



# Curriculum Handbook

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## 2024 - 2025

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### Years 11 & 12

Lutheran Church of Australia, Queensland District t/a  
Trinity Lutheran College  
CRICOS provider number 00878A

# Table of Contents

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Introduction .....	3
Understanding the essential elements of the Senior System .....	6
Prerequisites for Tertiary Courses .....	10
Recommended Prior Learning for Senior Subjects .....	11
Accounting .....	14
Ancient History .....	15
Biology .....	16
Business .....	17
Certificate II in Applied Digital Technologies (ICT20120) .....	19
Certificate III in Business (BSB30120) & Certificate II in Tourism (SIT20122) .....	20
Certificate II in Cookery (SIT2042) & Certificate III in Hospitality (SIT30622) .....	22
Certificate II in Engineering Pathways (MEM20422) .....	24
Certificate II in Health Support Services (HLT23221) & Certificate III in Health Services Assistance (HLT33115) .....	25
Certificate III in Sport, Aquatics and Recreation (SIS30122) & Certificate II in Sport and Recreation (SIS20122) .....	26
Chemistry .....	27
Dance .....	28
Design .....	30
Diploma of Business (BSB50120) .....	32
Digital Solutions .....	33
Drama .....	35
Drama in Practice .....	37
Economics .....	38
English .....	40
Essential English .....	41
English and Literature Extension .....	42
Geography .....	43
German .....	45
Health .....	47
Japanese .....	49
Legal Studies .....	51
Literature .....	52
Mathematics - Essential Mathematics .....	53
Mathematics – General Mathematics .....	54
Mathematics – Mathematical Methods .....	55
Mathematics - Specialist Mathematics .....	57
Modern History .....	59
Music .....	60
Music Extension (Composition) .....	62
Music Extension (Musicology) .....	63
Music Extension (Performance) .....	64
Physical Education .....	65
Physics .....	66
Psychology .....	67
Religion and Ethics (Christian Studies) .....	68
Social and Community Studies .....	69

Sport and Recreation .....	70
Study of Religion .....	71
Tourism .....	73
Visual Art .....	74
Visual Arts in Practice .....	76
Appendix A: Diploma of Business.....	77
Appendix B: Certificate III in Business & Certificate II in Tourism.....	79
Appendix C: Certificate III in Sport, Aquatics and Recreation & Certificate II in Sport and Recreation.....	80
Appendix D: Certificate II in Health Support Services & Certificate III in Health Services Assistance .....	81
Appendix E: Certificate II in Cookery.....	84
Appendix F: Certificate III Hospitality .....	87

# Introduction

Trinity Lutheran College offers Year 11 and 12 students a wide range of subject options. There is an emphasis on the most current pedagogical practices which enables students to have both depth and breadth in their learning.

Our subject offerings provide a strong and balanced curriculum which considers global trends and influences, as well as ensuring our students have the greatest possible opportunity to be successful in their chosen pathway.

As you make these choices, please consider the following:

- **Interests** – What are the subjects that I am interested in developing a deeper understanding of?
- **Aptitude** – Which subjects suit my skills set?
- **Achievements** – In which subjects have I experienced success in previous semesters?
- **Career Goals** – What are my goals beyond Year 12?

At Trinity Lutheran College students are offered a range of personalised pathways built around the:

- Queensland Curriculum and Assessment Authority (QCAA) General and Applied subjects.
- Vocational Education courses including workplace learning.

To undertake studies in the Senior School without any definite purpose in mind will prove challenging for any student. It is of vital importance for students to work with our Head of Learning (Careers) and the school administration in finalising their Student Education and Training (SET) Plan in Year 10. This plan will be a powerful guide in students' subject selections. Please read this booklet carefully as you prepare to make these important decisions and keep it as a reference as you move into Years 11 and 12. You will need to refer to it from time to time. It will help you understand more about the various pathways offered in Years 11 and 12.

## Changing employment and workforce facing our students

It is important that when considering subjects and a career pathway, that students and families are aware of current trends in employment and the need for graduating students to be fully prepared for new challenges. With the rise in automation, globalisation and more flexible work, students will need to navigate options that will open doors to employment and opportunity. A report by management and consultancy agency, McKinsey & Company (2019) "estimates that 25-46% of current work activities in Australia could be automated by 2030". This will help drive a climate of not only productivity but one of creativity and innovation.

Coupled with this information is emerging research about the to focus on soft skills, including interpersonal skills, communication skills, time management, problem-solving, leadership and empathy. These are top skills employers seek from prospective candidates as they are important for all industries.

The teaching and learning at Trinity Lutheran College offers a balanced approach to these demands. That is, we offer a range of subjects that not only create opportunity for student to be formally qualified to meet future employment trends, but also offers the underlying skills (such as a focus on critical analysis) to ensure they have the attained the competencies needed.

## ELC – 12 Teaching and Learning Framework at Trinity Lutheran College

Trinity Lutheran College is committed to providing the highest standards of teaching and learning for our students. We have undertaken extensive research into contemporary best practice in pedagogy and we have aligned this with deliberate commitment to the development of an ELC to 12 Teaching and Learning Framework.

This framework has emerged from the College Strategic Plan. The framework will ensure that Trinity teachers are skilled in the delivery of innovative and engaging learning experiences that reflect best practice, as well as being skilled in the provision of programs that support a wide range of student needs.



The four key principles of this framework are: *Collaboration, Communication, Diversity & Reflection*, and offer our students a strong advantage in being able to meet future educational challenges.

### Personal qualities of an effective lifelong learner

As a Lutheran school we believe that each student has God-given talents to enrich the world around them. In Years 11 and 12, students are expected to develop a critical and evaluative approach to their studies, and to work more reflectively and independently. Personal responsibility is the key to student success.

There will be an increasing need for students to manage their time effectively and to prioritise commitment to their academic program above other demands on their time. We understand our students lead very busy lives with extra-curricular involvement, part-time jobs, as well as family and social commitments. Therefore, it is critical for students to discuss with parents and teachers how they can achieve an appropriate balance of these activities that will allow for academic success. Adolescents should also remember they need at least 8 – 9 hours' sleep each night to function at their best. Students must also allow for approximately **2 ½ hours of study and homework 5 nights per week**.

Apart from effective and balanced use of time, there are other important factors that lead to success in Years 11 and 12:

- Have a good knowledge of **study skills**. Websites such as [How-to-study.com](http://How-to-study.com) are a useful resource.
- Set realistic goals. Goals can be of three (3) types:
  - short term goals, e.g. getting an assignment in on time;

- middle term goals, e.g. improving your Level of Achievement in one or more subjects over a semester;
- long term goals, e.g. to perform well enough at school to go to university or secure an apprenticeship or traineeship.
- Put in place a timeframe for the beginning of assessment and revision. Putting things off is not a recipe for success.

In summary, the subjects you choose represent an important educational decision and one that should be considered carefully. Years 11 and 12 represent an exciting challenge and an important investment in your future. If you require additional assistance at any time, please ask questions of your classroom teachers, Heads of Learning, Head of Learning – Careers, Head of QCAA, Assessment and Reporting, and/or the Head of Teaching and Learning, Years 6 – 12.

I wish all students well in the decision making that lies ahead.

God bless

Laura Robbins  
Deputy Principal & Head of Campus, Middle and Senior Years

Lutheran Church of Australia  
Trading as Trinity Lutheran College  
CRICOS Provider Registration No 00878A



## Personalised learning through the Senior School

Trinity Lutheran College offers students personalised pathways through Years 11 and 12. All students are required to study:

- Christian Studies,
- English or Literature or Essential English,
- General Mathematics or Mathematical Methods or Essential Mathematics

Students are required to select **three elective courses** to complement their core courses. The electives may be General, Applied and/or Certificate courses offered by the college. Outside Certificate courses may be supported as a course of study in consultation with the Head of Learning, Careers.

Commencing in 2024, Year 11 students (and Year 12 students in 2025) will have study lessons built into their timetable to allow students time to consolidate their understanding, practise and apply their learning, and revise key concepts and ideas. Where these study lessons occur during either Period 1 or Period 5, students will be given the opportunity to study off-campus, with parent permission. This flexible approach to learning keeps student wellbeing and academic excellence at the core, allowing students the opportunity to work in ways that best work for them.

Students are supported to realise their God-given talents through our academic monitoring process. After each reporting period, and at other key points throughout Years 11 and 12, academic progress is monitored, and students will have meeting with mentors where required, to ensure they are on track for success.

## Understanding the essential elements of the Senior System

### Queensland Certificate of Education (QCE)

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The QCE allows students to choose from a wide range of learning options to suit their interests and career goals.

To be eligible for a QCE, students must:

- have an open learning account
- not have been previously issued with a QCE or equivalent
- accrue at least one credit from the Core category of learning while enrolled at a Queensland school.

To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Set amount:

- 20 credits from learning options, including
  - QCAA subjects or courses
  - Vocational education and training qualifications
  - Non-Queensland studies
  - Recognised studies

Set standard:

- Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent

Set pattern:

- 12 credits from completed Core courses of study (see the following page for more information) and
- 8 credits from any combination of:
  - Core courses of study
  - Preparatory courses of study (maximum 4 credits)
  - Complementary courses of study (maximum 8 credits)

Literacy and numeracy requirements:

- Students must pass one unit of both an English subject and a Mathematics subject
- Or
- Complete the QCAA Literacy and Numeracy short courses

#### Queensland Certificate of Education credits

Subjects	QCE credit as at exit – must be Sound Achievement (SA) or better	Credit type
<b>General subjects</b> <ul style="list-style-type: none"> <li>• All General subjects</li> </ul> <b>Exceptions</b> <ul style="list-style-type: none"> <li>• English Extension</li> <li>• Music Extension</li> </ul>	<p>4</p> <p>2 (studied in Year 12 only) 2 (studied in Year 12 only)</p>	Core
<b>Applied subjects</b> <ul style="list-style-type: none"> <li>• Religion and Ethics (known as Christian Studies)</li> <li>• Essential English</li> <li>• Essential Mathematics</li> <li>• Drama in Practice</li> <li>• Sport and Recreation</li> <li>• Tourism</li> </ul>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>	Core
<b>Vocational Education &amp; Training (VET) certificates</b> <ul style="list-style-type: none"> <li>• Diploma of Business</li> <li>• Certificate III in Sport &amp; Recreation</li> <li>• Certificate III in Business</li> <li>• Certificate III in Hospitality</li> <li>• Certificate III in Health Services Assistance</li> <li>• Certificate II in Health Support Services</li> <li>• Certificate II in Community Services</li> <li>• Certificate II in Cookery</li> <li>• Certificate II in Business</li> <li>• Certificate II in Engineering Pathways</li> <li>• Certificate II in Applied Digital Technologies</li> </ul>	<p>Full completion – pro rata for partial completion</p> <p>Up to 8</p> <p>Up to 8</p> <p>Up to 8</p> <p>Up to 8</p> <p>Up to 8</p> <p>Up to 4</p> <p>Up to 4</p> <p>Up to 4</p> <p>Up to 4</p> <p>Up to 4</p> <p>Up to 4</p>	<p>Complementary</p> <p>Core</p> <p>Core</p> <p>Core</p> <p>Core</p> <p>Core</p> <p>Core</p> <p>Core</p> <p>Core</p> <p>Core</p> <p>Core</p>



### Australian Tertiary Admissions Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates. ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

- ATAR is a number between 0.00 and 99.95 with increments of 0.05
- The ATAR is commonly used in other states and territories.

QTAC will calculate ATARs based on either:

5 General subjects	OR Combination (4 General + 1 applied/VET)
Best five QCAA General subjects	Best four QCAA General subjects + The best result in a: QCAA Applied (currently Authority-registered subject or Subject Area Syllabus subject) or Certificate III or higher

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

### English as a requirement for ATAR eligibility

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 (Year 12 subject only), or English as an Additional Language.

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

### VET and other pathways

At Trinity Lutheran College, our senior students are encouraged to select the right pathway for them. Students in Year 11 and 12 may choose to not receive an ATAR. This pathway may be more suitable to students wanting to gain a trade or work pathway. Alternatively, some students may select to complete a Diploma subject during Year 11 and 12, which provides an alternative pathway to university entry.

## 21st century skills

To prepare students for future opportunities, teaching, learning and assessment must respond to economic and social conditions. The new syllabuses incorporate the skills identified in research as essential for living, learning and working in the 21st century and build on skills explored in the P–10 Australian Curriculum. Across the course of Year 11 and 12, students will have many opportunities to learn and practice 21st century skills, and to demonstrate achievement in them.

### 21st century skills

Preparing students for a changing world

Young people are preparing for a very different world from the one we know.

#### Young Queenslanders in the 21st century need to be

<b>Innovators</b> 	<b>Entrepreneurs</b> 	<b>Lifelong learners</b> 	<b>Responsible global citizens</b> 
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#### What are the 21st century skills in the General senior syllabuses?

<b>Critical thinking</b>  <ul style="list-style-type: none"> <li>analytical thinking</li> <li>problem-solving</li> <li>decision-making</li> <li>reasoning</li> <li>reflecting and evaluating</li> <li>intellectual flexibility</li> </ul>	<b>Creative thinking</b>  <ul style="list-style-type: none"> <li>innovation</li> <li>initiative and enterprise</li> <li>curiosity and imagination</li> <li>creativity</li> <li>generating and applying new ideas</li> <li>identifying alternatives</li> <li>seeing or making new links</li> </ul>	<b>Communication</b>  <ul style="list-style-type: none"> <li>effective oral and written communication</li> <li>using language, symbols and texts</li> <li>communicating ideas effectively with diverse audiences</li> </ul>	<b>Collaboration and teamwork</b>  <ul style="list-style-type: none"> <li>relating to others (interacting with others)</li> <li>recognising and using diverse perspectives</li> <li>participating and contributing</li> <li>community connections</li> </ul>	<b>Personal and social skills</b>  <ul style="list-style-type: none"> <li>adaptability/flexibility</li> <li>management (self, career, time, planning and organising)</li> <li>character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li> <li>leadership</li> <li>citizenship</li> <li>cultural awareness</li> <li>ethical (and moral) understanding</li> </ul>	<b>ICT skills</b>  <ul style="list-style-type: none"> <li>operations and concepts</li> <li>accessing and analysing information</li> <li>being productive users of technology</li> <li>digital citizenship (being safe, positive and responsible online)</li> </ul>
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Queensland Curriculum & Assessment Authority

For all Queensland schools

## Prerequisites for Tertiary Courses

For students wishing to go on to tertiary study after they complete Year 12, it is important for them to have an understanding of the entry requirements for their preferred courses from their preferred universities. University courses will identify what prior learning is a pre-requisite for acceptance into the course, along with any assumed and/or recommended learning.

A **prerequisite** is a requirement to be considered for acceptance into the course.

**Assumed knowledge** is an indication that the course will commence with the assumption that students have completed the identified subject/s to a satisfactory standard.

**Recommended** requirements identify courses that would be advantageous for the student to have completed to a satisfactory standard.

All Year 10 students will be issued with the current QTAC Tertiary Prerequisites Guide as soon as it becomes available. Students are also encouraged to track courses at individual tertiary institutions over the next few years to identify changes and trends. During Pastoral Care lessons in Year 10, students are made aware of these prerequisites for tertiary courses. Subjects which are pre-requisites are listed in QTAC Tertiary Prerequisites Guide, however the following general points should be noted:

- Different institutions have different prerequisites for similar courses.
- An English subject is a prerequisite for almost all tertiary courses. (Some institutions state nil prerequisites or 'assumed knowledge'.)
- Mathematics and Science subjects are most commonly listed as prerequisites, however, a variety of other subjects are also mentioned.
- Institutions will consider each application on prerequisites and minimum ATAR cut-offs. There are a small number of university courses where entry is gained through audition, portfolio and/or interview.
- While some subjects are not listed as prerequisites, progress at university will be easier if they are studied in Years 11 and 12.
- Many subjects offered in Year 11 at Trinity Lutheran College have Required Prior Learning. Please take careful note of the Required Prior Learning for particular subjects (see the following page).

## Recommended Prior Learning for Senior Subjects

The table below outlines the recommended grades that must be reached in order for students to enrol in particular subjects. If you do not meet the below recommended grades, please contact the Head of Learning in the respective subjects.

### General Subjects

Year 11 and 12 Subject	Recommended prior learning for Senior Subjects
Accounting	C in Year 10 any Mathematics
Ancient History	C in Year 10 Humanities and English
Biology	C in Year 10 Science
Business	C+ in Year 10 English and Humanities
Chemistry	B in Year 10 Science and B in Year 10 General Mathematics
Dance	C in Year 9 or 10 Dance or equivalent
Design	Nil
Digital Solutions	Nil
Drama	C in Year 9 or 10 Drama or C in Year 10 English
Economics	C in Year 10 Humanities and Mathematics
English	C in Year 10 English
English & Literature Extension (Year 12)	B+ in Unit 1 & 2 English
German	C in Year 10 German
Geography	C in Humanities or English
Health	C in English
Japanese	C in Year 10 Japanese
Legal Studies	C in Year 10 English and Humanities
Literature	C in Year 10 English or Year 10 Literature
Mathematics - General	C in Year 10 Mathematics
Mathematical Methods	B- in Year 10 Mathematics
Mathematics - Specialist	B in Year 10 Mathematics
Modern History	C in Year 10 Humanities and English
Music	C in Year 9 or 10 Music or equivalent
Music Extension (Year 12)	B in Unit 1 & 2 Music
Physical Education	C in English, HPE and Science. Ability to swim is essential.
Physics	B in Year 10 Science and Mathematical Methods. Mathematics Methods must be studied concurrently.
Psychology	B in Year 10 Science and B in Year 10 General Mathematics
Study of Religion	C in English
Visual Art	C in Year 9 or 10 Visual Art

**Applied Subjects**

<b>Year 11 and 12 Subject</b>	<b>Recommended prior learning for Senior Subjects</b>
Religion and Ethics (known as Christian Studies)	Nil
Essential English	Below C in Year 10 English
Essential Mathematics	Below C in Year 10 Mathematics
Social and Community Studies	Nil
Drama in Practice	Nil
Sport and Recreation	Nil
Tourism	Nil

**VET Subjects**

<b>Year 11 and 12 Subject</b>	<b>Recommended prior learning for Senior Subjects</b>
Diploma of Business	Good quality written and spoken communication skills.
Certificate III in Sport & Recreation	Nil
Certificate III in Business	Good quality written and spoken communication skills.
Certificate III in Hospitality	Nil
Certificate III in Health Services Assistance	Nil
Certificate II in Health Support Services	Nil
Certificate II in Community Services	Nil
Certificate II in Cookery	Nil
Certificate II in Business	Nil
Certificate II in Engineering Pathways	Nil
Certificate II in Applied Digital Technologies	Nil

## Useful online resources

Below is a list of useful online resources to access more specific information.

**Trinity Lutheran College Careers Page:** Compiled by our Careers Department, this is an excellent resource for career planning and information. <https://tlccareers.com.au/>

**Queensland Curriculum & Assessment Authority:** The Queensland Curriculum & Assessment Authority (QCAA) is a statutory body of the Queensland Government. They provide guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools. <http://www.qcaa.qld.edu.au/index.html>

**Queensland Certificate of Education:** The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce>

**Student Connect:** Student Connect is an extension of the Queensland Curriculum & Assessment Authority. It gives students access to their learning accounts and results, as well as information and links to help them explore their further education, training and career pathways. <https://studentconnect.qcaa.qld.edu.au>

**Tertiary Entrance:** Students wishing to attend University when they leave school need to apply to the relevant Tertiary Admissions Centre.

QTAC (QLD) - <http://www.qtac.edu.au>

SATAC (SA) - <http://www.satac.edu.au>

UAC (NSW) - <http://www.uac.edu.au>

VTAC (VIC) - <http://www.vtac.edu.au>

Other - <http://www.tisc.edu.au/static/home.tisc>

**UCAT:** Students wishing to study Medicine at University are required to sit the UCAT Test in Year 12. Registrations for UCAT generally close in May every year, with some provisions for late bookings through to June. It is recommended students regularly check the website for updates. <https://www.ucat.edu.au/>

**MyFuture, Australia's National Career Information Service:** MyFuture provides resources to explore career pathways and tools to develop self-knowledge to help with career decision-making. <https://myfuture.edu.au/>

**Study Work Grow – Job Spotlights:** The Job Spotlights provide information about a large range of jobs including salary, predicted growth and what you can do right now. <https://studyworkgrow.com.au/job-spotlights/>

**VET:** Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for young people in the senior phase of learning. <https://www.qld.gov.au/education/further-ed/vet>

# Accounting

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 any Mathematics

## Overview:

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation. Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

## Objectives:

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

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

## Pathways:

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

## Structure:

Accounting is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
Real world accounting Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business	Management effectiveness Accounting for a trading GST business End-of-year reporting for a trading GST business
UNIT 3	UNIT 4
Monitoring a business Managing resources for a trading GST business — non- current assets Fully classified financial statement reporting for a trading GST business	Accounting — the big picture Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

## Assessment:

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

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination — combination response	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Examination — short response	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Project — cash management	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination — short response	<b>25%</b>

# Ancient History

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 Humanities and English

## Overview:

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance and religion. Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

## Objectives:

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

1. comprehend terms, issues and concepts
2. devise historical questions and conduct research
3. analyse historical sources and evidence
4. synthesise information from historical sources and evidence
5. evaluate historical interpretations
6. create responses that communicate meaning.

## Pathways:

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

## Structure:

Ancient History is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
Investigating the ancient world	Personalities in their time
UNIT 3	UNIT 4
Reconstructing the ancient world	People, power and authority

## Assessment:

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

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination — essay in response to historical sources	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Independent source investigation	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Investigation - historical essay based on research	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination — short responses to historical sources	<b>25%</b>



# Biology

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 Science

## Overview:

Biology is the study of organisms, the environment and living systems. In Unit 1 students study cells and multicellular organisms. In Unit 2 students explore the concept of maintaining the internal environment through the study of homeostasis and disease. Unit 3 engages students in examining the biodiversity and interconnectedness of life through exploration of ecosystems. In Unit 4 students study heredity and the continuity of life through the exploration of DNA and genetic concepts.

## Objectives:

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

1. describe and explain scientific concepts, theories, models and systems and their limitations
2. apply understanding of scientific concepts, theories, models and systems within their limitations
3. analyse evidence
4. interpret evidence
5. investigate phenomena
6. evaluate processes, claims and conclusions
7. communicate understandings, findings, arguments and conclusions

## Pathways:

The study of 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.

## Structure:

UNIT 1	UNIT 2
Cells and multicellular organisms	Maintaining the internal environment
UNIT 3	UNIT 4
Biodiversity and the interconnectedness of life	Heredity and continuity of life

## Assessment:

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Data Test	<b>10%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Student Experiment	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Research Investigation	<b>20%</b>
	<b>Summative External Assessment (EA):</b> External Exam	<b>50%</b>

# Business

**Subject Type:** General

**Recommended Prior Learning:** C+ in Year 10 English and Humanities

## Overview:

General Business is relevant to all in a rapidly changing, technology and media-focused, innovation-driven world and is also accepted as a pathway by all universities. General (ATAR) Business knowledge and skills allow students to contribute meaningfully to society, and prepare them as potential business owners, leaders, change-makers and entrepreneurs of the future.

Through exploration, students investigate famous brands and the influence of each part of business from human resources to marketing, while developing essential communication skills. This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities.

Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities. General (ATAR) Business develops students' confidence and capacity to participate in creating a positive future through the integration of 21st century skills, that have been identified by businesses and universities as essential for future success.

## Objectives:

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

1. describe business environments and situations
2. explain business concepts, strategies and processes
3. select and analyse business data and information
4. evaluate business practices and strategies to make decisions and propose recommendations
5. create responses that communicate meaning to suit purpose and audience

## Pathways:

The study of General Business provides opportunities for students to pursue entrepreneurial and university pathways and a wide range of careers in the public, private and not-for-profit sectors. **Business (General) is accepted by all universities as an excellent pathways for many subjects, including Business.** A course of study in Business also establishes a strong basis for further education and employment in the fields of sports, arts, education or health management, business development, entrepreneurship, economics, business law, accounting and finance, international business, marketing, media, human resources and technology.

General Business is also an excellent complement for students who want to study Psychology or Legal Studies. It provides a competitive advantage for career options where students are aiming for management roles or developing their entrepreneurial skills to create a business, as an agent of innovation and positive change.

## Structure:

General Business is structured around four Units. Units 1 and 2 will be completed in three terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
Business Creation - Ideation with Real-Life Case Studies	Business Growth - Marketing and Franchising
UNIT 3	UNIT 4
Diversification and Expanding - Leadership and Strategy	Business Evolution - Repositioning and Transformation

**Assessment:**

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination - Combination Response	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Investigation - Business report	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Extended - Feasibility report	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination - Combination Response	<b>25%</b>

# Certificate II in Applied Digital Technologies (ICT20120)

Registered Training Organisation: Trinity Lutheran College (RTO Code 30507)

**Subject Type:** VET certificate

**Required Prior Learning:** No prior learning is required but an interest in Digital Technology, Computing and Media is advantageous.

## Overview:

The certificate is completed over two years and results in a nationally recognised qualification on completion.

ICT20120 Certificate II in Applied Digital Technologies seeks to prepare students for the 21<sup>st</sup> century workplace, and beyond, by combining design thinking skills with a core of four units that cover cybersecurity, programming techniques, web design and digital design. Students will craft captivating websites, bring innovative ideas to life, manipulate stunning visuals, and safeguard digital assets.

## The units of competency covered in this course are:

- BSBSUS211 Participate in sustainable work practices
- BSBTEC202 Use digital technologies to communicate in a work environment
- BSBWHS211 Contribute to the health and safety of self and others
- ICTICT213 Use computer operating systems and hardware
- ICTICT214 Operate application software packages
- ICTICT215 Operate digital media technology packages
- BSBTEC101 Operate digital devices
- CUADIG303 Produce and prepare photo images
- BSBXCS301 Protect own personal online profile from cyber security threats
- ICTPRG302 Apply introductory programming techniques
- ICTWEB304 Build simple web pages
- ICTWEB306 Develop web presence using social media

## What you will know and be able to do:

- Problem solving
- Analysis and design skills
- Project Management (Explore, Design, Generate, and Evaluate Process)
- Work collaboratively in teams
- Critical thinking techniques and evaluation

## Workload and Assessment:

You will complete preliminary tasks to build skills and knowledge in each topic area. This will be followed by a project which will assist you to develop further skills and knowledge as you follow the design process using analysis, design, development and evaluation.

## Frequently asked questions

- **Q: What jobs can you do with this subject?**  
**A:** Information Technology – Code Development, Robotics, Computer Science Multimedia - Web Designers, Video Editors, Game Designers, Digital Effects Artists
- **Q: What software applications do you use?**  
**A:** Applications used typically include Adobe Creative Cloud and Microsoft Office applications.

# Certificate III in Business (BSB30120) & Certificate II in Tourism (SIT20122)

Registered Training Organisation: Binnacle Training (RTO Code 31319)

**Subject Type:** VET Certificate

**Entry requirements:** Good quality written and spoken communication skills

**Note:** This course is not available to international students

## Overview:

BSB30120 Certificate III in Business/SIT20122 Certificate II in Tourism (under Binnacle Training RTO code 31319) is a two-year course of study that consists of core units of competency and elective units. Certificate III in Business/Certificate II in Tourism is partnered with Binnacle RTO and delivered by Trinity staff.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

Graduates will be competent in a range of essential business skills including; customer service, personal and team effectiveness, critical thinking, business technology and documents, sourcing and presenting information, workplace health and safety, social and cultural sensitivity and participating in sustainable work practices.

This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Participation in a Tourism-related Industry Discovery

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.

## The units of competency covered in this course are:

- SITTIND003 Source and use information on the tourism and travel industry
- CUA EVP211 Assist with the staging of public activities or events
- SITXCOM006 Source and present information
- BSBTEC201 Use business software applications
- BSBTEC203 Research using the internet
- SITXCCS009 Provide customer information and assistance
- SITXWHS005 Participate in safe work practices
- SITXCOM007 Show social and cultural sensitivity
- SITXCCS011 Interact with customers
- SITXCCS010 Provide visitor information
- SITXCOM008 Provide a briefing or scripted commentary
- BSBPEF301 Organise personal work priorities
- BSBPEF201 Support personal wellbeing in the workplace
- BSBWHS311 Assist with maintaining workplace safety
- BSBSUS211 Participate in sustainable work practices
- BSBTWK301 Use inclusive work practices
- BSBXCM301 Engage in workplace communication
- BSBXTW301 Work in a team
- BSB CRT311 Apply critical thinking skills in a team environment
- BSBTEC301 Design and produce business documents
- BSBWRT311 Write simple documents

Optional additional units of competency:

- BSBCMM411 Make presentations
- BSBPEF402 Develop personal work priorities

**IMPORTANT - PROGRAM DISCLOSURE STATEMENT (PDS):**

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

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[Click here for Subject Information](#)

# Certificate II in Cookery (SIT2042) & Certificate III in Hospitality (SIT30622)

(in partnership with Aurora Training Institute RTO Code 32237)

**Subject Type:** VET certificate

**Recommended Prior Learning:** Nil

**Note:** This course is not available to international students

## Overview:

SIT2042 Certificate II in Cookery and SIT30622 Certificate III in Hospitality is a two-year course of study that consists of core and elective units of competency, delivered in partnership with Aurora Training Institute (RTO code 32237) and delivered by their chef and Trinity Hospitality staff. The Certificate II in Cookery units have been designed to provide students with an understanding of food preparation and cookery skills in the context of the hospitality industry. Students will develop skills, processes and attitudes crucial for kitchen operations. The Certificate III in Hospitality units are designed to equip students with the skills to work in hospitality service and front of house operations. The dual certificate course affords students the opportunity not only to understand the industry's workplace culture and practices, but also to develop the skills, processes and attitudes crucial for making valid decisions about future career pathways in various hospitality settings, such as restaurants, hotels, motels, catering operations, cafés, and coffee shops.

This course may require the payment of a fee:

Full course fee: \$2500 (if VETiS funding is unavailable)

Students may be able to access funding for this course. Please visit the [VET Homepage](#) for more information.

**The units of competency covered in this course are:**

## Year 11: Certificate II in Cookery

TERM 1	TERM 2
<ul style="list-style-type: none"><li>SITXFSA005 Use hygiene practices for food safety</li><li>SITXWHS005 Participate in safe work practices</li><li>SITHKOP009 Clean kitchen premises and equipment</li><li>SITHCCC034 Work effectively in a commercial kitchen</li></ul>	<ul style="list-style-type: none"><li>SITHCCC023 Use food preparation equipment</li><li>SITHCCC027 Prepare dishes using basic methods of cookery</li><li>SITXFSA006 Participate in safe food handling practices</li><li>SITHCCC024 Prepare and present simple dishes</li></ul>
TERM 3	TERM 4
<ul style="list-style-type: none"><li>SITHCCC025 Prepare and present sandwiches</li><li>SITHCCC028 Prepare appetisers and salads</li><li>SITXINV006 Receive, store and maintain stock</li></ul>	<ul style="list-style-type: none"><li>SITXCOM007 Show social and cultural sensitivity</li><li>SITXCCS011 Interact with customers</li></ul>

## Year 12 – Certificate III in Hospitality

TERM 1	TERM 2
<ul style="list-style-type: none"><li>• SITXCC014 Provide service to customers</li><li>• SITHIND008 Work effectively in hospitality service</li><li>• SITHFAB021 Provide responsible service of alcohol</li></ul>	<ul style="list-style-type: none"><li>• SITHFAB025 Prepare and serve espresso coffee</li><li>• SITHFAB027 Serve food and beverage</li><li>• SUTHGAM022 Provide responsible gambling services</li></ul>
TERM 3	TERM 4
<ul style="list-style-type: none"><li>• SITHIND006 Source and use information on the hospitality industry</li><li>• SITXHRM007 Coach others in job skills</li></ul>	

Additional information can be found in the links below.

[Certificate II in Cookery](#)

[Certificate III Hospitality](#)



# Certificate II in Engineering Pathways (MEM20422)

Registered Training Organisation: Trinity Lutheran College (RTO Code 30507)

**Subject Type:** VET certificate

**Required Prior Learning:** Nil

## Overview:

This is a VET subject that is completed over two years and it results in a nationally recognised qualification on completion.

MEM20422 Certificate II in Engineering Pathways is a comprehensive entry-level qualification designed to equip you with the essential skills and knowledge needed to kickstart your journey in the thrilling engineering and manufacturing industries. Imagine yourself getting practical experience in state-of-the-art workshops, working with cutting-edge tools and equipment

Through this certificate, you'll not only gain a solid understanding of engineering materials, drawings, and designs but also develop practical skills in fabrication techniques. Plus, you'll learn invaluable workplace safety practices and environmental sustainability principles that are crucial in modern engineering environments.

## The units of competency covered in this course are:

The requirement for achievement of the MEM20422 Certificate II in Engineering Pathways is the achievement of competence in twelve (12) units of competency made up of:

- all four (4) core units of competency listed below; and
- a minimum of seven (7) Group A electives; and
- a maximum of one (1) Group B elective.

Elective choices are identified below.

## Core units of competency

- MEM13015 Work safely and effectively in manufacturing and engineering
- MEMPE005 Develop a career plan for the engineering and manufacturing industries
- MEMPE006 Undertake a basic engineering project
- MSMENV272 Participate in environmentally sustainable work practices]

## Elective units of competency

- MEM16006 Organise and communicate information
- MEM18001 Use hand tools
- MEM18002 Use power tools/hand held operations
- MEMPE001 Use engineering workshop machines
- MEMPE002 Use electric welding machines
- MEMPE003 Use oxy-acetylene and soldering equipment
- MEMPE004 Use fabrication equipment
- MSMSUP106 Work in a team

# Certificate II in Health Support Services (HLT23221) & Certificate III in Health Services Assistance (HLT33115)

Registered Training Organisation: Connect 'n' Grow (RTO Code 40518)

**Subject Type:** VET certificate

**Recommended Prior Learning:** Nil

**Note:** This course is not available to international students

## Overview:

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

HLT23221 Certificate II in Health Support Services and HLT33115 Certificate III in Health Services Assistance (under Connect 'n' Grow RTO code 40518) is a two-year course of study that consists of core units of competency and elective units. HLT23221 Certificate II in Health Support Services and HLT33115 Certificate III in Health Services Assistance is partnered with Connect 'n' Grow RTO and delivered by Trinity staff.

This course requires the payment of fees: \$998 (without VETiS funding)

Students may be able to access funding under the [Vet in Schools](#) program to help subsidise the cost of their training. Contact the VET Coordinator if you would like to explore potential options and see if you are eligible.

## The units of competency covered in this course are:

### Course units Year 11 (Certificate II Units)

- CHCCOM005 Communicate and work in health or community services (Credit Transfer)
- HLTWHS001 Participate in workplace health and safety (Credit Transfer)
- CHCDIV001 Work with diverse people (Credit Transfer)
- HLTINF006 Apply basic principles and practices of infection prevention and control (Credit Transfer)
- CHCCCS010 Maintain a high standard of Service (Credit Transfer)
- HLTHSS011 Maintain stock inventory (Credit Transfer)

### Course unit Year 12 (Certificate III units)

- HLTAAP001 Recognise healthy body systems
- BSBMED301 Interpret and apply medical terminology
- BSBPEF301 Organise personal work priorities
- HLTAID011 Provide first aid
- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID010 Provide basic emergency life support
- CHCINM002 Meet community information needs
- CHCCCS009 Facilitate responsible behaviour
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

[Click here for Subject Information](#)

# Certificate III in Sport, Aquatics and Recreation (SIS30122) & Certificate II in Sport and Recreation (SIS20122)

Registered Training Organisation: Binnacle Training (RTO Code 31319)

**Subject Type:** VET certificate

**Entry requirements:** Good quality written and spoken communication skills and 'Working with Children' Student Blue Card

**Note:** This course is not available to international students

## Overview:

SIS30115 Certificate III in Sport and Recreation and SIS20115 Certificate II in Sport and Recreation (under Binnacle Training RTO code 31319) is a two-year course of study that consists of core units of competency and elective units. Certificate III in Sport and Recreation and SIS20115 Certificate II in Sport and Recreation is partnered with Binnacle RTO and delivered by Trinity staff.

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.

## The units of competency covered in this course are:

- HLTAID011 Provide first aid
- SISXIND011 Maintain sport, fitness and reaction knowledge
- BSBPEF301 Organise personal work priorities
- SISSPAR009 Participate in conditioning for sport
- BSBPEF202 Plan and apply time management
- BSBSUS211 Participate in sustainable work practices
- HLTWHS001 Participate in workplace health and safety
- SISXFAC006 Maintain activity equipment
- SISXCCS004 Provide quality service
- SISXEMR003 Respond to emergency situations
- BSBPEF302 Develop self-awareness
- BSBTWK201 Work effectively with others
- SISSSCO001 Conduct sport coaching sessions with foundation level participants
- SISOFD001 Assist in conducting reaction sessions
- SISXPLD004 Facilitate groups
- BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control processes
- SISXIND009 Respond to interpersonal conflict
- SISXPLD002 Deliver recreation sessions

## Add on units of competency

- BSBPEF201 Support personal wellbeing in the workplace
- HLTAID009 Provide cardiopulmonary resuscitation (Completed as part of *Provide First Aid – HLTAID011*)

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# Chemistry

**Subject Type:** General

**Recommended Prior Learning:** B in Year 10 Science and B in Year 10 General Mathematics

## Overview:

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

## Objectives:

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

1. Describe and explain scientific concept, theories, model and system and their limitations
2. Apply understanding of scientific concepts, theories, models and systems within their limitations
3. Analyse evidence
4. Interpret evidence
5. Investigate phenomena
6. Evaluate processes, claims and conclusions
7. Communicate understandings, findings, arguments and conclusions.

## 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

## Structure:

UNIT 1	UNIT 2
Chemical fundamentals — structure, properties and reactions	Molecular interactions and reactions
UNIT 3	UNIT 4
Equilibrium, acids and redox reactions	Structure, synthesis and design

## Assessment:

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Data Test	<b>10%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Student Experiment	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Research Investigation	<b>20%</b>
	<b>Summative External Assessment (EA):</b> External Exam	<b>50%</b>

# Dance

**Subject Type:** General

**Recommended prior learning:** C in Year 9 or 10 Dance or equivalent

## Overview:

The Senior Dance course aims to build knowledge in a number of areas of dance as well as develop skills to create and perform in a variety of dance styles, such as contemporary, jazz, musical theatre, tap, hip hop and lyrical. Dance provides opportunities for students to critically examine and reflect on their world through thought and movement. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored within Australian contexts, including dance of indigenous peoples, and global contexts.

## Objectives:

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

1. demonstrate an understanding of dance concepts and skills
2. apply literacy skills
3. organise and apply the dance concepts
4. analyse and interpret dance concepts and skills
5. apply technical skills
6. realise meaning through expressive skills
7. create dance to communicate meaning
8. evaluate dance, justifying the use of dance concepts and skills

## Pathways:

Dance 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 Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions.

## Structure:

Dance is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
<p><b>Moving bodies</b> - How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> <li>• <b>Genres:</b> Contemporary at least one other genre</li> <li>• <b>Subject matter:</b> Meaning, purpose and context historical and cultural origins of focus genres</li> </ul>	<p><b>Moving through environments</b> - How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> <li>• <b>Genres:</b> Contemporary at least one other genre</li> <li>• <b>Subject matter:</b> Physical dance environments.</li> </ul>
UNIT 3	UNIT 4
<p><b>Moving statements</b> - How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> <li>• <b>Genres:</b> Contemporary at least one other genre</li> <li>• <b>Subject matter:</b> Social, political and cultural influences on dance</li> </ul>	<p><b>Moving my way</b> - How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> <li>• <b>Genres:</b> Fusion of movement styles</li> <li>• <b>Subject matter:</b> Developing a personal movement style personal viewpoints and influences on genre and style</li> </ul>

**Assessment:**

Unit 1 and 2 assessments are school based internal formative assessment only, designed to mirror assessment in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Performance	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Choreography	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Project - Dance work	<b>35%</b>
	<b>Summative External Assessment (EA):</b> Examination	<b>25%</b>

As a Dance student, you will be expected to be involved in a variety of curricular and co-curricular activities. The subject area requires that you devote time to preparing and rehearsing assessment tasks both in class and in your own time.

Private professional dance tuition is offered through the college. Enrolment forms are available from the Performing Arts staffroom or each school reception.

# Design

**Subject Type:** General

**Recommended Prior Learning:** Nil

## Overview:

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

In Unit 1, students will be introduced to design in practice through the experience of applying a design process. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they design for the needs and wants of an identified person or group. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences.

## Objectives:

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

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

## Pathways:

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

## Structure:

Design is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

UNIT 1	UNIT 2
Design in practice	Commercial design
UNIT 3	UNIT 4
Human-centred design	Sustainable design

**Assessment:**

In Design, there are two assessment techniques.

- Examination - design challenge
- Project

The Examination - design challenge involves students documenting a period of focused design work to meet a deadline. Students use the develop phase of the design process to respond to a design brief and stimulus.

The Project involves students documenting the application of a design process in response to a teacher-facilitated direct stimulus. The project will be in three parts and have the following assessable evidence:

- Part A — visual documentation of the design process.
- Part B — written design brief and criteria.
- Part C — design proposal presented with a spoken pitch (live or virtual) for stakeholders.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination — design challenge	<b>15%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Project	<b>35%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Project	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination — design challenge	<b>25%</b>

In Design, students generate solutions through an iterative process of sketching and low-fidelity prototyping. This may involve the use of tools and equipment, both in a workshop setting as well as additive manufacturing (3D Printing) systems. Students will develop knowledge in the use of CAD software (Fusion) and manual drafting skills.



# Diploma of Business (BSB50120)

Registered Training Organisation: Barrington College (RTO Code 45030 / Cricos Code 03552K)

**Subject Type:** VET Diploma

**Entry requirements:** Good quality written and spoken communication skills.

## Overview:

BSB50120 Diploma of Business (under Barrington College RTO code 45030) is a 12-18 month course of study that consists of core units of competency and elective units. Diploma of Business is partnered with Barrington College RTO and delivered by Barrington College trainer and assessor.

BSB50120 Diploma of Business is an additional course option, where learning is delivered by Barrington assessors in an after school format. For students undertaking this Diploma, in Year 11, the course will be completed as an additional course to the six subjects undertaken during the timetable. In Year 12, students will be allowed to drop one of their elective courses so as to complete some of the Diploma modules as study line.

This course requires payment of an additional fee of \$2500.00.

BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study.

## Units of competency covered in this course

- BSBCRT511 Develop critical thinking in others
- BSBFIN501 Manage budgets and financial plans
- BSBOPS501 Manage business resources
- BSBXCM501 Lead communication in the workplace
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBHRM525 Manage recruitment and onboarding
- BSBOPS504 Manage business risk
- BSBPMG430 Undertake project work
- BSBTWK503 Manage meetings
- BSBPEF502 Develop and use emotional intelligence
- BSBCMM411 Make presentations
- BSMKG541 Identify and evaluate marketing opportunities

[Click here for Subject Information](#)

# Digital Solutions

**Subject Type:** General

**Recommended Prior Learning:** Nil

## Overview:

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

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

## Objectives:

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

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

## Pathways:

Digital Solutions 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 Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

## Structure:

Digital Solutions is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

UNIT 1	UNIT 2
Creating with code	Application and data solutions
UNIT 3	UNIT 4
Digital innovation	Digital impacts

## Assessment:

In Digital Solutions, there are four assessment techniques.

- Investigation — technical proposal
- Project – digital solution
- Project – folio
- Examination

The Investigation — technical proposal requires students to research a specific problem through collection, analysis and synthesis of information. This includes locating and using information beyond students' own knowledge and the data they have been given.

The Project — digital solution, requires students to focus on the problem-solving process and the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a technical proposal. It may include written paragraphs and annotations, diagrams, sketches, drawings, and components of a prototype digital solution. This assessment occurs over an extended and defined period of time.

The Project — folio, requires students to focus on documenting the application of the problem-solving process in Digital Solutions in response to an identified real-world digital problem. The response contains three parts that enable students to explore the exchange of data between two different digital systems and evaluate security impacts of transmitting data between devices and over the internet on personal, social and economic needs.

The project will be in three parts:

- Part 1: Research and investigation — Students will research and investigate digital methods that could be used to exchange data between two digital systems.
- Part 2: Data exchange solution — Students will use an iterative process to create and test a data exchange solution that simulates the exchange of data between two digital systems.
- Part 3: Impacts — Students will analyse the data security and privacy risks associated with transferring data between two digital systems. They will evaluate the personal, social and economic impacts of data to be transferred, and recommend appropriate strategies to increase data security, e.g. confidentiality, integrity and availability.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Investigation — technical proposal	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Project — digital solution	<b>30%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Project — folio	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination	<b>25%</b>

In Digital Solutions, students use computers for the vast majority of work and should only choose this subject if they have demonstrated a high aptitude or interest in computing. They will require access to a reliable device to complete work associated with this course.

# Drama

**Subject Type:** General

**Recommended Prior Learning:** C in Year 9 or 10 Drama or C in Year 10 English

## Overview:

Drama is a vehicle for understanding. We can use Drama to gain knowledge about our world, our society and our culture. We can use Drama to understand each other and how we communicate and relate to others, one to one and in groups. Finally, we can use Drama to help us to understand ourselves, learn how to motivate and discipline ourselves, to problem solve and to take responsibility for our own achievements. These opportunities make Drama a valuable subject for students who wish to be confident, successful, self-motivated and high-level communicators. Skills developed in Drama assist students in all areas of their schooling and in future endeavours.

This course aims to build your knowledge of Drama as an art form and to develop your own skills through creating, performing, viewing and analysing Drama. An overview of the development of Drama throughout history offers you a new perspective on the world we live in. You will be challenged to reach your own unique potential through Drama, building your social communication skills alongside your artistic discipline.

## Objectives:

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

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

## Pathways:

Drama 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 Drama can establish a basis for further education and employment in the field of drama and to broader areas in creative industries and cultural institutions.

## Structure:

Drama is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

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

**Assessment:**

Unit 1 and 2 assessments are school based internal formative assessment only, designed to mirror assessment in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Performance	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Project - Dramatic concept	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Practice led Project	<b>35%</b>
	<b>Summative External Assessment (EA):</b> Examination	<b>25%</b>

Private professional Drama tuition is offered through the college. Enrolment forms are available from the Performing Arts staffroom or each school reception.

# Drama in Practice

**Subject Type:** Applied

**Recommended Prior Learning:** Nil

## Overview:

The Arts are the common threads of life in all communities and are mirrors of society's aspirations. Artist practitioners fulfil many roles in a community, such as maker, performer/presenter, technician and manager. The course provides opportunities for students to explore these roles through active engagement with Drama in Practice, and to understand the different careers available in the industry. By taking on some practitioners' roles, students are exposed to authentic arts industry practices in which they learn to view the world from different perspectives and experiment with different ways of sharing ideas and feelings.

## Objectives:

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

- Use Drama practices
- Plan Drama works
- Communicate Ideas
- Evaluate Drama works

Students also learn about workplace health and safety issues, effective work practices, and arts administration, leading to the acquisition of the industry skills needed by a beginner practitioner. Preparation for the workplace is further enhanced through fostering a positive work ethic, teamwork and project management skills. Assessment will be based on practical performance, demonstration of skills, reflection of experience and creating processes including writing and directing.

As a Drama in Practice student you will be expected to commit extra time outside of class to rehearsal, productions and conferencing with your teacher, peers and others. You will need to memorise lines, meet deadlines and be willing to speak and perform in front of others. The ability to work under pressure and be challenged to motivate yourself is also very important, given the nature of a Drama class and the types of learning experiences involved. You will also attend live theatre performances, some during the school day and others at night.

## Assessment:

You will be assessed in the three criteria of Knowledge and Understanding, Applying and Examining, and Evaluating and Creating. There will be some journal tasks, some creative tasks that may require a written component and many practical assessments that may be performances or could be demonstrations or briefings. Students are required to work on a project outside the classroom.

## Additional Information:

Drama Studies is best suited to those students who have participated in and enjoyed Drama in Year 10 or earlier, but who may find written work a challenge. This is a highly practical subject with minimal focus on analytical writing. Students who enjoy practical aspects of drama and theatre including acting, management, design and technical support may find this an appropriate choice.

Drama in Practice will be offered as a composite with Drama (General). Students cannot study both subjects concurrently.

# Economics

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 Humanities and Mathematics

## Overview:

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

## Objectives:

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

1. comprehend economic concepts, principles and models
2. select data and economic information from sources
3. analyse economic issues
4. evaluate economic outcomes
5. create responses that communicate economic meaning.

## Pathways:

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

## Structure:

Economics is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
Markets and models: The basic economic problem, Economic flows & Market forces	Modified markets: Markets and efficiency & Case options of market measures and strategies
UNIT 3	UNIT 4
International economics: The global economy & International economic issues	Contemporary macroeconomics Macroeconomic objectives and theory & Economic management

**Assessment:**

Schools devise internal assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination — combination response	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Investigation - research report	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Examination — extended response to stimulus	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination — combination response	<b>25%</b>



# English

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 English

## Overview:

English focuses on the study of both literary and non-literary texts. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## Objectives:

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

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

## Pathways:

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.

## Structure:

UNIT 1	UNIT 2
Perspectives and texts	Texts and culture
UNIT 3	UNIT 4
Textual connections	Close study of literary texts

## Assessment:

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Extended response – written response for a public audience	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Extended response – persuasive spoken multi-modal response	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Extended response – imaginative written response	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination – analytical written response	<b>25%</b>

# Essential English

**Subject Type:** Applied (Essential)

**Recommended Prior Learning:** Below C in Year 10 English

## Overview:

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

Essential English is offered as one of the core English subjects. It cannot be studied concurrently with English or Literature.

## Objectives

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

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

## Pathways:

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

## Structure:

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

## Assessment:

Assessments in Units 1 and 2 are school designed to mirror assessment in Units 3 and 4.

UNIT	ASSESSMENT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Extended response - spoken/signed response
	<b>Summative Internal Assessment 2 (IA2):</b> Common Internal assessment (CIA) Examination (School administered/QCAA developed)
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Extended response - multimodal response
	<b>Summative External Assessment (EA):</b> Extended response - written response

# English and Literature Extension

**Subject Type:** General (Year 12 course only)

**Recommended Prior Learning:** B+ in Unit 1 & 2 English

## Overview:

English & Literature Extension is an extension of both English and Literature syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

## Objectives:

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

1. Demonstrate understanding of literary texts studied to develop interpretation/s
2. demonstrate understanding of different theoretical approaches to exploring meaning in texts
3. demonstrate understanding of the relationships among theoretical approaches
4. apply different theoretical approaches to literary texts to develop and examine interpretations
5. analyse how different genres, structures and textual features of literary texts support different interpretations
6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
7. use textual features in extended analytical responses to create desired effects for specific audiences
8. evaluate theoretical approaches used to explore different interpretations of literary texts
9. evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
10. synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

## Pathways:

A course of study in English & Literature Extension can establish a base for further education and employment a range of fields and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

## Structure:

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 Units 3 and 4 of English and/or Units 3 and 4 of Literature.

UNIT 3	UNIT 4
Ways of reading	Exploration and evaluation

## Assessment:

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Extended response – reading and defence	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Extended spoken multi-modal response – complex transformation and defence:	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Extended response – academic research paper	<b>35%</b>
	<b>Summative External Assessment (EA):</b> Examination – theorised exploration of unseen text	<b>25%</b>

# Geography

**Subject Type:** General

**Recommended Prior Learning:** C in Humanities or English

## Overview:

By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales. Fieldwork is central to the study of Geography in the 21st century.

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

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

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

## Objectives:

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

1. explain geographical processes
2. comprehend geographic patterns
3. analyse geographic data and information
4. apply geographical understanding
5. synthesise information from analysis to propose action
6. communicate geographical understanding

## Pathways:

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

## Structure:

Geography is structured around four Units. Units 1 and 2 will be completed in three terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
Responding to risk and vulnerability in hazard zones	Planning sustainable places
UNIT 3	UNIT 4
Land cover transformations and climate change	Managing population change

**Assessment:**

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination — combination response	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Investigation - field report	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Investigation - data report	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination - combination response	<b>25%</b>

# German

**Subject Type:** General

**Required Prior Learning:** C in Year 10 German

## Overview:

German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from German-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

## Objectives:

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

1. comprehend German to understand information, ideas, opinions and experiences
2. identify tone, purpose, context and audience to infer meaning, values and attitudes
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
4. apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives
6. use strategies to maintain communication and exchange meaning in German

## Pathways:

German 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 German can establish a basis for further education and employment in many professions and industries, especially as the ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global world. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

## Structure:

UNIT 1		UNIT 2	
<b>Meine Welt - My world</b> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul>		<b>Unsere Welt erkunden - Exploring our world</b> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of German culture to the world</li></ul>	
UNIT 3		UNIT 4	
<b>Unsere Gesellschaft - Our society</b> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul>		<b>Meine Zukunft - My future</b> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul>	

**Assessment:**

Assessment in Year 11 in Units 1 and 2 will be formative but will resemble the summative assessments required for Year 12. In Units 3 and 4, in Year 12, students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination — short response	<b>15%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Examination — combination response	<b>30%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Extended response (multi-modal presentation)	<b>30%</b>
	<b>Summative External Assessment (EA):</b> Examination — combination response	<b>25%</b>

The opportunity will be available for you to use what we have done in class for interactions with visiting exchange students and for extension by participating in the "Gold Coast Modern Language Speech Competition".

# Health

**Subject Type:** General

**Recommended Prior Learning:** C in English

## Overview:

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

This subject is underpinned by a strengths-based approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Road safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life-course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health- educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

## Objectives:

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

1. Recognise and describe information about health-related topics and issues
2. Comprehend and use health approaches and frameworks
3. Analyse and interpret information about health-related topics and issues
4. Critique information to distinguish determinants that influence health status
5. Organise information for particular purposes
6. Investigate and synthesise information to develop action strategies
7. Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health production
8. Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Pathways:

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



**Structure:**

UNIT 1	UNIT 2
Resilience as a personal health resource	Peers and family as resources for healthy living
UNIT 3	UNIT 4
Community as a resource for healthy living	Respectful relationships in the post-schooling transition

**Assessment:**

Assessment in Year 11 in Units 1 and 2 will be formative but will resemble the summative assessments required for Year 12. In Units 3 and 4, in Year 12, students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Investigation – action research	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Examination – extended response	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Investigation – analytical exposition	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination	<b>25%</b>

# Japanese

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 Japanese

## Overview:

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures.

## Objectives:

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

1. comprehend Japanese to understand information, ideas, opinions and experiences
2. identify tone, purpose, context and audience to infer meaning, values and attitudes
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives
6. use strategies to maintain communication and exchange meaning in Japanese

## Pathways:

Japanese 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 Japanese can establish a basis for further education and employment in many professions and industries, especially as the ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global world. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

## Structure:

UNIT 1	UNIT 2
私の暮らし <b>My world</b> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul>	私達のまわり <b>Exploring our world</b> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of Japanese culture to the world</li></ul>
UNIT 3	UNIT 4
私達の社会 <b>Our society</b> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul>	私の将来 <b>My future</b> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul>

**Assessment:**

Assessment in Year 11 in Units 1 and 2 will be formative but will resemble the summative assessments required for Year 12. In Units 3 and 4, in Year 12, students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination — short response	<b>15%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Examination — combination response	<b>30%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Extended response (multi-modal presentation)	<b>30%</b>
	<b>Summative External Assessment (EA):</b> Examination — combination response	<b>25%</b>

The opportunity will be available for you to use what we have done in class for interactions with visiting exchange students and for extension by participating in the 'Gold Coast Modern Language Speech Competition'.

In either Year 11 or 12, students will have the opportunity to go to Japan and experience a two-week trip and home-stay at our sister school, Reitaku High School near Tokyo. The tour is a voluntary one and will give students the chance to sample the Japanese culture and life-style and use the language skills they have learnt.

# Legal Studies

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 English and Humanities

## Overview:

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

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## Objectives:

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

1. comprehend legal concepts, principles and processes
2. select legal information from sources
3. analyse legal issues
4. evaluate legal situations
5. create responses that communicate meaning.

## Pathways:

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

## Structure:

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

## Assessment:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination — combination response	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Investigation - inquiry report	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Investigation - argumentative essay	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination — combination response	<b>25%</b>

# Literature

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 English or Year 10 Literature

**Overview:**

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.

Literature is offered as one of the core English subjects. It cannot be studied concurrently with General English.

**Objectives:**

Focuses on the study of literary texts. Students will study 6 texts in the course of the study.

**Pathways:**

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.

**Structure:**

UNIT 1	UNIT 2
Introduction to literary studies	Intertextuality
UNIT 3	UNIT 4
Literature and identity	Independent explorations

**Assessment:**

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination – analytical written response	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Extended response – imaginative spoken/multimodal response	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Extended response – imaginative written response	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination – analytical written response	<b>25%</b>

# Mathematics - Essential Mathematics

**Subject Type:** Applied (Essential)

**Recommended Prior Learning:** Below a C in Year 10 General Mathematics.

## Overview:

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. The major domains of Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

## Objectives:

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

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

## Pathways:

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

## Structure:

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

## Assessment:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Problem Solving & Modelling Task	<b>25%</b>
	<b>Summative Internal Assessment 2 (CIA):</b> Common Internal (externally set) Assessment	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Problem Solving & Modelling Task	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination	<b>25%</b>

# Mathematics – General Mathematics

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 Mathematics

## Overview:

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. The major domains of General Mathematics are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

## Objectives:

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

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

## Pathways:

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

## Structure:

General Mathematics is structured around four Units. Units 1 and 2 will be completed in three terms in Year 11. Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

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

## Assessment:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

Unit	Assessment	Weight
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Problem Solving and Modelling Task	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Examination - short response	<b>15%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Examination - short response	<b>15%</b>
	<b>Summative External Assessment (EA):</b> Examination - use of a scientific calculator is permitted	<b>50%</b>
	<ul style="list-style-type: none"> <li>• Paper 1: Simple Familiar - multiple choice and short response</li> <li>• Paper 2: Complex Familiar and Complex Unfamiliar - short response</li> </ul>	

# Mathematics – Mathematical Methods

**Subject Type:** General

**Recommended Prior Learning:** B- in Year 10 Mathematics

## Overview:

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. The major domains of Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation.

## Objectives:

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

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

## Pathways:

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

## Structure:

Mathematical Methods is structured around four Units. Units 1 and 2 will be completed in three terms in Year 11. Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"><li>• Topic 1: Arithmetic and geometric sequences and series 1</li><li>• Topic 2: Functions and graphs</li><li>• Topic 3: Counting and probability</li><li>• Topic 4: Exponential functions 1</li><li>• Topic 5: Arithmetic and geometric sequences and series 2</li></ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"><li>• Topic 1: Exponential functions 2</li><li>• Topic 2: The logarithmic function 1</li><li>• Topic 3: Trigonometric functions 1</li><li>• Topic 4: Introduction to differential calculus</li><li>• Topic 5: Further differentiation and applications 1</li><li>• Topic 6: Discrete random variables 1</li></ul>
UNIT 3	UNIT 4
<b>Further Calculus</b> <ul style="list-style-type: none"><li>• Topic 1: The logarithmic function 2</li><li>• Topic 2: Further differentiation and applications 2</li><li>• Topic 3: Integrals</li></ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"><li>• Topic 1: Further differentiation and applications 3</li><li>• Topic 2: Trigonometric functions 2</li><li>• Topic 3: Discrete random variables 2</li><li>• Topic 4: Continuous random variables and the normal distribution</li><li>• Topic 5: Interval estimates for proportions</li></ul>



**Assessment:**

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

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Problem Solving and Modelling Task	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Examination - short response	<b>15%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Examination - short response	<b>15%</b>
	<b>Summative External Assessment (EA):</b> Examination: the use of a CAS free graphics calculator is permitted in Paper 2	<b>50%</b>
	<ul style="list-style-type: none"><li>Paper 1 is technology free and consists of multiple choice and short response items.</li><li>Paper 2 is technology active and consists of short response items.</li></ul>	

# Mathematics - Specialist Mathematics

**Subject Type:** General

**Recommended Prior Learning:** B in Year 10 Mathematics

## Overview:

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. The major domains of Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus and 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.

## Objectives:

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

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

## Pathways:

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

## Structure:

Specialist Mathematics is structured around four Units. Units 1 and 2 will be completed in three terms in Year 11. Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12

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

**Assessment:**

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

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Problem Solving and Modelling Task	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Examination - short response	<b>15%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Examination - short response	<b>15%</b>
	<b>Summative External Assessment (EA):</b> Examination: the use of a CAS free graphics calculator is permitted in Paper 2	<b>50%</b>
	<ul style="list-style-type: none"><li>Paper 1 consists of multiple choice and short response items</li><li>Paper 2 consists of short response items</li></ul>	

# Modern History

**Subject Type:** General

**Recommended Prior Learning:** C in Year 10 Humanities and English

## Overview:

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## Objectives:

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

1. comprehend terms, issues and concepts
2. devise historical questions and conduct research
3. analyse historical sources and evidence
4. synthesise information from historical sources and evidence
5. evaluate historical interpretations
6. create responses that communicate meaning

## Pathways:

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

## Structure:

Modern History is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12. Within each unit, two topics will be studied from a choice of 13 options listed in the syllabus. These topics may change year to year depending on student interest and teacher expertise.

UNIT 1		UNIT 2	
Ideas in the modern world		Movements in the modern world	
UNIT 3		UNIT 4	
National experiences in the modern world		International experiences in the modern world	

## Assessment:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Examination — essay in response to historical sources	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Independent source investigation	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Investigation - historical essay based on research	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination — short responses to historical sources	<b>25%</b>

# Music

**Subject Type:** General

**Recommended Prior Learning:** C in Year 9 or 10 Music or equivalent

## Overview:

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

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

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

Through this subject you are encouraged to develop an enduring love of and lifelong involvement with Music, appreciate and study Music for its aesthetic value, be engaged in activities that develop discrimination, sensitivity and responsiveness, develop social and personal skills that promote group cooperation, responsibility, confidence and self-esteem.

## Objectives:

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

1. demonstrate technical skills
2. explain the use of music elements and concepts
3. use music elements and concepts
4. analyse music, compositional devices and literacy skills
5. interpret music elements and concepts
6. evaluate music to justify the use of music elements and concepts
7. realise and resolve music ideas.

## Pathways:

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

## Structure:

Music is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

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

## Assessment:

Unit 1 and 2 assessments are school based internal formative assessment only, designed to mirror assessment in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Performance	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Composition	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Integrated Project	<b>35%</b>
	<b>Summative External Assessment (EA):</b> Examination	<b>25%</b>

Students who undertake Music in Year 11 and 12 are eligible to undertake Year 12 Music Extension, a performance/musicology/composition-based subject. If you are interested in Music Extension, please see the Mrs Kylee Macmichael HOL Arts or your Music teacher.

Private professional music tuition is offered through the college. Enrolment forms are available from the Performing Arts staffroom or each school reception.

# Music Extension (Composition)

**Subject Type:** General - Unit 3 and 4 only (Year 12)

**Recommended Prior Learning:** B in Unit 1 & 2 Music

## Expectations:

- You are currently enrolled in 4 units of General Music
- You demonstrate an advanced level of music proficiency and can display well developed skills and techniques relevant to your chosen specialisation and you study your instrument/specialisation with a private music tutor.
- You have permission from the HOL Arts to enrol in this subject.
- You will be required to drop another elective subject in order to take Music Extension.
- You can only study one of the Music Extension subjects offered: Composition, Musicology or Performance. They cannot be studied concurrently.

## Overview:

Music Extension should be studied in conjunction with Music. 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.

## Objectives:

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

1. Apply literacy skills to communicate music ideas
2. Evaluate music and ideas about music, using analytical information
3. Examine music and ideas about music, relevant to subject matter
4. Express meaning about music ideas
5. Apply compositional devices in composition
6. Manipulate elements and concepts in composition
7. Resolve music ideas in composition

## Pathways:

Music Extension is an Extension 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 Music Extension can establish a basis for further education and employment in the fields of performing arts and music.

## Structure:

UNIT 3	UNIT 4
Explore <ul style="list-style-type: none"><li>• Initiate best practice</li><li>• Consolidate best practice</li></ul>	Emerge <ul style="list-style-type: none"><li>• Independent best practice</li></ul>

## Assessment:

Unit 1 and 2 assessments are school based internal formative assessment only, designed to mirror assessment in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Composition 1	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Composition 2	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Composition Project	<b>35%</b>
	<b>Summative External Assessment (EA):</b> Examination – extended response	<b>25%</b>

# Music Extension (Musicology)

**Subject Type:** General - Unit 3 and 4 only (Year 12)

**Recommended Prior Learning:** B in Unit 1 & 2 Music

## Expectations:

- You are currently enrolled in 4 units of General Music
- You demonstrate an advanced level of music proficiency and can display well developed skills and techniques relevant to your chosen specialisation and you study your instrument/specialisation with a private music tutor.
- You have permission from the HOL Arts to enrol in this subject.
- You will be required to drop another elective subject in order to take Music Extension.
- You can only study one of the Music Extension subjects offered: Composition, Musicology or Performance. They cannot be studied concurrently.

## Overview:

Music Extension should be studied in conjunction with Music. 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.

## Objectives:

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

1. Apply literacy skills
2. Evaluate music and ideas about music
3. Examine music and ideas about music
4. Express meaning and ideas about music
5. Analyse music
6. Investigate music
7. Synthesise information

## Pathways:

Music Extension is an Extension 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 Music Extension can establish a basis for further education and employment in the fields of performing arts and music.

## Structure:

UNIT 3	UNIT 4
Explore <ul style="list-style-type: none"><li>• Initiate best practice</li><li>• Consolidate best practice</li></ul>	Emerge <ul style="list-style-type: none"><li>• Independent best practice</li></ul>

## Assessment:

Unit 1 and 2 assessments are school based internal formative assessment only, designed to mirror assessment in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Investigation 1	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Investigation 2	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Musicology Project	<b>35%</b>
	<b>Summative External Assessment (EA):</b> Examination – extended response	<b>25%</b>



# Music Extension (Performance)

**Subject Type:** General - Unit 3 and 4 only (Year 12)

**Recommended Prior Learning:** B in Unit 1 & 2 Music

## Expectations:

- You are currently enrolled in 4 units of General Music
- You demonstrate an advanced level of music proficiency and can display well developed skills and techniques relevant to your chosen specialisation and you study your instrument/specialisation with a private music tutor.
- You have permission from the HOL Arts to enrol in this subject.
- You will be required to drop another elective subject in order to take Music Extension.
- You can only study one of the Music Extension subjects offered: Composition, Musicology or Performance. They cannot be studied concurrently.

## Overview:

Music Extension should be studied in conjunction with Music. 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.

## Objectives:

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

1. Apply literacy skills
2. Evaluate music and ideas about music
3. Examine music and ideas about music
4. Express meaning, emotion or ideas about music
5. Apply technical skills
6. Interpret music elements and concepts
7. Realise music ideas.

## Pathways:

Music Extension is an Extension 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 Music Extension can establish a basis for further education and employment in the fields of performing arts and music.

## Structure:

UNIT 3	UNIT 4
Explore <ul style="list-style-type: none"><li>• Initiate best practice</li><li>• Consolidate best practice</li></ul>	Emerge <ul style="list-style-type: none"><li>• Independent best practice</li></ul>

## Assessment:

Unit 1 and 2 assessments are school based internal formative assessment only, designed to mirror assessment in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Performance 1	<b>20%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Performance 2	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Performance Project	<b>35%</b>
	<b>Summative External Assessment (EA):</b> Examination – extended response	<b>25%</b>

# Physical Education

**Subject Type:** General

**Recommended Prior Learning:** C in English, HPE and Science. Ability to swim is essential.

## Overview:

Physical Education involves the study of scientific bases of biophysical, sociocultural and psychological concepts and principles in physical activity contexts. Students will apply knowledge in the areas of motor learning, biomechanics, psychology, tactical awareness and energy systems. They will gather, analyse and synthesise data to devise strategies to optimise engagement and performance in physical activity. Students will evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

## Objectives:

By the end of this course of study, students will:

1. recognise and explain concepts and principles about movement
2. demonstrate specialised movement sequences and movement strategies
3. apply concepts to specialised movement sequences and movement strategies
4. analyse and synthesise data to devise strategies about movement
5. evaluate strategies about and in movement
6. justify strategies about and in movement
7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts

## Pathways:

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

## Structure:

Physical Education is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
<b>Motor learning, functional anatomy, biomechanics and water polo</b> <ul style="list-style-type: none"> <li>• Topic 1: Motor learning integrated with water polo</li> <li>• Topic 2: Functional anatomy and biomechanics</li> </ul>	<b>Sport psychology, equity and basketball</b> <ul style="list-style-type: none"> <li>• Topic 1: Sport psychology integrated with basketball</li> <li>• Topic 2: Equity — barriers and enablers</li> </ul>
UNIT 3	UNIT 4
<b>Tactical awareness, ethics and integrity and badminton</b> <ul style="list-style-type: none"> <li>• Topic 1: Tactical awareness integrated with badminton</li> <li>• Topic 2: Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <p>Topic 1: Energy, fitness and training integrated with touch football</p>

## Assessment:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Project — folio	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Investigation — report	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Project — folio	<b>30%</b>
	<b>Summative External Assessment (EA):</b> Examination — combination response	<b>25%</b>

# Physics

**Subject Type:** General

**Recommended Prior Learning** - B in Year 10 Science and B in Year 10 Mathematical Methods. It is suggested that Mathematics Methods be studied concurrently with Physics.

## Overview:

Physics is the study of understanding the universe and how it works, using classical and modern concepts. In Unit 1, students will study the fundamental concepts of thermodynamics, electricity and nuclear processes. Unit 2 enables students to explore the concepts and theories that predict and describe the linear motion of objects, extending to applications of understanding wave phenomena. In Unit 3, students study the concept of gravitation and electromagnetic fields, and the relevant forces and their effects of these phenomena. Unit 4 explores modern theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

## Objectives:

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

1. describe and explain scientific concepts, theories, models and systems and their limitations
2. apply understanding of scientific concepts, theories, models and systems within their limitations
3. analyse evidence
4. interpret evidence
5. investigate phenomena
6. evaluate processes, claims and conclusions
7. communicate understandings, findings, arguments and conclusions.

## Pathways:

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

## Structure:

UNIT 1	UNIT 2
Thermal, nuclear and electrical physics	Linear motion and waves
UNIT 3	UNIT 4
Gravity and electromagnetism	Revolutions in modern physics

## Assessment:

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Data Test	<b>10%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Student Experiment	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Research Investigation	<b>20%</b>
	<b>Summative External Assessment (EA):</b> External Exam	<b>50%</b>

# Psychology

**Subject Type:** General

**Recommended Prior Learning:** B in Year 10 Science and B in Year 10 General Mathematics

## Overview:

Psychology is the study of understanding human behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students 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. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

## Objectives:

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

1. describe and explain scientific concepts, theories, models and systems and their limitations
2. apply understanding of scientific concepts, theories, models and systems within their limitations
3. analyse evidence
4. interpret evidence
5. investigate phenomena
6. evaluate processes, claims and conclusions
7. communicate understandings, findings, arguments and conclusions.

## 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.

## Structure:

UNIT 1	UNIT 2
Individual development	Individual behaviour
UNIT 3	UNIT 4
Individual thinking	The influence of others

## Assessment:

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Data Test	<b>10%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Student Experiment	<b>20%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Research Investigation	<b>20%</b>
	<b>Summative External Assessment (EA):</b> External Exam	<b>50%</b>

# Religion and Ethics (Christian Studies)

**Subject Type:** Applied

**Compulsory for all students.**

## **Overview:**

At Trinity Lutheran College, our senior program follows the syllabus and outcomes of the QCAA Applied Senior Syllabus subject 'Religion and Ethics'. Year 10 and the first semester of Year 11 is the formative program and units, and the second semester of Year 11 and Year 12 make the summative program and units.

Christian Studies places a focus on Service Learning and the project will allow students to develop their social conscience and reflect on delivery of practical assistance to someone in need. Whilst a variety of world views are discussed and reflected upon, the whole program has a Christ-centred focus based in the national Christian Studies Curriculum Framework, developed by Lutheran Education Australia.

## **Year 11, Term 1 – (continuing and completing) Meaning, Purpose and Expression**

Humanity's search for meaning and purpose in life through religious, spiritual and ethical expression is common across cultures, countries and communities. By engaging with a variety of contexts, students explore how religious, spiritual and ethical belief systems have influenced expression and help people to create and maintain a meaningful and purposeful existence in the 21st century.

## **Year 11, Term 2 and Semester 2 – Social Justice**

Students are introduced to religious, spiritual and ethical principles as they consider the quality of human life and human dignity across the world and in Australia. They explore how principles influence perceptions and judgments, and how moral decision-making is related to structures in society.

## **Year 12 – Peace**

Students study peace from a variety of religious, spiritual and ethical viewpoints. They explore the roles of individual and communal beliefs, values, vision and goals to realise peace and justice in the world at all levels of social organisation, through practical questions about how to realise peace and justice in overcoming conflict.

## **What is the workload/assessment?**

Students will participate in a range of assessment types including an investigation, extended response and projects. The program is designed to allow assessment items to be completed in class time, however, a successful project requires significant personal time to complete service learning involvement.

# Social and Community Studies

**Subject Type:** Applied

**Recommended Prior Learning:** Nil

## Overview:

Social and Community Studies encourages students to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole. Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working with others in the community, allowing them to establish positive relationships and networks, and to be active and informed citizens.

## Objectives:

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

1. Explain personal and social concepts and skills.
2. Examine personal and social information.
3. Apply personal and social knowledge.
4. Communicate responses.
5. Evaluate projects.

## Pathways:

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

## Course of study:

Social and Community Studies is structured around themes incorporated into four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
<ul style="list-style-type: none"><li>• Legal and digital citizenship</li></ul>	<ul style="list-style-type: none"><li>• Healthy choices for Mind and Body</li></ul>
UNIT 3	UNIT 4
<ul style="list-style-type: none"><li>• Lifestyle and Financial Choices</li></ul>	<ul style="list-style-type: none"><li>• Arts and Identity</li></ul>

## Assessment:

Assessment instruments in Units 1 and 2 support the techniques included in Units 3 and 4. Assessment techniques used in Social and Community Studies:

- Project
- Investigation
- Extended Response

# Sport and Recreation

**Subject Type:** Applied

**Recommended Prior Learning:** Nil

## Overview:

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. 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.

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.

## Objectives:

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

1. Investigate activities and strategies to enhance outcomes.
2. Plan activities and strategies to enhance outcomes.
3. Perform activities and strategies to enhance outcomes.
4. Evaluate activities and strategies to enhance outcomes.

## Pathways:

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

## Structure:

Sport and Recreation is structured into four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12. The curriculum and assessment are tailored to suit the school context. Units will include the topics of coaching and officiating, event management and optimising performance.

## Assessment:

Assessment instruments in Units 1 and 2 support the techniques included in Units 3 and 4. Assessment techniques used in Sport and Recreation:

- Performance
- Project

# Study of Religion

**Subject Type:** General

**Recommended Prior Learning:** C in English

## **Overview:**

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exist within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

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

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

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

## **Objectives:**

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

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

## **Pathways:**

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



**Structure:**

Study of Religion is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11. Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
<b>Sacred texts and religious writings:</b> <ul style="list-style-type: none"> <li>• <b>Topic 1:</b> Sacred texts</li> <li>• <b>Topic 2:</b> Abrahamic traditions</li> </ul>	<b>Religion and ritual:</b> <ul style="list-style-type: none"> <li>• <b>Topic 1:</b> Lifecycle rituals</li> <li>• <b>Topic 2:</b> Calendrical rituals</li> </ul>
UNIT 3	UNIT 4
<b>Religious ethics:</b> <ul style="list-style-type: none"> <li>• <b>Topic 1:</b> Social ethics</li> <li>• <b>Topic 2:</b> Ethical relationships</li> </ul>	<b>Religion, rights and the nation-state:</b> <ul style="list-style-type: none"> <li>• <b>Topic 1:</b> Religion and the nation-state</li> <li>• <b>Topic 2:</b> Religion and human rights</li> </ul>

**Assessment:**

Unit 1 and 2 assessments are school based internal formative assessment only, designed to mirror assessment in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Exam - Extended response	<b>25%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Investigation - Inquiry response	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Investigation - Inquiry response	<b>25%</b>
	<b>Summative External Assessment (EA):</b> Examination - Short response	<b>25%</b>

# Tourism

**Subject Type:** Applied

**Recommended Prior Learning:** Nil

## Overview:

Tourism is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. In Tourism, students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal and Torres Strait Islander communities.

## Objectives:

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations

## Pathways:

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

## Structure:

Tourism is structured around themes incorporated into four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 Year 11 to Term 3 Year 12.

UNIT 1	UNIT 2
<ul style="list-style-type: none"><li>• Introduction to Tourism</li><li>• Theme Parks &amp; Attractions</li></ul>	<ul style="list-style-type: none"><li>• Tailoring the travel experience</li><li>• Working in the Tourism Industry</li></ul>
UNIT 3	UNIT 4
<ul style="list-style-type: none"><li>• Sales, Marketing and Customer Service</li><li>• International Tourism</li></ul>	<ul style="list-style-type: none"><li>• Niche Tourism -Eco-Tourism, Adventure Tourism, Indigenous Tourism</li></ul>

## Assessment:

Assessment instruments in Units 1 and 2 support the techniques included in Units 3 and 4. Assessment techniques used in Tourism:

- Project
- Investigation
- Extended Response
- Examination

# Visual Art

**Subject Type:** General

**Recommended Prior Learning:** C in Year 9 or Year 10 Visual Art

## Overview:

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts.

## Objectives:

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

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

## Pathways:

Visual Art 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 Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries.

## Structure:

Visual Art is structured around four Units. Units 1 and 2 will be completed in 3 terms in Year 11, Units 3 and Unit 4 will be completed from Term 4 in Year 11 to Term 3 Year 12.

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

**Assessment:**

Unit 1 and 2 assessments are school based internal formative assessment only, designed to mirror assessment in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

UNIT	ASSESSMENT	WEIGHT
Unit 3	<b>Summative Internal Assessment 1 (IA1):</b> Investigation - Inquiry Phase 1	<b>15%</b>
	<b>Summative Internal Assessment 2 (IA2):</b> Project - Inquiry Phase 2	<b>25%</b>
Unit 4	<b>Summative Internal Assessment 3 (IA3):</b> Project - Inquiry Phase 3	<b>35%</b>
	<b>Summative External Assessment (EA):</b> Examination	<b>25%</b>

The General Visual Art subject and the Visual Arts in Practice subject can both be undertaken in Years 11 and 12. The two subjects offer quite different approaches to Visual Art as an area of study and therefore complement each other.

# Visual Arts in Practice

**Subject Type:** Applied

**Recommended Prior Learning:** Nil

## Overview:

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

## Objectives:

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

- Recall terminology and explain art-making processes
- Interpret information about concepts and ideas for a purpose
- Demonstrate art-making processes required for visual artworks
- Apply art-making processes, concepts and ideas
- Analyse visual art-making processes for particular purposes
- Use language conventions and features to achieve particular purposes
- Generate plans and ideas and make decisions
- Create communications that convey meaning to audiences
- Evaluate art-making processes, concepts and idea

## Pathways:

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

## Structure:

Core topics, concepts and ideas	Electives
<ul style="list-style-type: none"><li>• Visual mediums, technologies, techniques</li><li>• Visual literacies and contexts</li><li>• Artwork realisation</li></ul>	<ul style="list-style-type: none"><li>• 2D – drawing, painting, printmaking, collage</li><li>• 3D – sculpture, installations, ceramics</li><li>• Digital and 4D – animation, photography</li><li>• Design – product design, illustration</li><li>• Craft – paper and textile crafts</li></ul>

## Assessment:

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine an exit result and consists of four instruments which are 100% assessed internally. The assessment instruments are either 'Products' or 'Projects', both involve creating artwork and the projects also include a written component. You will be assessed in the three dimensions of 'Knowledge and Understanding', 'Applying and Analysing', and 'Creating and Evaluating'.



## BSB50120 DIPLOMA OF BUSINESS

## BARRINGTON COLLEGE AUSTRALIA



### Course Overview

The BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study. Students undertake Diploma of Business studies at school alongside their regular senior school curriculum.

### Course Structure | 12 units

#### Core Units | 5 units

<b>BSBCRT511</b>	Develop Critical Thinking in Others
<b>BSBFIN501</b>	Manage Budgets and Financial Plans
<b>BSBOP501</b>	Manage Business Resources
<b>BSBXC501</b>	Lead Communication in the Workplace
<b>BSBSUS511</b>	Develop Workplace Policies and Procedures for Sustainability

#### Elective Units | 7 units

<b>BSBHRM525</b>	Manage Recruitment and Onboarding
<b>BSBOPS504</b>	Manage Business Risk
<b>BSBPMG430</b>	Undertake Project Work
<b>BSBTWK503</b>	Manage Meetings
<b>BSBPEF502</b>	Develop and Use Emotional Intelligence
<b>BSBCMM411</b>	Make Presentations
<b>BSBMKG541</b>	Identify and Evaluate Marketing Opportunities

### Course Duration

Up to 18 months with classes delivered at your school campus alongside self-paced study (5-6 terms).

### Course Availability

The course is available to in-school students.

### Why Study a Diploma of Business?

- A recognised leader in the delivery of in-school vocational programs.
- Established university pathways.
- Qualification provides students with ATAR equivalency and up to eight QCE points.
- Potential academic credit towards university undergraduate degrees.
- Achieve a nationally accredited qualification while still at high school.
- Personalised study experience and strong student support.
- Competency-based learning that prepares students for the workplace and entrepreneurial pursuits.
- CRICOS-registered college for international students.

### Student Testimonials

Students who graduated with their Diploma of Business qualification from Barrington College Australia.

"My experience with Barrington College could not have been better. The classes were inclusive and interactive with both self-study and group work. The course was great in the fact that it did not impede on other school classes and most of the study was completed during class time. I had no idea what I was going to study at university, but I found such an interest in business through my diploma studies that I chose to enrol in a Bachelor of Business at university."

*Callum Moloney (Former student at Somerset College)*

"I commenced my Diploma of Business at the start of Year 11 and was able to complete it in 12 months without compromising on commitments to school work or curricular activities. For me, the course assisted with my future studies - it not only provided a place in university, it also provided credit towards my business degree. I highly recommend Barrington College's Diploma of Business. It's an excellent course."

*Sarah Ledingham (Former student at St Hilda's Anglican School)*



## Barrington College Australia

Barrington College Australia is a boutique provider of vocational education that has proudly been delivering in-school programs to senior school students since 2014. We currently partner with a range of private, independent and public schools throughout Brisbane and the Gold Coast. In addition to our in-school programs, we have a business campus in Brisbane and a purpose-built hospitality and business campus on the Gold Coast where we offer a wide range of study options.

### Course Fees

#### Domestic students

Tuition fees: \$2,250.00

Enrolment fee (non-refundable): \$250.00

Total: \$2,500.00

A monthly instalment plan payment option is available for an additional charge of \$100

#### International students

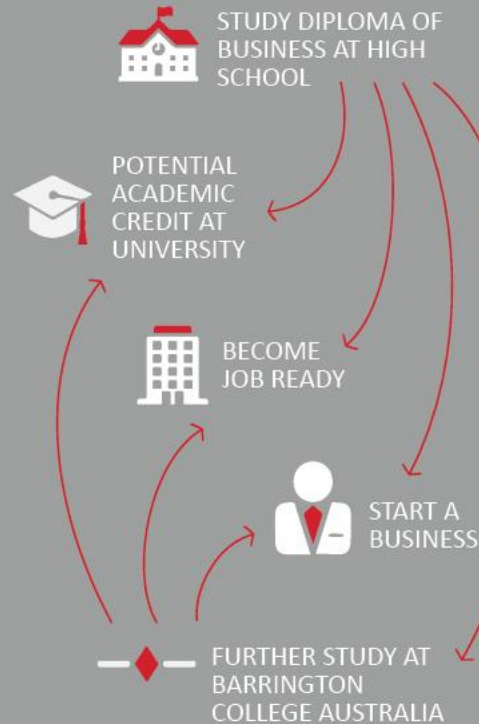
Tuition fees: \$2,450.00

Enrolment fee (non-refundable): \$300.00

Total: \$2,750.00

A monthly instalment plan payment option is available for an additional charge of \$100

## PATHWAYS



## YOUR NEXT STEP

For further information on the Diploma of Business (In-School Program), please contact your school's designated representative.

Alternatively, you can contact our Future Students department by telephone on 07 5562 5700 or by email at [schools@barringtoncollege.edu.au](mailto:schools@barringtoncollege.edu.au)



APPLICATION FORM



GOLD COAST CAMPUS TOUR

## Barrington College Australia

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Diploma of Business ISP 2023 21032023



## Appendix B: Certificate III in Business & Certificate II in Tourism

Binnacle Training 2024 Course Snapshot

# BSB30120 CERTIFICATE III IN BUSINESS + SIT20122 CERTIFICATE II IN TOURISM

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

**Delivery Format:**  
2-Year Format

**Timetable Requirements:**  
1-Timetable Line

**Units of Competency:**  
Dual Qualification - 21 Units (plus 2 Optional Additional 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):**  
**\$265.00 per person** (Cert II qualification = \$225  
+ Cert III Gap Fee = \$40)

**QCE Outcome:**  
Maximum 10 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	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>Introduction to the Business Services Industry</li> <li>Introduction to Entrepreneurship and Business</li> <li>Introduction to Personal Finances</li> <li>Introduction to Tourism</li> </ul>
TERM 2	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>Research Business Topics</li> </ul>
TERM 3	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>Source, Use and Present Information on the Tourism and Travel Industry</li> <li>Public Activities and Events</li> <li>Business Software Applications and Research</li> </ul>
TERM 4	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>Business Start-Up Research</li> <li>Tourism Industry Research</li> <li>Present Information at an Industry Event</li> </ul>
TERM 5	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>Workplace Health and Safety</li> <li>Sustainable Work Practices</li> </ul>
TERM 6	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>WHS Processes at the 'Go! Regional' Travel Expo</li> </ul>
TERM 7	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>Providing Information to Visitors and Customers</li> <li>Interacting with Customers</li> <li>Showing Social and Cultural Sensitivity</li> </ul>
TERM 8	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>Go! Travel 'VIP' Information Evening</li> <li>Interact with Customers at the Go! Travel Agency</li> <li>Show Social and Cultural Sensitivity in the Tourism Industry</li> </ul>
<b>QUALIFICATION SCHEDULED FOR FINALISATION</b>	
<b>SIT20122 CERTIFICATE II IN TOURISM</b>	
TERM 9	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>Inclusive Work Practices</li> <li>Engage in Workplace Communication</li> </ul>
TERM 10	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>Inclusivity and Communication in the Workplace</li> </ul>
TERM 11	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>Work in a Team</li> <li>Critical Thinking Skills</li> </ul>
TERM 12	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>Critical Thinking at Go! Travel</li> </ul>
TERM 13	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>Designing and Producing Business Documents</li> <li>Producing Simple Documents</li> </ul>
TERM 14	<b>PROJECTS</b>
	<ul style="list-style-type: none"> <li>Binnacle Boss - Business Proposal</li> </ul>

### UNITS OF COMPETENCY

SITTIND003	Source and use information on the tourism and travel industry	BSBPEF301	Organise personal work priorities
CUAUEVP211	Assist with the staging of public activities or events	BSBPEF201	Support personal wellbeing in the workplace
SITXCOM006	Source and present information	BSBWHS311	Assist with maintaining workplace safety
BSBTEC201	Use business software applications	BSBSUS211	Participate in sustainable work practices
BSBTEC203	Research using the internet	BSBTWK301	Use inclusive work practices
SITXCCS009	Provide customer information and assistance	BSBXCM301	Engage in workplace communication
SITXWHS005	Participate in safe work practices	BSBXTW301	Work in a team
SITXCOM007	Show social and cultural sensitivity	BSBCRT311	Apply critical thinking skills in a team environment
SITXCCS011	Interact with customers	BSBTEC301	Design and produce business documents
SITXCCS010	Provide visitor information	BSBWRT311	Write simple documents
SITXCOM008	Provide a briefing or scripted commentary		

### OPTIONAL ADDITIONAL UNITS OF COMPETENCY

BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*
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Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto)



## Appendix C: Certificate III in Sport, Aquatics and Recreation & Certificate II in Sport and Recreation

Binnacle Training 2024 Course Snapshot

### SIS30122 CERTIFICATE III IN SPORT, AQUATICS AND RECREATION + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:  
SIS30122 Certificate III in Sport,  
Aquatics and Recreation)

Registered Training Organisation:  
Binnacle Training (RTO 31319)

**Delivery Format:**  
2-Year Format

**Timetable Requirements:**  
1-Timetabled Line

**Units of Competency:**  
Standalone Qualification - 15 Units  
Dual Qualification - Additional 3 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):**  
\$335.00 per person (Cert II entry qualification  
= \$265.00 + Cert III Gap Fee = \$70.00)  
(+ First Aid \$55.00)

**QCE Outcome:**  
Maximum 7 QCE Credits.  
› Completing the Term 7 Add-on as well can  
result in a 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	<b>TOPICS</b>
	› Introduction to Training Programs › Introduction to the Sport, Fitness and Recreation (SFR) Industry
TERM 2	<b>PROGRAMS</b>
	› Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 3	<b>TOPICS</b>
	› Introduction to Community Programs › Introduction to Conditioning Programs
TERM 4	<b>PROGRAMS</b>
	› Community SFR Program: Assist with Delivering Community SFR Sessions › Conditioning Program: Participate in Conditioning Sessions
TERM 5	<b>TOPICS</b>
	› Working in the SFR Industry › Providing Quality Service in the SFR Industry
TERM 6	<b>PROGRAMS</b>
	› Group Conditioning Program: Plan and Deliver Group Conditioning Sessions › One-on-one Cardio Program: Plan and Deliver a Cardio Program
TERM 7	<b>TOPICS</b>
	› Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid
TERM 8	<b>PROGRAMS</b>
	› Recreational Group Exercise Program
<b>QUALIFICATION SCHEDULED FOR FINALISATION</b>	
<b>SIS20122 CERTIFICATE II IN SPORT AND RECREATION</b>	
TERM 9	<b>TOPICS</b>
	› Plan and Conduct Sports Programs › Apply Knowledge of Officiating Practices
TERM 10	<b>PROGRAMS</b>
	› Group Sports Program (Teacher Facilitated) › Use and Maintain Business Technology (Additional Project) › Community Officiating General Principles (Online Course)
TERM 11	<b>TOPICS</b>
	› Plan and Deliver a Sports Competition › Community SFR Program
TERM 12	<b>PROGRAMS</b>
	› Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants › Round Robin Tournament
TERM 13	<b>TOPICS</b>
	› Sport-Specific Coaching Sessions › Personal Development › Workplace Performance
TERM 14	<b>PROGRAMS</b>
	› Sport-Specific Coaching Program

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	BSBPEF302	Develop self-awareness
SISXIND011	Maintain sport, fitness and recreation knowledge	BSBTWK201	Work effectively with others
BSBPEF301	Organise personal work priorities	SISSCO001	Conduct sport coaching sessions with foundation level participants
SISSPAR009	Participate in conditioning for sport	SISOFLO01	Assist in conducting recreation sessions*
BSBPEF202	Plan and apply time management*	SISXPLD004	Facilitate groups
BSBSUS211	Participate in sustainable work practices*	BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
HLTWHS001	Participate in workplace health and safety	SISXIND009	Respond to interpersonal conflict
SISXFAC006	Maintain activity equipment	SISXPLD002	Deliver recreation sessions
SISXCCS004	Provide quality service	<b>TERM 7 ADD-ON UNITS OF COMPETENCY</b>	
SISXEMR003	Respond to emergency situations	BSBPEF201	Support personal wellbeing in the workplace
* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)		HLTAID009	Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011)

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# START YOUR CAREER IN HEALTH

## (HLT23221) CERTIFICATE II IN HEALTH SUPPORT SERVICES

### 1 YEAR PROGRAM

HLT23221 Certificate II in Health Support Services completed in Year 1

### FUNDING AVAILABLE

VETIS funding eligibility

Senior high school students who are Australian or New Zealand Citizens or permanent residents, or temporary residents with the necessary visa, are eligible to utilise VETIS funding. Subsidised by the Queensland Government under the Vocational Education and Training in Schools Program (VETIS). Students are eligible to use VETIS funding to complete one program only. For more information on VETIS funding and eligibility, please visit [desbt.qld.gov.au/training/providers/funded/vetis](https://desbt.qld.gov.au/training/providers/funded/vetis).

### FEE FOR SERVICE

Fee-for-Service (not government subsidised)

Students who are not eligible for VETIS funding or who have already utilised their VETIS funding entitlement are not excluded from this course. The cost to students who are not eligible for VETIS funding is \$499.00.



#### What do students achieve

- Certificate II - Health Support Services (HLT23221)
- This course may also contribute to your Senior Certificate of Education
- Nationally recognised qualifications  
*(Up to date COVID19 & other vaccinations required if you are completing a placement)*



#### Skills acquired

- Conduct basic health checks
- Infection Control
- Customer service
- Working with diverse people
- Communication skills
- Organising daily work schedules
- Working in teams
- Workplace health & safety
- Routine stock maintenance



#### Employment

- **Health Support Services**  
Reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.



#### Pathways to further study

- Certificate III - Health Services Assistance
- Certificate III - Community Services
- Certificate III - Individual Support
- Certificate III - Allied Health Assistance

Want more information? Email [schools@connectngrow.edu.au](mailto:schools@connectngrow.edu.au) Phone 1300 283 662



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RTO 40518

VOCATIONAL EDUCATION  
TRAINING IN HEALTH AND  
COMMUNITY SERVICES  
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ONS\_SCI\_HLT23221\_V1



# START YOUR CAREER IN HEALTH

## (HLT33115) CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

### 1 YEAR PROGRAM

Upon completion of your HLT23221 Certificate II  
In Health Support Services

### FEE FOR SERVICE

Fee-for-Service (not government subsidised)

\$499.00

Scholarships available

### OUR PARTNERS



CnG Employment



#### What do students achieve

- Certificate III - Health Services Assistance (HLT33115)
- First Aid and CPR certificate
- This course may also contribute to your Senior Certificate of Education  
(Up to date COVID19 & other vaccinations required if you are completing a placement)



#### Skills acquired

- Recognise healthy body systems
- Interpret and apply medical terminology
- Working with diverse people
- Health promotion
- Conducting health checks
- Infection Control
- Customer service
- Individualised support



#### Employment

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.



#### Pathways to further study

A range of other certificate level qualifications in:

- Health
- Community Services
- Disability
- Aged Care
- Health Administration

#### Tertiary level qualifications:

- Eg Bachelor Degree

CNG & CnG HLT33115 V1

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## HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

### Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

### Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

### Delivery modes

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

- face-to-face training
- practicals and scenarios
- online learning

### Fees

The total Fee For Service cost of these courses [Cert II and Cert III] is \$998.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

### QCE Points

Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

### Course units Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services (Credit Transfer)
HLTWHS001	Participate in workplace health and safety (Credit Transfer)
CHCDIV001	Work with diverse people (Credit Transfer)
HLTINF006	Apply basic principles and practices of infection prevention and control (Credit Transfer)
CHCCCS010	Maintain a high standard of Service (Credit Transfer)
HLTHSS011	Maintain stock inventory (Credit Transfer)

### Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

### Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

### Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

### Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

### Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.





VET IN SCHOOLS (VETiS) PROGRAM

## SIT20421 - Certificate II in Cookery

### Course Overview

Does working in a fast-growing and diverse hospitality industry excite you?

Take this excitement and passion and use it to gain an insight on the important areas of working as part of a kitchen team.

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

### Course Delivery

The SIT20421 - Certificate II in Cookery is delivered within 6 - 12 months.

Training and assessment will be delivered in weekly classroom sessions at the school.

### Eligibility Criteria

To be eligible to enrol in the VET in Schools program, you must:

- ✓ Be enrolled at school (year 10, 11 or 12); and
- ✓ Be a Queensland resident; and
- ✓ Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency; and
- ✓ Have not already exhausted Certificate II VETiS funding.

*QLD State Government VETiS funding is only available for one Certificate II qualification for each student.*

### AT A GLANCE



6-12 Months



Classroom  
Delivery



No Contribution

### CAREER OPPORTUNITIES

- Catering Assistant
- Kitchen Hand
- Chef's Assistant
- Sandwich Hand
- Fast Food Cook
- Food Attendant
- Café Worker





## Course Requirements

To achieve a SIT20421 - Certificate II in Cookery, a total of 13 units must be completed including 7 core units and 6 elective units as listed below.

### Core Units

- SITHCCC023** Use food preparation equipment \*
- SITHCCC027** Prepare dishes using basic methods of cookery \*
- SITHCCC034** Work effectively in a commercial kitchen \*\* #
- SITHKOP009** Clean kitchen premises and equipment \*
- SITXFSA005** Use hygienic practices for food safety
- SITXINV006** Receive, store and maintain stock \*
- SITXWHS005** Participate in safe work practices

### Elective Units

- SITHCCC024** Prepare and present simple dishes \*
- SITHCCC025** Prepare and present sandwiches \*
- SITHCCC028** Prepare appetisers and salads \*
- SITXFSA006** Participate in safe food handling practices
- SITXCOM007** Show social and cultural sensitivity
- SITXCCS011** Interact with customers

\* Prerequisite is SITXFSA005 - Use hygienic practices for food safety

\*\* Prerequisites are SITHCCC027 - Prepare dishes using basic methods of cookery and SITXFSA005 - Use hygienic practices for food safety

# Students are required to complete 12 service periods

## Vocational Education and Training in Schools (VETiS) Program

The VETiS program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school.

VETiS qualifications can be undertaken in years 10, 11 and 12, and may provide credit towards the Queensland Certificate of Education.

Aurora Training Institute is a Skills Assure supplier under this program for the delivery of this Certificate II qualification.

As students can only access the VET in Schools subsidy once, it is important that you consider and compare your training options to ensure they align with your chosen career pathway.

Every student that completes or discontinues a VET in Schools course must complete a Student Training and Employment Survey within 3 months.

For more information on the VETiS program and FAQs, visit the Queensland Government website at <https://desbt.qld.gov.au/training/training-careers/incentives/vetis>.

### Fees

There are no student fees applicable for this course.

## TIMETABLE – Trinity Lutheran College 2023

### SIT20421 – Certificate II in Cookery



Term – Dates	Units	Duration
<b>Term 1</b>		
2 weeks	<b>SITXFSA005</b> – Use hygienic practices for food safety	Complete Term 1
2 weeks	<b>SITXWHS005</b> – Participate in safe work practices	Complete Term 1
2 weeks	<b>SITHKOP009</b> – Clean kitchen premises and equipment	Complete Term 1
Ongoing	<b>SITHCCC034</b> – Work effectively in a commercial kitchen	Complete Term 4
<b>Term 2</b>		
Ongoing	<b>SITHCCC023</b> – Use food preparation equipment	Complete Term 3
Ongoing	<b>SITHCCC027</b> – Prepare dishes using basic methods of cookery	Complete Term 2
2 weeks	<b>SITXFSA006</b> – Participate in safe food handling practices	Complete Term 2
Ongoing	<b>SITHCCC024</b> – Prepare and present simple dishes	Complete Term 3
<b>Term 3</b>		
Ongoing	<b>SITHCCC025</b> – Prepare and present sandwiches	Complete Term 3
Ongoing	<b>SITHCCC028</b> – Prepare appetisers and salads	Complete Term 3
2 weeks	<b>SITXINV006</b> – Receive, store and maintain stock	Complete Term 3
<b>Term 4</b>		
2 weeks	<b>SITXCOM007</b> – Show social and cultural sensitivity	Complete Term 4
3 weeks	<b>SITXCCS011</b> – Interact with customers	Complete Term 4
	<b>All logbooks and service periods completed and submitted</b>	





# Aurora

TRAINING INSTITUTE



**SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS**

## SIT30622 - Certificate III in Hospitality

### Course Overview

The hospitality industry is one of the biggest industries across the world and a strong demand for skilled hospitality workers is rapidly increasing.

The SIT30622 – Certificate III in Hospitality provides you with an opportunity to discover exciting career pathways working in hospitality settings such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops.

There is no telling where a career in this industry could take you!

### Course Delivery

The SIT30622 - Certificate III in Hospitality is delivered over 12 - 24 months. Trainers will deliver training at school and/or on the job with regular workplace visits.

### Entry Requirements

- ✓ School Principal or authorised representative, must support and give approval for the SAT
- ✓ Some training and/or work must take place during school hours
- ✓ The employer, student and parent (if applicable and appropriate) must commit to the minimum paid work requirements
- ✓ The consent of the parent of guardian (if applicable and appropriate) is required where the student is under the age of 18

### Eligibility Criteria

- ✓ Student currently attending school (Years 10, 11 or 12)
- ✓ Student progressing towards the attainment of a QCE or equivalent and a vocational qualification

#### AT A GLANCE

-  12-24 Months
-  On-The-Job Delivery
-  Up to 8 credits towards QCE

#### CAREER OPPORTUNITIES

- Restaurant Host
- Function Host
- Bar Attendant
- Waiter
- Function Attendant
- Cafe Attendant
- Food and Beverage Attendant



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## Course Requirements

To achieve a SIT30622 - Certificate III in Hospitality, 15 units must be completed including 6 core units and 9 elective units.

### Core Units (6 Units)

<b>SITHIND006</b>	Source and use information on the hospitality industry	<b>SITXCOM007</b>	Show social and cultural sensitivity
<b>SITHIND008</b>	Work effectively in hospitality service #	<b>SITXHRM007</b>	Coach others in job skills
<b>SITXCCS014</b>	Provide service to customers	<b>SITXWHS005</b>	Participate in safe work practices

### Elective Units (9 Units)

Students must complete 1 unit from Group A, 6 units from Group B and 2 units from Group B, Group C or Other Electives.

#### Group A

<b>SITXFSA005</b>	Use hygienic practices for food safety
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#### Group B

##### Client and Customer Service & Sales

<b>SIRXPDK001</b>	Advise on products and services
<b>SIRXSLS001</b>	Sell to the retail customer
<b>SITXCCS010</b>	Provide visitor information

##### Commercial Cookery and Catering & Kitchen Operations

<b>SITHCCC024</b>	Prepare and present simple dishes *
<b>SITHCCC025</b>	Prepare and present sandwiches *
<b>SITHCCC028</b>	Prepare appetisers and salads *
<b>SITHKOP009</b>	Clean kitchen premises and equipment *

##### Food and Beverage

<b>SITHFAB021</b>	Provide responsible service of alcohol
<b>SITHFAB022</b>	Clean and tidy bar areas *
<b>SITHFAB023</b>	Operate a bar ** ##
<b>SITHFAB024</b>	Prepare and serve non-alcoholic beverages * ##
<b>SITHFAB025</b>	Prepare and serve espresso coffee *
<b>SITHFAB027</b>	Serve food and beverage * ###

##### Food Safety

<b>SITXFSA006</b>	Participate in safe food handling practices
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#### Group B (continued)

##### Gaming

<b>SITHGAM022</b>	Provide responsible gambling services
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#### Group C

##### Communication and Teamwork

<b>BSBCMM211</b>	Apply communication skills
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##### Computer Operations and ICT Management

<b>BSBTEC201</b>	Use business software applications
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##### Environmental Sustainability

<b>BSBSUS211</b>	Participate in sustainable work practices
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##### Finance

<b>SITXFIN007</b>	Process financial transactions
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##### Inventory

<b>SITXINV006</b>	Receive, store and maintain stock *
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#### Other Electives

<b>BSBPEF201</b>	Support personal wellbeing in the workplace
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\* Prerequisite is SITXFSA005 - Use hygienic practices for food safety

\*\* Prerequisites are SITXFSA005 - Use hygienic practices for food safety and SITHFAB021 - Provide responsible service of alcohol

# Students are required to complete 36 service periods

## Students are required to complete 3 service periods

### Students are required to complete 5 service periods

### User Choice Program

Under the User Choice program, the Queensland Government provides a public funding contribution towards the cost of training for eligible Queensland apprentices and trainees.

Aurora Training Institute is a Skills Assure supplier under this program for the delivery of this Certificate III qualification as a traineeship pathway for new and existing employees.

Students attending school have only one opportunity for funding as a school-based apprentice or trainee under the User Choice program.

For more information on the User Choice program visit the Queensland Government website at

<https://desbt.qld.gov.au/training/training-careers/incentives/userchoice>

### Co-Contribution Fee

When studying a School-based apprenticeship or traineeship you are exempt from paying co-contribution fees under the User Choice program whilst still at school but may be required to pay fees if the training contract is converted to full-time or part-time. Aurora Training Institute may advise you if exemptions apply.

The Co-Contribution Fee under the User Choice program is dependent on the elective choice. Fees are paid at a rate of \$1.60 per nominal hour. This fee represents the total cost to the student to enrol, undertake training and be awarded the qualification.

The contribution fee may be paid on behalf of the student by their employer or a third party unrelated to Aurora Training Institute.

# TIMETABLE – Trinity Lutheran College 2024

## SIT30622 - Certificate III in Hospitality



Term – Dates	Units	Duration
<b>Term 1</b>		
2 weeks	<b>SITXCCS014</b> – Provide service to customers	Complete Term 1
2 weeks	<b>SITHIND008</b> – Work effectively in hospitality service	Complete Term 1
2 weeks	<b>SITHFAB021</b> – Provide responsible service of alcohol	Complete Term 1
<b>Term 2</b>		
Ongoing	<b>SITHFAB025</b> – Prepare and serve espresso coffee	Complete Term 3
Ongoing	<b>SITHFAB027</b> – Serve food and beverage	Complete Term 2
2 weeks	<b>SITHGAM002</b> – Provide responsible gambling services	Complete Term 2
<b>Term 3</b>		
Ongoing	<b>SITHIND006</b> – Source and use information on the hospitality industry	Complete Term 3
Ongoing	<b>SITXHRM007</b> – Coach others in job skills	Complete Term 3
2 weeks	Complete all shifts for <b>SITHIND008</b> & <b>SITHFAB027</b>	Complete Term 3
<b>Units which have been credit transferred from SIT20421 - Certificate II in Cookery</b>		
<b>SITXCOM007</b> – Show social and cultural sensitivity	<b>SITXFSA005</b> – Use hygienic practices for food safety	
<b>SITXWHS005</b> – Participate in safe work practices	<b>SITHCCC024</b> – Prepare and present simple dishes	
<b>SITHCCC025</b> – Prepare and present sandwiches	<b>SITHCCC028</b> – Prepare appetisers and salads	
<b>SITHKOP009</b> – Clean kitchen premises and equipment		