptop that meets the minimum specifications for Autodesk products.

Industrial Graphics Skills compliments the trade-based subjects of Building and Construction Skills, Engineering Skills and Furnishing Skills as units are focussed around drawings for these areas. Students studying the subject Design can also benefit from Industrial Graphics Skills as they will develop CAD skills that will be of use in the design subject.

Assessment

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.

Career Links

A course of study in Industrial Graphics Skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter. The course also offers a good base for students that may wish to pursue vocational technical drawing courses.

Media Arts in Practice

Rationale

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

Areas of Study

Units A – Personal Viewpoints	Units B - Representations	Unit C – Community	Unit D - Persuasion
In this unit, students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs.	In this unit, students explore the concept of representation in media artworks. They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make representations for social media or gaming platforms.	In this unit, students explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences. They respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences	In this unit, students explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork. Students may work with or for a client when developing the artwork, or select another target audience.

Assessment

For Media Arts in Practice, assessment from Year 12 is used to determine the student's exit result and will include:

Project	Media Artsworks
Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	Students implement the design product from the project to make a media artwork relevant to the unit.

Prerequisites

Nil

Special Subject Advice

Students enrolled in this subject will require the capacity to learn and use ICT'S specific to the various media artworks they make including but not limited to photography, filming and editing suites.

Music in Practice

Rationale

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music- making provides students with opportunities for personal growth and development of lifelong learning skills. 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.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences

Areas of Study

Units A - Music of Today	Units B - The Cutting Edge	Unit C – Building your Brand	Unit D - 'LIVE' on Stage
I In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques.	In this unit, students develop their understanding of relevant and appropriate music technology	In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician.	I In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century.

Assessment

For Music in Practice, assessment from Year 12 is used to determine the student's exit result and will include:

Project	Performance	Composition Project
Students plan, compose and evaluate a contemporary song	Students perform music for specificed contexts	Students use music technology and production techniques to make a composition for a specified context

Prerequisites

It is not essential for students to have completed junior Music however it is highly recommended. Students will need to be able to perform assessment in at least 1 instrument.

Special Subject Advice

Students enrolled in this subject require a laptop. Students are expected to own their own music manuscript book. If students would like to play an instrument other than guitar, bass, piano or drums, this will also need to be supplied by the student.

Science in Practice

Rationale

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. It can establish a basis for further education and employment in many fields, e.g. **animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.**

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

Unit option	Unit title
Unit 1	Ecology
Unit 2	Disease
Unit 3	Transport
Unit 4	Forensic science

Assessment
Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	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 • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: • Product: 1 • Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Prerequisites:

It is recommended that students choosing this subject should have achieved a C in Year 10 Science.

Special Subject Advice:

Students enrolled in this subject require a laptop.

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

Social and Community Studies

Rationale

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.

Areas of Study

Units 1 and 2 – Formative	Units 3 and 4 – Summative
• Arts and Identity • Lifestyle and Financial Choices	• Relationships and Work Environments • Healthy Choices for Mind and Body

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.

Prerequisites

Students will benefit from an interest in the Humanities (history, geography, civics + citizenship, economics + business), political and social justice topics, as well as current events on a local and workplace, national, and global scale.

Special Subject Advice

Students enrolled in this subject require a laptop.

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.

Sport and Recreation

Rationale

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Structure

Sport & Recreation is a four-unit course of study.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option D	Coaching and officiating
Unit option G	Event management
Unit option H	Fitness for sport and recreation

Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Investigation, plan and evaluation** One of the following: • Multimodal (at least two modes at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Sport and Recreation (cont…)

Special Subject Advice

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

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

Rationale

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks.

Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working. When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Areas of Study

Students will complete the following units across the two-year course of study.

Units A – Looking Inwards (Self)	Units B – Looking Outwards (Others)	Unit C – Clients	Unit D – Transform and Extend
In this unit, students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.	In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.	In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills.	In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner.

Assessment

For Visual Arts in Practice, assessment from Year 12 is used to determine the student's exit result including:

Project	Resolved Artwork
Students make and evaluate an experimental folio that explores artworks. Students plan a resolved artwork.	Students make a resolved artwork that communicates a specified topic or within a context.

Year 12 only

(By invitation)

English Literature Extension (Year 12 – Selective Entry)

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Areas of Study:

Unit 3	Unit 4
Ways of reading • Readings and defences • Defence of a complex transformation	**Exploration and evaluation** • Extended academic research paper • Theorised exploration of texts

Assessment:

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): • Reading and defence	20%	Summative internal assessment 3 (IA3): • Academic research paper	35%
Summative internal assessment 2 (IA2): • Defence of a complex transformation	20%	Summative external assessment (EA): • Examination — extended response	25%

Prerequisites
Students wishing to study this subject must be enrolled in General English or Literature. This subject is offered by invitation of the English Head of Department.

Special Subject Advice
Students enrolled in this subject require a laptop.

Music Extension (Year 12 – Selective Entry)

Rationale
The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

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

Areas of Study

Units 3 - Summative	Unit 4 – Summative
Explore – Key idea 1: Initiate best practice – Key idea 2: Consolidate best practice	**Emerge** – Key idea 3: Independent best practice

Assessment
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).

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments

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

Prerequisites
Students wishing to study this subject must be enrolled in Year 11 General Music. This subject is offered by invitation of the Performing Arts Head of Department.

Special Subject Advice
Students enrolled in this subject require a laptop.

Vocational Education and Training Qualifications

VET Data Use Statement

Under the Data Provision Requirements 2012 and National VET Data Policy (which includes the National VET Provider Collection Data Requirements Policy at Part B), Registered Training Organisations are required to collect and submit data compliant with AVETMISS for the National VET Provider Collection for all Nationally Recognised Training. This data is held by the National Centre for Vocational Education Research Ltd (NCVER), and may be used and disclosed for purposes that include:

- populating authenticated VET transcripts
- administering VET, including program administration, regulation, monitoring and evaluation
- facilitating statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

NCVER is authorised by the National Vocational Education and Training Regulator Act 2011 (NVETR Act) to disclose to the following bodies, personal information collected in accordance with the Data Provision Requirements or any equivalent requirements in a non-referring State (Victoria or Western Australia), for the purposes of that body:

- a VET regulator (the Australian Skills, Quality Authority, the Victorian Registration and Qualifications Authority or the Training Accreditation Council Western Australia)
- the Australian Government Department of Education, Skills and Employment
- another Commonwealth authority
- a state or territory authority (other than a registered training organisation) that deals with or has responsibility for matters relating to VET.

NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

Enrolment in vocational qualifications and accredited courses, including School based traineeships and apprenticeships will be subject to the Department of Trade, Employment and Training (DTET) final publication of the 2026 Career Ready VET in Schools funded qualifications.

Kingston State College will finalise delivery arrangements with school assured suppliers before confirming Career Ready VET enrolments for 2026.

Kingston State College will update and/or confirm VET offerings prior to 2026 school year commencement.

Factsheet - Partnership with Schools Program

CPC10120 Certificate I in Construction

TAFE Queensland (RTO Code 0275) and Kingston State College (RTO Code 30386) have entered into a Third-Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Kingston State 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.

COURSE DETAILS					
Subject type:	VET Qualification	**Duration:**	4 Terms	**QCE credits:**	3
Qualification description	**CPC10120 Certificate I in Construction** is a nationally recognised qualification designed to give students an introduction to the construction industry. Students will gain skills and knowledge in the areas of construction materials, tools and equipment, reading and interpreting plans, carrying out measurements and calculations, undertaking a relevant basic construction project. A General Safety Induction (White Card) is also delivered in this course, which is a construction site requirement in Queensland. Career pathways and opportunities in the building and construction industry include: • Bricklayer • Painter • Shopfitter • Carpenter, joiner • Roof tiler • Stonemason • Floor coverer • Plasterer • Wall and floor tiler				
Entry requirements and pre-requisites	Entry-level course. There are no entry requirements for this qualification. Pre-requisite units are required. Refer to the table below for pre-requisite units which students must pass before they can enrol in the related unit.				
Qualification rules	A total of 11 units must be completed: • 8 core units of competency • 3 elective units of competency				

CORE AND ELECTIVE UNITS				PRE-REQUISITE UNITS
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	Core	
	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core	
	CPCCCM2004	Handle construction materials	Core	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.
Term 2	CPCCCM2005	Use construction tools and equipment	Core	
	CPCCOM1015	Carry out measurements and calculations	Elective	
	CPCCOM1014	Conduct workplace communication	Elective	
Term 3	CPCCOM1012	Work effectively and sustainably in the construction industry	Core	
	CPCCOM1013	Plan and organise work	Core	
	CPCCCM1011	Undertake basic estimation and costing	Core	
Term 4	CPCCOM2001	Read and interpret plans and specifications	Elective	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.
	CPCCVE1011	Undertake a basic construction project	Core	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.

Factsheet - Partnership with Schools Program

Proposed changes	Not applicable
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.
Assessment	Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include: • Observation and oral questioning; and • Work samples / projects; and • Written assessment; and/or • Online assessment via the TAFE Queensland Connect learning management system.
Further study options	• Certificate III (apprenticeship) in a specialist construction or furnishing area of the student's choice • Certificate IV and Diploma of Building and Construction • Students may receive credit for relevant competencies towards a related apprenticeship
Fees	This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.
Student support	Contact the school's Head of Senior Schooling or VET Coordinator for information about support services provided during the course, including: 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's Connect (Online) site or via the school prior to enrolment.
Third Party Agreement	This is a one-year course. The school will ensure that the students under this qualification will be provided with the opportunity to complete the course 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 09 March 2023 but is subject to change.

Factsheet - Partnership with Schools Program

MSF20522 Certificate II in Furniture Making Pathways

TAFE Queensland (RTO Code 0275) and Kingston State College (RTO Code 30386) have entered into a Third-Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Kingston State 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.

COURSE DETAILS					
Subject type:	VET Qualification	**Duration:**	4 Terms	**QCE credits:**	4
Qualification description	**MSF20522 Certificate II in Furniture Making Pathways** is a nationally recognised qualification designed to give students an introduction to the furnishing industry. Students will gain skills and knowledge in the area of cabinet making, wood machining, furniture finishing and upholstery (if this elective competency is offered). Career outcomes include: • Furniture making trade assistant / worker • Cabinet maker • Furniture finisher • Wood machinist • Upholster • Furniture designer • Fine furniture maker				
Entry requirements and pre-requisites	Entry-level course. There are no entry requirements for this qualification. Pre-requisite units are not required.				
Qualification rules	A total of 12 units must be completed: • 5 core units of competency • 7 elective units of competency				

CORE AND ELECTIVE UNITS			
Term 1	MSMPCI103	Demonstrate care and apply safe practices at work	Core
	MSFFP2011	Use timber furnishing construction techniques	Elective
	MSFFP2020	Undertake a basic furniture making project	Core
Term 2	MSFFM2013	Use furniture making sector hand and power tools	Elective
	MSFGN2001	Make measurements and calculations	Core
	MSFFM2019	Assemble furnishing products	Elective
Term 3	MSFGN2004	Produce simple scale drawings by hand	Elective
	MSMSUP106	Work in a team	Elective
	MSFFP2012	Join furnishing materials	Elective
	MSFFP2014	Use basic finishing techniques on timber surfaces	Elective
Term 4	MSMENV272	Participate in environmentally sustainable work practices	Core
	MSFFP2017	Develop a career plan for the furnishing industry	Core
Proposed unit changes	Nil		

Factsheet - Partnership with Schools Program

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.
Assessment	Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include: • Observation and oral questioning; and • Work samples / projects; and • Written assessment; and/or • Online assessment via the TAFE Queensland Connect learning management system.
Further study options	• Certificate III (apprenticeship) in furnishing area • Certificate IV in Furniture Design and Technology Students may receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.
Fees	This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.
Student support	Contact the school's Head of Senior Schooling or VET Coordinator for information about support services provided during the course, including 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's Connect (Online) site or via the school prior to enrolment.
Third Party Agreement	This is a one-year course. The school will ensure that the students under this qualification will be provided with the opportunity to complete the course 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 24/07/2023 but is subject to change.

Factsheet - Partnership with Schools Program

MEM20422 Certificate II in Engineering Pathways

Kingston State College (RTO Code 30386) provides training and assessment of this accredited qualification on behalf of TAFE Queensland (RTO Code 0275) under a Third-Party Training Agreement. Under this arrangement, TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment.

COURSE DETAILS					
Subject type:	VET Qualification	**Duration:**	4 Semesters	**QCE credits:**	4
Qualification description	**MEM20422 Certificate II in Engineering Pathways** is a nationally recognised qualification designed to give students an introduction to an engineering or related working environment. This course will provide students with basic skills to operate tools and equipment to produce or modify objects. Career pathways in the manufacturing and engineering industry include: • Fitter and turner • Locksmith • Patternmaker/Moulder • Metal fabrication worker • Machinist • Welder				
Entry requirements and pre-requisites	Entry-level course. There are no entry requirements for this qualification. Pre-requisite units are required and are delivered as part of this qualification. Refer to the table below for pre-requisite units which students must pass before they can enrol in the related unit.				
Qualification rules	A total of 12 units must be completed: • 4 core units of competency • 8 elective units of competency				

CORE AND ELECTIVE UNITS				Pre-requisites
Year 1 Semester 1	MEM13015	Work safely and effectively in manufacturing and engineering	Core	Not applicable
	MEM16006	Organise and communicate information	Elective	MEM13015 Work safely and effectively in manufacturing and engineering
	MSMENV272	Participate in environmentally sustainable work practices	Core	None
	MEM11011	Undertake manual handling	Elective	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
	MEM18001	Use hand tools	Elective	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
	MEM18002	Use power tools/handheld operations	Elective	
Year 1 Semester 2	MEMPE002	Use electric welding machines	Elective	Not applicable
	MEM16008	Interact with computing technology	Elective	MEM13015 Work safely and effectively in manufacturing and engineering. MEM16006 Organise and communicate information
	MEMPE004	Use fabrication equipment	Elective	Not applicable
Year 2 Semester 1	MEMPE001	Use engineering workshop machines	Elective	Not applicable
	MEMPE006	Undertake a basic engineering project	Core	Not applicable
Year 2 Semester 2	MEMPE005	Develop a career plan for the engineering and manufacturing industry	Core	Not applicable

Proposed unit changes	• Not applicable.
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.
Assessment	Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include: • Observation and oral questioning; and • Work samples / projects; and • Written assessment; and/or • Online assessment via the TAFE Queensland Connect learning management system.
Further study options	• Certificate III (apprenticeship) in a specialist manufacturing or engineering area of the student's choice • Certificate IV and Diploma level engineering study • Students will receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.
Fees	This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.
Student Support	The school's student assistance program will ensure students receive appropriate levels of support during the course. Contact the school's Head of Senior Schooling or VET Coordinator for information about support services including 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's Connect (Online) site or via the school prior to enrolment.
Third Party Agreement	This is a two-year course. The school will ensure that the students under this qualification will be provided with the opportunity to complete the course 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. Partial completion of a Certificate II qualification contributes QCE points on a sliding scale, dependent upon the number of units completed. This information is correct at time of publication 21 June 2024 but is subject to change.

2026 EDITION

SIS30321 CERTIFICATE III IN FITNESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS

SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

FLEXIBLE PROGRAMS | PRACTICAL-BASED LEARNING | RESOURCES PROVIDED

Binnacle Training
RTO CODE 31319

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

SIS30321 CERTIFICATE III IN FITNESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
15 Units

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$495.00 per person **(+ First Aid $75.00)**

QCE Outcome:
Maximum 8 QCE Credits

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

TERM 1	**TOPICS** › Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs, Laws and Legislation **PROGRAMS** › Assist with Delivering Coaching Sessions (Supervisor Delivery) › Plan and Deliver Coaching Sessions (Student Delivery)
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	**TOPICS** › Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System **PROGRAMS** › Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	**TOPICS** › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Recreational Group Exercise Program
TERM 5	**TOPICS** › Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	**TOPICS** › Screening and Health Assessments › Specific Population Clients (including Older Adults) **PROGRAMS** › Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Conduct a Group Session
TERM 7	**TOPICS** › N/A (Practical Term) **PROGRAMS** Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	SISFFIT035	Plan group exercise sessions
HLTWHS001	Participate in workplace health and safety	SISFFIT036	Instruct group exercise sessions
SISXEMR003	Respond to emergency situations	SISFFIT032	Complete pre-exercise screening and service orientation
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT033	Complete client fitness assessments
SISXCCS004	Provide quality service	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		

Kingston State College

RTO number: 30386

NATIONALLY RECOGNISED TRAINING

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Qualification description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10, 11 and 12 on site at Kingston State College and Kingston Learning College.

Course units

To attain Certificate II in Skills for Work and Vocational Pathways, 14 units of competency must be achieved:

Unit code	Title
FSKLRG011	Use routine strategies for work-related learning
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKWTG008	Complete routine workplace formatted texts
FSKRDG002	Read and respond to short and simple workplace signs and symbols
FSKWTG001	Complete personal details on extremely simple and short workplace forms
FSKLRG007	Use strategies to identify job opportunities
FSKDIG001	Use digital technology for short and basic workplace tasks
FSKNUM001	Use beginning whole number skills up to 100 for work
TLIK2003	Apply keyboard skills
BSBPEF101	Plan and prepare for work readiness
SIRXWHS001	Work safely

Units of competency may be substituted if required.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided learning
- online learning

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

Students are not required to do structured workplace learning.

Pathways

This qualification may articulate into:

There are no formalised articulation and/or credit transfer arrangements.

See other qualifications at training.gov.au.

Kingston State College

RTO number: 30386

NATIONALLY RECOGNISED TRAINING

CUA30920 Certificate III in Music

Qualification description

This subject is highly practical and gives students real-live experiences in making and performing music. It will give students a broad range of competencies that can be used in the music industry. The student will plan, organise and implement live performances and recorded demos. They will work independently and in band groups and learn how to promote their work.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one- to two-year course delivered in Years 11 and 12 on site at Kingston Learning College as an off-line subject.

Course units

To attain a CUA30920 Certificate III in Music, 11 units of competency must be achieved:

Unit code	Title
CUAIND314	Plan a career in the creative Arts Industry
CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAMLT302	Apply knowledge of style and genre to music industry practice
CUAMPF412	Develop and Maintain Stage Craft Skills
CUAMPF311	Develop technical skills in performance
CUAMPF312	Prepare for performance
CUAMPF314	Make a music demo
CUAMPF213	Develop Ensemble Skills for Playing or Singing Music
CUAMCP313	Develop simple music pieces using electronic media
CUASOU308	Install and disassemble audio equipment

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

NIL

Assessment

Assessment is competency based and completed in The College theatre spaces and Recording Studio.

Units of competency are clustered and assessed in this way to replicate what occurs in the industry as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

Students are provided with the opportunity to do workplace learning, where they perform at the college for various school functions.

Pathways

This qualification may articulate into:

- Certificate IV in Music
- Diploma Music Industry / Music Business
- Diploma of Music Business
- Adv Dip Music Industry/ Music Business
- Bachelor of Music
- Performer/ Singer / Musician
- Sound and/or Recording Engineer
  Road/Stage Crew
  See other financial qualifications at training.gov.au.

Make-up Services

Rationale

This qualification reflects the role of retail sales personnel involved in a defined range of tasks to sell and demonstrate beauty or cosmetic products. They follow known routines and procedures, and work under direct supervision.

This qualification provides a pathway to work as a retail sales consultant in any business that sells beauty or cosmetic products and services. This can include beauty and hairdressing salons, retail outlets and department stores.

Units of Work
➢ Retail skin care products ➢ Advise on beauty products and services ➢ Design and apply make-up ➢ Financial transactions ➢ Communication as part of a salon team ➢ Safety, health, work practices & infection control ➢ Ethical and professional standards when using social media ➢ Piercing ear lobes ➢ Visual merchandise

Prerequisites

Students wanting to study make-up, it is recommended academic achievement levels: English – Grade C, Mathematics – Grade C

It is advantageous to have an interest in biology, good communication skills, and a genuine passion for skincare, wellness, and personal grooming.

Special Subject Advice

Fees to be advise

Pathways

Pathway into Beauty Therapy, Cinema graphic make-up, Salon Management and Nail Technology.

- Freelance Make-up Artist
- Freelance Wedding/
- Freelance Formal Make-up Artist
- Beauty Therapist
- Eyebrow/Eyelash Technician
- Retail/Pharmacy- Make-up Artist
- Hairdresser

Salon Assistant

Rationale

This is a preparatory course which provides a defined and limited range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from teacher/hairdresser who manage the client service.

Units of Work
➢ Health and Safety ➢ Shampooing and basin services ➢ Head, neck and shoulder massage ➢ Blow drying ➢ Financial transactions ➢ Greeting and preparing clients for service ➢ Communication in a salon team ➢ Apply hair colour and remove hair colour ➢ Rinse and neutralise chemically restructured hair ➢ Braid hair ➢ Recommend products and services ➢ Visual merchandise ➢ Sell to the retail customer

Prerequisites

Students wanting to study hairdressing, it is recommended academic achievement levels: English – Grade C, Mathematics – Grade C

Special Subject Advice

Fees to be advised

Pathways

Studying salon assistant/hairdressing offers a creative and dynamic career path, allowing you to express artistic skills while helping people feel confident and empowered. It also provides a steady demand for services, offering job stability and opportunities for entrepreneurship in a growing industry.

- Salon Assistant
- Freelance stylist
- Freelance wedding hair stylist
- Retail/Pharmacy assistant
- Eyebrow/Eyelash Technician
- Hairdresser

Beauty Services

Rationale

This qualification reflects the role of individuals employed as beauticians to provide a range of beauty services including nail, waxing, lash and brow, and basic make-up services.

These individuals possess a range of well-developed technical and customer service skills where discretion and judgement are required and are responsible for their own outputs. This includes client consultation on beauty products and services.

Work is typically conducted in beauty, waxing, spa, brow and nail salons.

Units of Work
➢ Spray tanning ➢ Lash and Brow services ➢ Waxing services ➢ Retail skin care products ➢ Advise on beauty products and services ➢ Design and apply make-up ➢ Financial transactions ➢ Safety, health, work practices & infection control ➢ Ethical and professional standards when using social media ➢ Piercing ear lobes ➢ Manicure and pedicure services

Prerequisites

Students wanting to study make-up, it is recommended academic achievement levels: English – Grade C, Mathematics – Grade C

It is advantageous to have an interest in biology, good communication skills, and a genuine passion for skincare, wellness, and personal grooming.

Special Subject Advice

Fees to be advised

Pathways

Pathway into Beauty Therapy, Cinema graphic make-up, Salon Management, Hairdresser and Nail Technology.

- Freelance Make-up Artist
- Freelance Wedding/
- Freelance Formal Make-up Artist
- Beauty Therapist
- Eyebrow/Eyelash Technician
- Retail/Pharmacy- Make-up Artist
- Hairdresser

Autonomous Technologies

Rationale

Autonomous Technologies is vocational, providing multiple pathways into further vocational or tertiary studies. It is specifically designed to develop the skills and knowledge required to enter and work within the fields of autonomous environments.

This course provides foundation knowledge in software, hardware and supporting frameworks required for autonomous environments. Amongst other skills, the course is intended to provide students with the following general outcomes:

- Life-long learning skills
- Innovative thinking and problem-solving skills
- Skills in information communication technologies including networking, programming and Internet of Things (IoT)
- Skills in autonomy and robotics including electrical control circuits, fluid power, Programmable Logic Controller (PLC) and schematics and systems documentation
- An introduction to work health and safety concepts, including hazards analysis and risk management.

Units of Work
➢ Introductory programming techniques & basic system administration ➢ Determine action network problems ➢ Build and maintain a secure network ➢ Technical communication in autonomous environments ➢ Configure autonomous embedded systems ➢ Configure and program a basic robotic system ➢ Perform basic computer system and network maintenance and upgrades ➢ Conduct a basic autonomous technology project ➢ Apply introductory programming techniques ➢ Conduct hazard analysis & work safety ➢ Design basic logic ladder diagrams for autonomous electric control circuits ➢ Design basic fluid power logic diagrams for autonomous systems

Prerequisites

Students would be achieving a C in Science and C in Mathematics. Additionally, strong problem-solving skills and an interest in robotics, digital literacy, automation, or engineering would be beneficial.

Pathways

Certificate III or IV in Electrotechnology, Robotics or Mechatronics. Electrical, instrumentation, or mechanical trades. Entry-level roles such as automation technician assistant or robotics support staff. Further VET or university study in engineering, information technology, or industrial automation. Manufacturing, mining, transport and logistics.

Community Services

Rationale

There are numerous opportunities available within the Community Services industry in Australia which can lead to a fulfilling and impactful career choice. There is an increasing demand for professionals within this sector. Community Services is an entry-level qualification that will equip students with essential foundational skills necessary to enter the community services industry or go on to complete further study within this field of work.

Students engage with this foundational knowledge and skills through a variety of units. This course will provide you with essential core skills to work within a community framework, be a first port of call for clients, and work with people from diverse backgrounds. Therefore, providing you with the tools necessary to succeed in the field and connect you with potential future employers.

Areas of Study
▪ Work with diverse people ▪ Participate in workplace health and safety ▪ Communicate and work in health or community services ▪ Provide first point of contact ▪ Organise and complete daily work activities ▪ Provide basic emergency life support ▪ Support personal wellbeing in the workplace. ▪ Work within a community development framework ▪ Promote Aboriginal and/or Torres Strait Islander cultural safety

Prerequisites

Students will have an interest in the Humanities (civics + citizenship, economics + business), political and social justice topics, as well as current events on a local and workplace, national, and global scale.

Students will also have obtained a satisfactory or higher result in effort and behaviour across year 10 Humanities subjects.

Special Subject Advice

Students enrolled in this subject require a laptop.

Pathways

Successful completion of this course will qualify you to seek employment in a diverse range of settings. Some potential pathways could include: Assistant Community Services Worker; Assistant Childcare Worker; Assistant Disability Worker; Elderly Assistant, Care Service Employee; Care Worker; Community Services Contact Officer; Personal Care Assistant/ Personal Care Roles; Support Worker (Community Services); Customer Service Staff (Community Services); Social Work Roles; Youth Services Roles among other options.

Community Theatre – Dance and Drama

Rationale

Community Theatre reflects the role of individuals working in a variety of community-based performance and production contexts, using some discretion and judgement and relevant theoretical knowledge. It applies to individuals who work in small-scale dance, theatre and events environments within the creative industries. Individuals at this level provide support to others involved in production with limited responsibility overseeing other personnel.

The job roles that relate to this qualification may include community theatre production assistants, theatre assistants, project officers and community theatre performers

Core Units
➢ Use inclusive work practices ➢ Work effectively in the creative arts industry ➢ Plan a career in the creative arts industry ➢ Apply work health and safety practices

Prerequisites

Students wanting to study Community Theatre, it is recommended academic achievement levels: English – Grade C,

It is advantageous to have an interest in dance, drama and the arts as a performer, arts marker or backstage/production assistant.

Special Subject Advice

Fees to be advised

Pathways

- · Actor / Theatre Artist
- · Choreographer / Dancer
- · Sound / Lighting Technician
- · Event Coordinator / Producer
- · Music Teacher / Tutor
- · Stage Manager
- · Arts Administrator
- · OSHC Educator / Support Worker
- · Youth Worker
- · Community Arts Facilitator
- · Arts Program Coordinator

QCIA
Queensland Certificate of Individual Achievement

The following are additional subjects only available for Students with Disabilities at Kingston State College.

Discussions with Miss Caroline Hill - Deputy Principal, Inclusive Practices, at SETP interviews or through appointment. Email chill205@eq.edu.au or telephone (07) 3826 1333

Visit the QCAA website at www.qcaa.qld.edu.au email qcia@qcaa.qld.edu.au or telephone (07) 3864 0299

Queensland Certificate of Individual Achievement (QCIA)

The QCIA is a certificate offered for those students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. At Kingston State College this discussion occurs at SETP Interviews and may be reviewed at any time between then and the end of term 1 of Year 11. Ongoing monitoring occurs throughout Years 11 and 12

The QCIA recognises and reports the learning achievements of students who are undertaking an individualised learning program.

How the QCIA works

Schools identify eligible students and decide the best certification option for each student. Consultation with students and their parents/carers should be central to this decision-making process.
The individual learning program for the QCIA does not have credit value nor does it contribute toward the Queensland Certificate of Education (QCE) or the required pattern of learning for the QCE.
If a student is eligible for the QCIA, they will be able to record achievements for other learning areas of the QCE in their learning account, for example a course from preparatory learning or vocational education and training (VET). This learning is recorded on the Senior Statement and cannot be duplicated on the QCIA.
However, to receive the QCIA a student must be undertaking a significant individualised learning program.

Frequently asked questions

Who is eligible for the QCIA?

- Students who:
  undertake studies that are part of an individualised learning program and
  have either an impairment or difficulties in learning.

What is an individualised learning program?
An individualised learning program is developed by the school to meet individual learning needs. It may be a school-developed program or an adapted version of other areas of QCE study that does not meet the syllabus standards or VET requirements.

Does a student with an impairment or difficulties in learning have to receive this certificate? No. The school will consult with the student and parents or carers to decide which educational program is best suited. There are several ways in which achievements can be reported.

When a student leaves school at the end of Year 12, do they receive a QCIA and a QCE?
No. If a student meets the QCE requirements, a QCIA will not be issued. However, if a student receives the QCIA, they can continue to work toward the QCE — learning accounts remains open, regardless of age (however, credits expire after 9 years).

Find out more

Discussions with Miss Caroline Hill - Deputy Principal, Inclusive Practices, at SETP interviews or through appointment. Email chill205@eq.edu.au or telephone (07) 3826 1333

Visit the QCAA website at www.qcaa.qld.edu.au email qcia@qcaa.qld.edu.au or telephone (07) 3864 0299

Kingston State College

RTO number: 30386

NATIONALLY RECOGNISED TRAINING

FSK10219 Certificate I in Skills for Vocational Pathways

Qualification description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 2
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10, 11 and 12 on site at Kingston State College.

Course units

To attain Certificate I in Skills for Work and Vocational Pathways, 11 units of competency must be achieved:

Unit code	Title
FSKDIG001	Use digital technology for short and basic workplace tasks
FSKLRG008	Use simple strategies for work-related learning
FSKNUM008	Use whole numbers and simple fractions, decimals and percentages for work
FSKNUM004	Use basic and familiar metric measurements for work
FSKOCM003	Participate in familiar spoken interactions at work
FSKRDG004	Read and respond to short and simple workplace information
FSKWTG003	Write short and simple workplace information
FSKLRG006	Participate in work placement
FSKRDG002	Read and respond to short and simple workplace signs and symbols
FSKNUM006	Use simple and highly familiar spatial information for work
SIRXWHS001	Work Safely
SIRXHWB001	Maintain personal health and wellbeing
SIRXCOM001	Communicate in the workplace to support team and customer outcomes

*Must choose either: FSKLRG006 or SIRXHWB001

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided learning

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

Work placement

Students are not required to do structured workplace learning.

Pathways

This qualification may articulate into:

There are no formalised articulation and/or credit transfer arrangements.

See other qualifications at training.gov.au.

Kingston State College

RTO number: 30386

NATIONALLY RECOGNISED TRAINING

CHC14015 Certificate I in Active Volunteering

Qualification description

This qualification reflects the role of volunteer workers and includes foundation skills required to enable them to effectively undertake volunteer work.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10, 11 and 12 on site at Kingston State College.

Course units

To attain Certificate I in Active Volunteering, 5 units of competency must be achieved:

Unit code	Title
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
FSKWTG001	Complete personal details on extremely simple and short workplace forms
SITXFSA005	Use hygienic practices for food safety

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 5 units of competency will be awarded a Qualification and a record of results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided learning

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

Work placement

Students are required to complete 20 hours of volunteering at a not-for- profit organisation.

Pathways

This qualification may articulate into:

There are no formalised articulation and/or credit transfer arrangements.

See other qualifications at training.gov.au.

Kingston State College

RTO number: 30386

NATIONALLY RECOGNISED TRAINING

BSB10120 Certificate I in Workplace Skills

Qualification description

This qualification reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work. They may undertake a variety of simple tasks under close supervision.

This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment...

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10, 11 and 12 on site at Kingston State College.

Course units

To attain Certificate I in Active Volunteering, 6 units of competency must be achieved:

Unit code	Title
BSBOPS101	Use business resources
BSBPEF101	Plan and prepare for work readiness
BSBTEC101	Operate digital devices
FSKWTG001	Complete personal details on extremely simple and short workplace forms
BSBTWK201	Work effectively with others
CPPCMN2002	Participate in workplace safety arrangements

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided learning

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

Work placement

Students are not required to do structured workplace learning.

Pathways

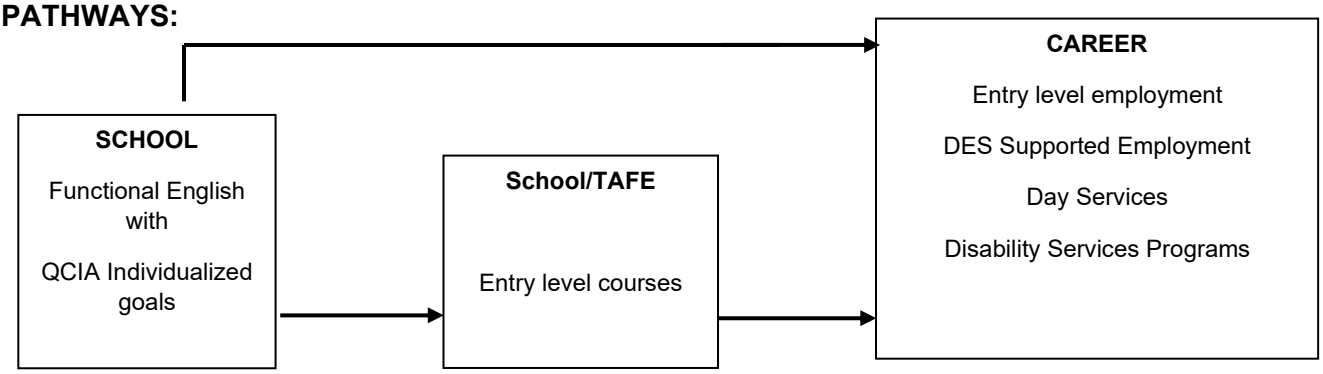
This qualification may articulate into:

There are no formalised articulation and/or credit transfer arrangements.

See other qualifications at training.gov.au.

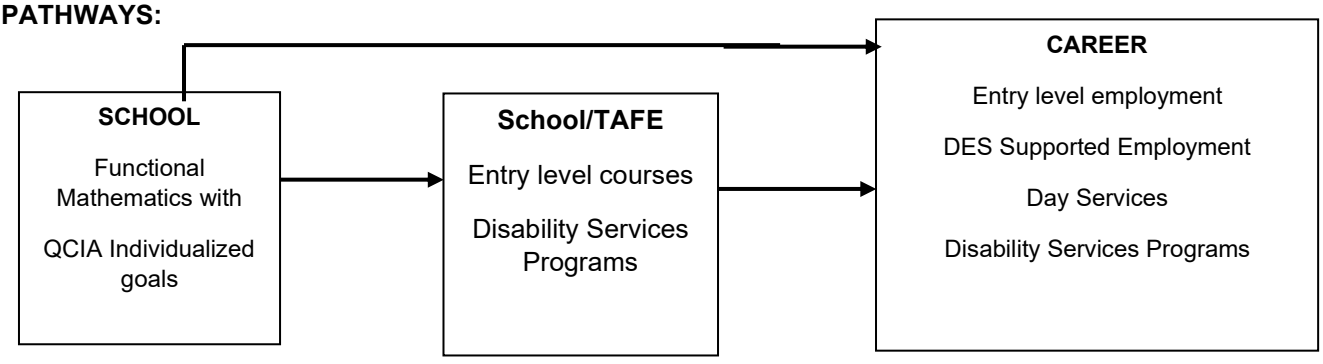
SUBJECT NAME	*Functional English*
QCE CREDITS	**NIL**
Vocational Units of Competency	**NIL**
This subject can articulate to these as well as other related industry areas	This subject aims to increase foundational Literacy skills for real life applications.
Course Outline/Topics	Work, Leisure and Community strands • Work place documents • Mass media e.g. Magazines, television, film • Reading for leisure • Communication skills
Assessment Requirements	A variety of assessment items will be utilised throughout the course that are appropriate to student needs and their learning. Assessment includes oral presentation, written reflections and reports, multi-modal displays and journal work.
Pre-Requisites/ Recommended Yr. 10 Academic Achievement Level	This course is designed for students who have demonstrated a Limited or Very Limited Achievement in Year 10 English or have been working on an individual program.
Specialised Equipment Required	Nil
Excursions and/or Subject Costs	Excursions may take place. This is subject to teacher discretion and are at student cost.
For more information, please contact	Deputy Principal – Inclusive Practices
QCIA considerations: Students on a QCIA will access Functional English with Individualized goals and Modified Curriculum and Assessment. QCE points are not awarded for this pathway	

PATHWAYS:



SUBJECT NAME	*Functional Mathematics*
QCE CREDITS	**NIL**
Vocational Units of Competency	**NIL**
This subject can articulate to these as well as other related industry areas	This subject aims to build on student success at handling mathematics in everyday contexts. This subject aims to improve students' preparedness for mathematics in job related contexts as well as entry into apprenticeships, traineeships and TAFE.
Course Outline/Topics	Functional Mathematics embodies 5 topics as the basis of the program of study: *Topic 1: Mathematics for interpreting society: number (study area core)* *Topic 2: Mathematics for interpreting society: data* *Topic 3: Mathematics for personal organisation: location and time* *Topic 4: Mathematics for practical purposes: measurement* *Topic 5: Mathematics for personal organisation: finance*
Assessment Requirements	A variety of formative assessment items will be utilised throughout the course that are appropriate to student needs and their learning. Assessment takes the form of written reports, charts, visual demonstrations and portfolios.
Pre-Requisites/ Recommended Yr. 10 Academic Achievement Level	This course is designed for students who have been unable to consistently achieve a SOUND in Year 10 Foundation Mathematics, or have been working on individual program.
Specialised Equipment Required	Nil
Excursions and/or Subject Costs	Excursions may take place. This is subject to teacher discretion and are at student cost.
For more information, please contact	Deputy Principal – Inclusive Practices
QCIA considerations: Students on a QCIA will access Functional Mathematics with Individualized goals and Modified Curriculum and Assessment. QCE points are not awarded for this pathway	

PATHWAYS:



SUBJECT NAME	*Recreation Games*
QCE CREDITS	**NIL**
Vocational Units of Competency	**NIL**
This subject can articulate to these as well as other related industry areas	This subject aims to increase social and communication skills for real life applications.
Course Outline/Topics	Students participate in activities in order to develop their communication and social skills • Social games including participation in Best Disability Basketball • Board games • Planning events – exploring local community • Driver awareness program
Assessment Requirements	A variety of assessment items will be utilised throughout the course that are appropriate to student needs and their learning. Assessment includes oral presentation, written reflections and reports, multi-modal displays and journal work.
Pre-Requisites/ Recommended Yr. 10 Academic Achievement Level	This course is designed for students who experience difficulties with social skills and communicating with peers. Through interactions they develop positive relationships and strategies for initiating conversations and discover topics of interest that they have in common, further developing relationships. Development of communication and social skills provides students with skills for the workplace
Specialised Equipment Required	Nil
Excursions and/or Subject Costs	Excursions may take place. This is subject to teacher discretion and are at student cost.
For more information, please contact	Deputy Principal – Inclusive Practices
QCIA considerations: Students on a QCIA will access Recreation Games with Individualized goals and Modified Curriculum and Assessment. QCE points are not awarded for this pathway	