



Curriculum Handbook

2022 - 2023

Years 11 & 12

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Introduction

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

Our subject offerings provide a strong and balanced curriculum which takes into account 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 more knowledge of?
- **Aptitude** – Which subjects suit my skills set? e.g. an athletic student should consider Physical Education.
- **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 student's 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. Foundation for Young Australians (2015) suggest that 60% of Australian students are preparing for jobs where over than two thirds of these jobs will be fully automated. This will increase competition for the limited number of jobs while also force underprepared students into retraining, underemployment or even unemployment.

Coupled with this information is emerging research about the need for students to understand the future of employment. Research suggests that future jobs that our students will need be prepared for can be categorised into one of seven clusters:

1. The Generators
2. The Artisans
3. The Designers
4. The Technologists
5. The Carers
6. The Informers

The curriculum and pedagogy at Trinity Lutheran College offers a balanced approach to these demands. That is, we offer a range of subjects that not only create opportunities for students 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 4 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 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 Studies or Deputy Head of Campus, Middle and Senior Years

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

God bless

Matthew Qualischefski
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 Essential English,
- General Mathematics or Mathematical Methods or Essential Mathematics

and participate in our Friday sport program.

Added to this is a very broad, yet targeted range of subjects that focus on the future trends in employment and the skills needed for students to achieve (21st Century skills). Each student has the opportunity to develop a pathway through the senior years and move into a pathway beyond school where they can contribute to the world in an effective way by leveraging these subject offerings and the skills set they offer.

Students are supported to release their God given talents through the care and support of a dedicated **Academic monitor**. This Academic monitor is a member of the academic staff who will meet regularly with students to ensure they are on track for success, monitor their well-being during the busy and stressful periods of senior schooling and provide personalised advice relating to pathway options.

Understanding the essential elements of the Senior System

ATAR system:

The Australian Tertiary Admission Rank (ATAR) is 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:

a student's best five General (currently Authority) subject results

or

a student's best results in a combination of four General subject results, plus an applied learning subject result.

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 Certificate IV or Diploma or Advanced Diploma

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

English as a requirement for ATAR eligibility

In the new system of tertiary entrance, 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 (new subject), English and Literature Extension (renamed), 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.


*English can be the 6th subject.

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. In General subjects, 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

Innovators 	Entrepreneurs 	Lifelong learners 	Responsible global citizens 
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What are the 21st century skills in the General senior syllabuses?

Critical thinking  <ul style="list-style-type: none">analytical thinkingproblem-solvingdecision-makingreasoningreflecting and evaluatingintellectual flexibility	Creative thinking  <ul style="list-style-type: none">innovationinitiative and enterprisecuriosity and imaginationcreativitygenerating and applying new ideasidentifying alternativesseeing or making new links	Communication  <ul style="list-style-type: none">effective oral and written communicationusing language, symbols and textscommunicating ideas effectively with diverse audiences	Collaboration and teamwork  <ul style="list-style-type: none">relating to others (interacting with others)recognising and using diverse perspectivesparticipating and contributingcommunity connections	Personal and social skills  <ul style="list-style-type: none">adaptability/flexibilitymanagement (self, career, time, planning and organising)character (resilience, mindfulness, open- and fair-mindedness, self-awareness)leadershipcitizenshipcultural awarenessethical (and moral) understanding	ICT skills  <ul style="list-style-type: none">operations and conceptsaccessing and analysing informationbeing productive users of technologydigital citizenship (being safe, positive and responsible online)
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Recommended Prior Learning for 2022

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.

Year 11 subject	Recommended prior learning for 2022
Accounting	C in Year 10 any Mathematics
Ancient History	C in Year 10 Humanities and English
ATAR Business	C+ in Year 10 English and Humanities
Biology	C in Year 10 Science
Chemistry	B in Year 10 Science and General Mathematics
Dance	C in Year 9 or 10 Dance or equivalent
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 Extension (Year 12)	B+ in Unit 1 & 2 English
Essential English	Below C in Year 10 English
Food and Nutrition	Nil
German	C in Year 10 German
Geography	C in Humanities or English
Industrial Graphics Skills	Nil
Japanese	C in Year 10 Japanese
Legal Studies	C in Year 10 English and Humanities
Literature	C in Year 10 English
Mathematics - Essential	Below C in Year 10 Mathematics
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
Physics	B in Year 10 Science and Mathematical Methods. Mathematics Methods must be studied concurrently.
Physical Education	C in English, HPE and Science. Ability to swim is essential.
Psychology	B in Year 10 Science and General Mathematics
Science in Practice	Nil
Social and Community Studies	Nil
Study of Religion	C in English
Visual Art	C in Year 9 or 10 Visual Art
Visual Art in Practice	Nil

Pre-requisites for Tertiary Courses

All Year 10 students will be issued with the '2021 QTAC Tertiary Prerequisites' 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 pre-requisites for tertiary courses. Subjects which are pre-requisites are listed in the above booklet, however the following general points should be noted.

- Different institutions have different pre-requisites for similar courses.
- English is a pre-requisite for almost all tertiary courses. (Some institutions state nil pre-requisites or 'Assumed Knowledge'.)
- Mathematics and Science subjects are most commonly listed as pre-requisites, however, a variety of other subjects are also mentioned.
- Institutions will consider each application on prerequisites and minimum OP/TER 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 pre-requisites, 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.

Queensland Certificate of Education points

Subjects	QCE Points as at exit – must be Sound Achievement (SA) or better
General subjects	
All General subjects	4
Exceptions	
English Extension	2 (studied in Year 12 only)
Music Extension	2 (studied in Year 12 only)
Applied subjects	
Religion and Ethics (known as Christian Studies)	4
Essential English	4
Essential Mathematics	4
Drama in Practice	4
Sport and Recreation	4
Vocational Education & Training (VET) certificates	Full completion – pro rata for partial completion
Diploma of Business	8
Certificate III in Sport & Recreation	8
Certificate III in Business	8
Certificate III in Hospitality	8
Certificate III in Health Services Assistance	8
Certificate II in Health Support Services	4
Certificate II in Community Services	4
Certificate II in Hospitality	4
Certificate II in Kitchen Operations	4
Certificate II in Business	4
Certificate II in Information, Digital Media & Technology	4
Certificate I in Engineering	3
Certificate I in Furnishing	2

Useful online resources

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

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 Senior Assessment & Tertiary Entrance System <http://www.qcaa.qld.edu.au>

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. <http://www.qcaa.qld.edu.au/589.html>

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>

UMAT: Students wishing to study Medicine at University are required to sit the UMAT Test in Year 12. Registrations for UMAT generally close in June every year and it is recommended students regularly check the website for updates. <http://umat.acer.edu.au>

Australia's National Career Information Service, myfuture: Information about career planning and education, and training options for Australian jobs. <http://myfuture.edu.au>

Job Guide: The Job Guide provides an in-depth look at a range of occupations, and their education and training pathways. <http://www.jobguide.thegoodguides.com.au>

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. <http://education.qld.gov.au/students/placement/vet>

Accounting

Subject Type: General

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 the course of study, students will:

describe accounting concepts and principles

explain accounting concepts, principles and processes

apply accounting principles and processes

analyse and interpret financial data and information to draw conclusions

evaluate accounting practices to make decisions and propose recommendations

synthesise and solve accounting problems

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	Summative Internal Assessment 1 (IA1): Examination — combination response	25%
	Summative Internal Assessment 2 (IA2): Examination — short response	25%
Unit 4	Summative Internal Assessment 3 (IA3): Project — cash management	25%
	Summative External Assessment (EA): Examination — short response	25%

Ancient History

Subject Type: General

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 the course of study, students will:

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

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

Biology

Subject Type: General

Required Prior Learning - C in Year 10 Science and C+ in Year 10 English

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:

Scientific knowledge and skills (thinking, experimentation, problem-solving and research)
Understanding of how biological systems work and how they may impact society
Develop their sense of wonder and curiosity about life
Respect for all living things and the environment
Understanding of biological systems, concepts, theories and models
Appreciation of how biological knowledge has developed over time and continues to develop
Sense of how biological knowledge influences society

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	Summative Internal Assessment 1 (IA1): Data Test	10%
	Summative Internal Assessment 2 (IA2): Student Experiment	20%
Unit 4	Summative Internal Assessment 3 (IA3): Research Investigation	20%
	Summative External Assessment (EA): External Exam	50%

Business

Subject Type: General

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, students will:

- comprehend the most successful ways to start a profitable business, charity or projects
- understand leadership and management skills needed to grow an idea to its full potential
- analyse different project management strategies to be most successful
- evaluate a variety of ways to pivot a business or idea to remain competitive

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 General (ATAR) 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	Summative Internal Assessment 1 (IA1): Examination - Combination Response	25%
	Summative Internal Assessment 2 (IA2): Investigation - Business report	25%
Unit 4	Summative Internal Assessment 3 (IA3): Extended - Feasibility report	25%
	Summative External Assessment (EA): Examination - Combination Response	25%

Certificate I in Manufacturing Pathways (MSM10216)

Wood Pathway

Subject Type: VET certificate (under TLC RTO 30507)

Required Prior Learning:

There are no entry requirements for this qualification but students who studied Certificate I in Furnishing in Year 10 will have already completed some of the units of competency and will be able to apply for Recognition of Prior Learning (RPL).

Overview:

The certificate is completed over two years and results in a nationally recognised qualification on completion. Depending on the needs of the cohort, the Certificate I in Manufacturing Pathways course is offered as a Metal Pathway or a Wood Pathway (not both). Students who elect to choose this course will be provided with superior skills to enter TAFE or the workforce.

Units of competency for a Wood Pathway are:

MSMPCI101 Adapt to work requirements in industry
MSMPCI102 Apply effective work practices
MSMPCI103 Demonstrate care and apply safe practices at work
MSMPCII296 Make a small furniture item from timber
MSFFM1002 Operate basic woodworking machines
MSFFM2001 Use furniture making sector hand and power tools
MSFFM2002 Assemble furnishing components
MSFFM2003 Select and apply hardware
MSFFM2005 Join solid timber

Workload and Expectations

In Years 11 and 12 you complete a number of projects which involve working with a range of furnishing sector machines and equipment such as a drop saw, band saw, router, disc and spindle sanders, table saw, thicknesser, bench drills and a wide assortment of hand and power tools. Each unit of competency is assessed through observation, questioning and projects.

Frequently asked questions:

Q: What will we be making?

A: Projects include: Occasional table with turned stem, folding picnic table, bedside cabinet.

Q: Do I need to provide any materials?

A: No. All materials and resources will be provided for you.

Q: What can I do on completion of this course?

A: TAFE/Apprenticeship in the Furnishing, Cabinet Making or Construction industries.

Certificate I in Manufacturing Pathways (MSM10216)

Metal Pathway

Subject Type: VET certificate (under TLC RTO 30507)

Required Prior Learning:

There are no entry requirements for this qualification but students who studied Certificate I in Furnishing in Year 10 will have had exposure to some of the health and safety requirements and have some experience with similar tools, machines and processes.

Overview:

The certificate is completed over two years and results in a nationally recognised qualification on completion. Depending on the needs of the cohort, the Certificate I in Manufacturing Pathways course is offered as a Metal Pathway or a Wood Pathway (not both). Students who elect to choose this course will be provided with superior skills to enter TAFE or the workforce.

Units of competency for a Metal Pathway are:

- MSMPCI101 - Adapt to work requirements in industry
- MSMPCI102 - Apply effective work practices
- MSMPCI103 - Demonstrate care and apply safe practices at work
- MSMPCII298 - Make an object from metal
- MEM05012C - Perform routine manual metal arc welding
- MEM18001C - Use hand tools
- MEM18002B - Use power tools/hand held operations
- MEM05004C - Perform routine oxy acetylene welding
- MEM16007A - Work with others in a manufacturing, engineering or related environment

Workload and Expectations

In Years 11 and 12 you complete a number of projects which involve working with a range of engineering sector machines and equipment such as a cold saw, horizontal band saw, oxy-acetylene welding, stick welding, drill press, grinder and a wide assortment of hand and power tools. Each unit of competency is assessed through observation, questioning and projects.

Frequently asked questions:

- **Q: What will we be making?**
A: Projects include: nut cracker, shelving and storage, brazier, trailer reconditioning.
- **Q: Do I need to provide any materials?**
A: No. All materials and resources will be provided for you, including overalls but safety boots need to be purchased by the student and must always be worn in the workshop.
- **Q: What can I do on completion of this course?**
A: TAFE/Apprenticeship in the Engineering, Fabrication or Manufacturing industries.

Certificate II in Applied Digital Technologies (ICT20120)

Subject Type: VET certificate (under TLC RTO 30507)

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.

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
- ICTICT210 Operate database applications
- BSBXCS301 Protect own personal online profile from cyber security threats
- CUADIG212 Develop Digital Imaging Skills
- CUADIG303 Produce and prepare photo images
- CUAPOS201 Perform basic vision and sound editing

What you will know and be able to do:

- Problem solving
- Analysis and design skills
- Project Management (Design, Make, 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 II in Hospitality SIT20316 (under TLC RTO 30507) & Certificate III in Hospitality SIT30616 (in partnership with Icon Training RTO 32126)

Registered Training Organisation: Aurora Training Institute (RTO Code 32237)

Subject Type: VET certificates

Required Prior Learning: Nil

Overview:

SIT20416 Certificate II in Kitchen Operations and SIT30616 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 Kitchen Operations 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 : \$2330

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

Additional information can be found in the links below.

[Certificate II Hospitality](#)

[Certificate III Hospitality](#)

Certificate III in Business BSB30115

Registered Training Organisation: Binnacle Training (RTO Code 31319)

Subject Type: VET Certificate

Entry requirements: Good quality written and spoken communication skills.

Overview:

BSB30112 Certificate III in Business (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 is partnered with Binnacle RTO and delivered by Trinity staff.

This course requires payment of an additional fee of \$210.00.

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).

To access Binnacle's PDS, visit <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

[Click here for Subject Information](#)

Diploma of Business BSB50215

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:

BSB50215 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.

This course requires payment of an additional fee of \$2150.00.

[Click here for Subject Information](#)

Certificate II in Health Support Services (HLT23215) Certificate II in Community Services (CHC22015) Certificate III in Health Services Assistance (HLT33115)

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

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

Subject Type: VET certificate

Required Prior Learning: Nil

Overview:

HLT23215 Certificate II in Health Support Services, CHC22015 Certificate II in Community 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. HLT23215 Certificate II in Health Support Services, CHC22015 Certificate II in Community 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:

- Year 11 : \$399

- Year 12 : \$399

(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.)

What do students achieve?	Skills Acquired	Employment	Pathways to further study
<ul style="list-style-type: none"> • Certificate II - Health Support Services (HLT23215) • Certificate II - Community Services (CHC22015) • First Aid • This course may also contribute to your Senior Certificate of Education 	<ul style="list-style-type: none"> • Conduct basic health checks • Health Promotion • Infection Control • Customer service • Working with diverse people • Communication skills • Organising daily work schedules • Working in teams • First Aid and CPR 	<p>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.</p> <p>Community Services May be used as a pathway for workforce entry as community services workers provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.</p>	<ul style="list-style-type: none"> • Certificate III - Health Services Assistance • Certificate III - Community Services • Certificate III - Individual Support (Disability and Aged Care) • Certificate III - Allied Health Assistance

What do students achieve?	Skills Acquired	Employment	Pathways to further study
<ul style="list-style-type: none"> • Certificate III - Health Services Assistance (HLT33115) • First Aid and CPR certificate • This course may also contribute to your Senior Certificate of Education 	<ul style="list-style-type: none"> • Recognise healthy body systems • Interpret and apply medical terminology • Health administration • Health promotion • Conducting health checks • Infection Control • Customer service 	<p>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.</p>	<ul style="list-style-type: none"> • Certificate III - Health Administration • Certificate III - Community Services • Certificate III - Individual Support (Disability and Aged Care) • Certificate III - Allied Health Assistance • Diploma of Nursing Care • Bachelor Degrees

2 year Program

HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services completed in Year 1

[Click here for Subject Information](#)

Certificate III in Sport and Recreation (SIS30115) and Certificate II in Sport and Recreation (SIS20115)

Registered Training Organisation: Binnacle Training (RTO Code 31319)

Subject Type: VET certificate

Entry requirements:

- Good quality written and spoken communication skills
- 'Working with Children' Student Blue Card

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.

This course requires the payment of fees:

- Year 11 : \$210

- Year 12 : \$50

(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.)

Important: Program Disclosure Statement

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).

To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

Chemistry

Subject Type: General

Required 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:

interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world

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

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	Summative Internal Assessment 1 (IA1): Data Test	10%
	Summative Internal Assessment 2 (IA2): Student Experiment	20%
Unit 4	Summative Internal Assessment 3 (IA3): Research Investigation	20%
	Summative External Assessment (EA): External Exam	50%

Christian Studies (Religion and Ethics)

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, Semester 1 - Indigenous Spirituality

- Students will explore the spirituality and worldviews of Aboriginal peoples in comparison to other Western world views and Christianity. A variety of literary, media and philosophical texts will be used. Assessment will include an extended response to stimulus.

Year 11, Semester 2 - Ethics and Morality

- Students will explore a variety of ethical frameworks and concepts of right and wrong which underpin all human communities. There will be a focus on Humanitarianism and students will complete a project focussing on humanitarian assistance.

Year 12, Semester 1 - Peace and Conflict

- Students will explore how culture and religion can impact peace and conflict, within persons and communities. Framed by practical questions of how to realise peace and justice in the world at all levels of social organisation — resolution may be achieved through understanding and acceptance of religious, spiritual and ethical differences. Students will complete an investigation and a short response test.

Year 12, Semester 2 - Social Justice

- Students will explore the inequalities in the world and vast differences between the very poor and the very rich and through personal enquiry, can investigate minorities and social justice for all. Social justice issues have always evoked religious and ethical responses. Students will complete an extended response to stimulus.

What is the workload/assessment?

Students will participate in a range of assessment types including an investigation, a short response examination, extended response to stimulus and a project. 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.

Dance

Subject Type: General

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:

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills

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

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	Summative Internal Assessment 1 (IA1): Performance	20%
	Summative Internal Assessment 2 (IA2): Choreography	20%
Unit 4	Summative Internal Assessment 3 (IA3): Project - Dance work	35%
	Summative External Assessment (EA): Examination	25%

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

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:

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

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.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

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

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	Summative Internal Assessment 1 (IA1): Examination — design challenge	15%
	Summative Internal Assessment 2 (IA2): Project	35%
Unit 4	Summative Internal Assessment 3 (IA3): Project	25%
	Summative External Assessment (EA): Examination — design challenge	25%

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.

Digital Solutions

Subject Type: General

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:

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

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.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

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

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

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

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:

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

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

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

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

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:

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices.

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 (ATAR General). Students cannot study both subjects concurrently.

Economics

Subject Type: General

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:

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- 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	Summative Internal Assessment 1 (IA1): Examination — combination response	25%
	Summative Internal Assessment 2 (IA2): Investigation - research report	25%
Unit 4	Summative Internal Assessment 3 (IA3): Examination — extended response to stimulus	25%
	Summative External Assessment (EA): Examination — combination response	25%

English

Subject Type: General

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:

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

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

Literature

Subject Type: General

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.

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

Essential English

Subject Type: Applied (Essential)

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.

Objectives

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

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

Assessment:

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

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

English and Literature Extension

Subject Type: General (Year 12, 2023)

Overview:

English & Literature Extension is an extension of both English (2019) and Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

Objectives:

Demonstrate understanding of literary texts studied to develop interpretation/s

- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- 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	Summative Internal Assessment 1 (IA1): Extended response – reading and defence	20%
	Summative Internal Assessment 2 (IA2): Extended spoken multi-modal response – complex transformation and defence:	20%
Unit 4	Summative Internal Assessment 3 (IA3): Extended response – academic research paper	35%
	Summative External Assessment (EA): Examination – theorised exploration of unseen text	25%

Fashion

Subject Type: Applied

Overview:

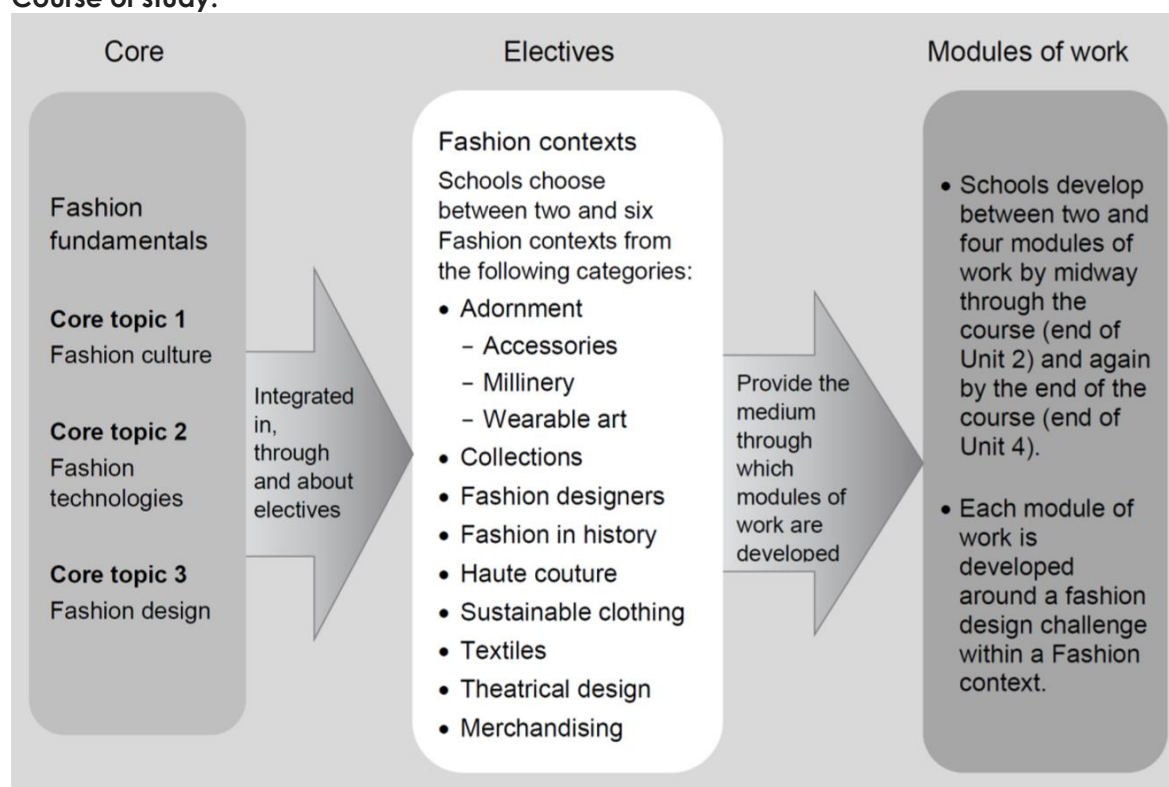
The subject Fashion explores what underpins fashion culture, technology and design. It incorporates the study of three core topics 'Fashion culture', 'Fashion technologies' and 'Fashion design'. Fashion culture explores fashion history, trends and fashion careers. Fashion technologies examine textiles and materials and the technical skills required for garment, accessory and adornment construction. 'Fashion design' focuses on the design process and visual literacies. Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Objectives:

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

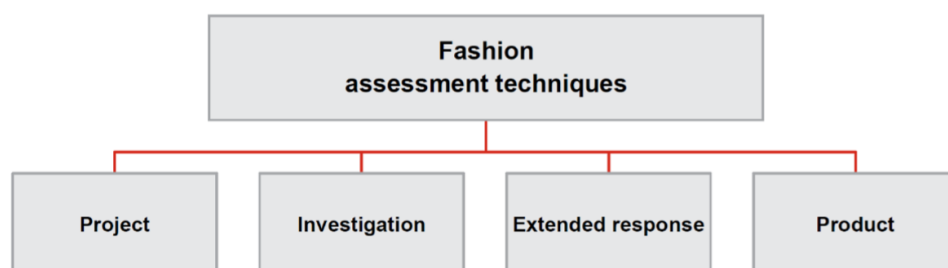
- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts.

Course of study:



Assessment:

You will be assessed in the three criteria of Knowledge and Understanding, Analysing and Applying, and Evaluating and Creating.



Food and Nutrition

Subject Type: General

Overview:

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Objectives:

1. Recognise and describe food and nutrition facts and principles
2. Explain food and nutrition ideas and problems
3. Analyse problems, information and data
4. Determine solution requirements and criteria
5. Synthesise information and data
6. Generate solutions to provide data to determine the feasibility of the solution
7. Evaluate and refine ideas and solutions to make justified recommendations for enhancement
8. Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Pathways:

Food & Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training and employment. A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Structure:

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

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

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

UNIT 1		UNIT 2	
Food science of vitamins, minerals and protein		Food drivers and emerging trends	
UNIT 3		UNIT 4	
Food science of carbohydrate and fat		Food solution development for nutrition consumer markets	

Assessment:**In Food and Nutrition, there are two assessment techniques:**

- Examination
- Project – folio

The Examination assesses the application of a range of cognitions to provided items — questions, scenarios and problems. Student responses must be completed independently, under supervised conditions, and in a set timeframe.

The Project — folio focuses on a problem-solving process that requires the application of a range of cognitive, technical and creative skills, and theoretical understandings. Students document the iterative process undertaken to develop a solution to a food-related problem. The response is a coherent work that may include written paragraphs and annotations, diagrams, sketches, drawings, photographs, tables, spreadsheets and a prototype.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response to the food and nutrition problem.

UNIT	ASSESSMENT	WEIGHT
Unit 3	Summative Internal Assessment 1 (IA1): Examination	20%
	Summative Internal Assessment 2 (IA2): Project — folio	25%
Unit 4	Summative Internal Assessment 3 (IA3): Project — folio	30%
	Summative External Assessment (EA): Examination	25%

'Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. This includes: exploring problems; developing ideas; generating, communicating and testing solutions; and evaluating the process and solutions. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Geography

Subject Type: General

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 this course, students will develop 21st century skills including:

- Communication
- Creative Thinking
- Collaboration and teamwork
- Information & communication technologies (ICT) skill

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
Ground cover transformations and climate change	Managing population change

Assessment:

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

German

Subject Type: General

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:

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

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

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

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".

Industrial Graphics Skills

Subject Type: Applied

Overview:

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

Objectives:

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information

Course of study:

A course of study for Industrial Graphics Skills includes:

- core topics — 'Industry practices' and 'Drafting processes'
- electives — at least two electives.
- modules of work — four to eight modules of work across the four-unit course of study. Each module of work is based on one or more elective/s and related drafting tasks.
- modelling — at least one module of work that includes the construction of a model from drawings by midway through the course

Assessment:

- Project
- Practical Demonstration
- Exam

See below for examples of Assessment Techniques.

Pathways:

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Assessment Techniques

Project:

A project occurs over a set period of time. Students may use class time and their own time to develop a response. A project involves students demonstrating and documenting 'Industry practices' and 'Drafting processes' when creating a technical drawing to industry requirements. A project consists of a technical drawing component (which may include a model) and at least one of the following components: - written, spoken, multimodal. Examples of Projects include:

- measure, draw and prototype a component of a machine using a 3D printer
- disassemble a storage unit to produce working drawings of all components
- work in a team to plan and implement a production line to manufacture a household appliance
- produce a set of working drawings of a residential dwelling from an architectural design sketch

Practical Demonstration:

A practical demonstration involves students demonstrating drawing skills and procedures over a set period of time. Students are given requirements (such as a sketch, template or written instructions) and use class time under teacher supervision. Examples of practical demonstrations include:

- preparing orthographic views from a digital model
- developing an animation.

Examination:

Short response tests typically consist of a number of items that may include students responding to some or all of the following activities:

- drawing, labelling or interpreting equipment, graphs, tables or diagrams
- calculating using algorithms
- responding to seen or unseen stimulus materials
- interpreting ideas and information.

Short response tests occur under supervised conditions as students produce work individually and in a set time to ensure authenticity.

- 60-90mins
- 50-250 words per item

Japanese

Subject Type: General

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:

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

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

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

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

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:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- 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	Balance of probabilities - Civil law foundations	Contractual obligations
Criminal trial process	Punishment and sentencing	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	Summative Internal Assessment 1 (IA1): Examination — combination response	25%
	Summative Internal Assessment 2 (IA2): Investigation - inquiry report	25%
Unit 4	Summative Internal Assessment 3 (IA3): Investigation - argumentative essay	25%
	Summative External Assessment (EA): Examination — combination response	25%

Mathematics - Essential Mathematics

Subject Type: Applied (Essential)

Required Prior Learning:

Essential Mathematics is intended for students who have achieved below C- in Year 10 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:

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

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:

The Fundamental topic: Calculations, is part of Unit 1 -

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

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	Summative Internal Assessment 1 (IA1): Problem Solving & Modelling Task	25%
	Summative Internal Assessment 2 (CIA): Common Internal (externally set) Assessment	25%
Unit 4	Summative Internal Assessment 3 (IA3): Problem Solving & Modelling Task	25%
	Summative External Assessment (EA): Examination	25%

Mathematics – General Mathematics

Subject Type: General

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:

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

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

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

Mathematics – Mathematical Methods

Subject Type: General

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:

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

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

Assessment:

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

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

Mathematics - Specialist Mathematics

Subject Type: General

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:

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

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

Assessment:

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

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

Modern History

Subject Type: General

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:

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

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.

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

Music

Subject Type: General

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:

- demonstrate technical skills
- explain the use of music elements and concepts
- use music elements and concepts
- analyse music, compositional devices and literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- 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
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?
UNIT 3	UNIT 4
Innovations Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing, composing and responding to music?	Narratives Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment:

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
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Unit 3	Summative Internal Assessment 1 (IA1): Performance	20%
	Summative Internal Assessment 2 (IA2): Composition	20%
Unit 4	Summative Internal Assessment 3 (IA3): Integrated Project	35%
	Summative External Assessment (EA): Examination	25%

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

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

Pre-requisite learning: Unit 1 and 2 in 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.

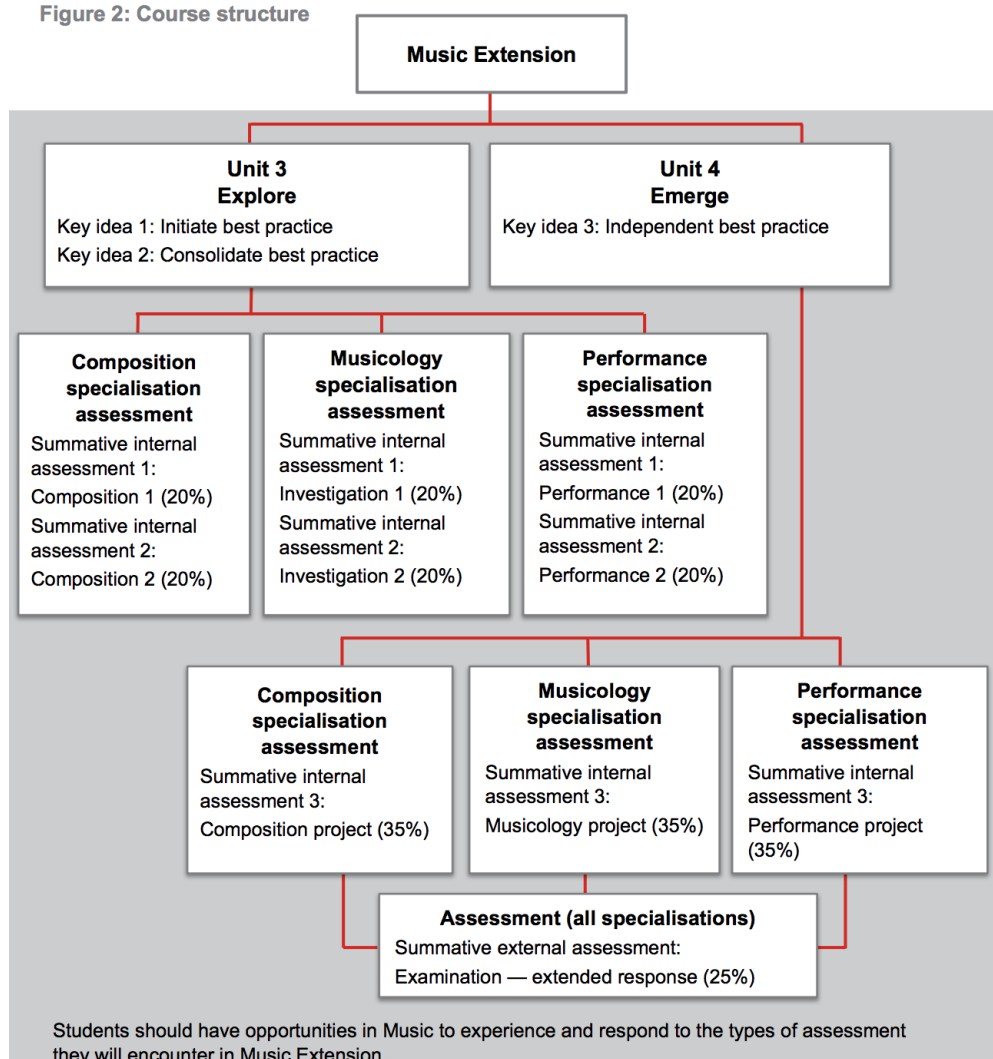
Overview:

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

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.

Figure 2: Course structure



Physical Education

Subject Type: General

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:

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

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
Motor learning, functional anatomy, biomechanics and water polo <ul style="list-style-type: none"> • Topic 1: Motor learning integrated with a water polo • Topic 2: Functional anatomy and biomechanics 	Sport psychology, equity and basketball <ul style="list-style-type: none"> • Topic 1: Sport psychology integrated with basketball • Topic 2: Equity — barriers and enablers
UNIT 3	UNIT 4
Tactical awareness, ethics and integrity and badminton <ul style="list-style-type: none"> • Topic 1: Tactical awareness integrated with badminton • Topic 2: Ethics and integrity 	Energy, fitness and training and physical activity <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	Summative Internal Assessment 1 (IA1): Project — folio	25%
	Summative Internal Assessment 2 (IA2): Investigation — report	20%
Unit 4	Summative Internal Assessment 3 (IA3): Project — folio	30%
	Summative External Assessment (EA): Examination — combination response	25%

Physics

Subject Type: General

Required Prior Learning - B in Year 10 Science and B in Year 10 Mathematical Methods

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:

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

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	Summative Internal Assessment 1 (IA1): Data Test	10%
	Summative Internal Assessment 2 (IA2): Student Experiment	20%
Unit 4	Summative Internal Assessment 3 (IA3): Research Investigation	20%
	Summative External Assessment (EA): External Exam	50%

Psychology

Subject Type: General

Required 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:

- interest in psychology and how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions
- 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	Summative Internal Assessment 1 (IA1): Data Test	10%
	Summative Internal Assessment 2 (IA2): Student Experiment	20%
Unit 4	Summative Internal Assessment 3 (IA3): Research Investigation	20%
	Summative External Assessment (EA): External Exam	50%

Science in Practice

Subject Type: Applied

Overview:

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

The core of Science in Practice focuses on 'Scientific literacy and working scientifically', 'Workplace health and safety', and 'Communication and self-management'. Science in Practice uses a contextualised approach, where modules of work deliver the core through electives — 'Science for the workplace', 'Resources, energy and sustainability', 'Health and lifestyles', 'Environments', and 'Discovery and change'. Learning experiences within modules of work are interdisciplinary, including aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science and Physics.

Students will learn about:

- scientific literacy and working scientifically
- workplace health and safety
- communication and self-management.

Studying Science in Practice can lead to:

- animal welfare
- food technology
- forensics
- health and medicine
- recreation and tourism
- research
- the pharmaceutical industry
- the resources sector.

Objectives:

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Course of study:

- core topics — 'Scientific literacy and working scientifically', 'Workplace health and safety' and 'Communication and self-management' — and their associated concepts and ideas integrated into modules of work across Units 1 and 2, and further developed in Units 3 and 4 (see Core)
- electives — at least three electives by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) (see Electives)
- modules of work — four to eight modules of work over the four-unit course, where modules of work must:
 - have a practical nature

- use a contextualised approach (see Developing a module of work) developed from one (or more) elective/s
- include learning experiences from aspects of at least two science disciplines (Biology, Chemistry, Earth and Environmental Science or Physics)
- field work — at least five hours of field work by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) (see Developing a module of work).

Assessment:

Students will complete four assessments from the following:

- project
- investigation
- collection of work
- extended response
- examination.

Social and Community Studies

Subject Type: Applied

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:

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations.
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes

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">• Into Relationships• Australia's place in the world	<ul style="list-style-type: none">• Money Management• Health – recreation & leisure
UNIT 3	UNIT 4
<ul style="list-style-type: none">• Gender & Identity• Health – food & nutrition	<ul style="list-style-type: none">• Today's society

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
- Examination

Sport and Recreation

Subject Type: Applied

Overview:

Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities. The subject is intended for students who enjoy being physically active and are interested in employment within the sport and recreation sector but without the academic rigour and intensity of the general subject, Physical Education.

Objectives:

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities.

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:

Through the study of Sport and Recreation students will examine:

- the relevance of sport and active recreation in Australian culture
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- technology in sport and active recreation activities
- how the sport and recreation industry contributes to individual and community outcomes.

Assessment:

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

- Physical performance
- Project
- Investigation

Study of Religion

Subject Type: General

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 should:

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

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

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	Summative Internal Assessment 1 (IA1): Exam - Extended response	25%
	Summative Internal Assessment 2 (IA2): Investigation - Inquiry response	25%
Unit 4	Summative Internal Assessment 3 (IA3): Investigation - Inquiry response	25%
	Summative External Assessment (EA): Examination - Short response	25%

Tourism

Subject Type: Applied

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
- evaluate concepts and information within tourism and the tourism industry

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">• Introduction to Tourism• Theme Parks & Attractions	<ul style="list-style-type: none">• Working in the Tourism Industry• Australian Tourism Destinations
UNIT 3	UNIT 4
<ul style="list-style-type: none">• Sales and Marketing• International Tourism Destinations	<ul style="list-style-type: none">• Niche Tourism -Eco-Tourism, Adventure Tourism, Indigenous Tourism

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

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:

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

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

Assessment:

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	Summative Internal Assessment 1 (IA1): Investigation - Inquiry Phase 1	15%
	Summative Internal Assessment 2 (IA2): Project - Inquiry Phase 2	25%
Unit 4	Summative Internal Assessment 3 (IA3): Project - Inquiry Phase 3	35%
	Summative External Assessment (EA): Examination	25%

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

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

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'.

BARRINGTON COLLEGE

AUSTRALIA

*Be Empowered, Dream Big
Your Future Starts Here*



DIPLOMA OF BUSINESS IN SCHOOLS PROGRAM

Our school, in partnership with Barrington College, will facilitate the Diploma of Business in Schools Program. Barrington College is a boutique provider of vocational education, providing creative and leading edge educational solutions

Course Code: BSB50215

Why did we choose Barrington College for this course?

- They provide an industry focused learning program
- They prepare students to realise their career goals
- Training is delivered at our school
- Continued support outside of the classroom delivery
- Educators are on hand for individualised assistance.
- Complimentary holiday workshops

What are the benefits of attaining a diploma qualification?

- Can provide direct pathways into university
- Provides credits towards selected university degrees
- It offers 8 QCE points upon completion
- A nationally recognised qualification
- Enhances the students opportunities to gain skills for employment

Offered to students in Year 11 and 12

Course Costs:

Domestic Students:
\$250 non refundable enrolment fee
\$1,900 tuition fee
Total cost: \$2,150
Additional charge for payment plans

International Students:
\$300 non refundable enrolment fee
\$2,400 tuition fee
Total cost: \$2,700

Duration

12 - 18 months

Course Description

Barrington College's Diploma of Business provides an umbrella view of the business industry.

This qualification opens your world to endless pathways across many different fields, including: human resources, marketing, banking, retail, accounting, IT and small business.

Course Units

BSBADM502	Manage meetings
BSBCMM401	Make a presentation
BSBCU501	Manage quality customer service
BSBHRM506	Manage recruitment selection and induction processes
BSBMKG501	Identify and evaluate marketing opportunities
BSBPMG522	Undertake project work
BSBRSK501	Manage risk
BSBWOR501	Manage personal work priorities and professional development

Barrington College Australia

59 - 73 Meron Street, Southport, QLD 4215 | Phone: (07) 5562 5700
Corporate House, Suite 10, 138 Juliette Street, Greenslopes, QLD 4120
Email: reception@barringtoncollege.edu.au | RTO: 45030 CRICOS: 03552K

Appendix B: Certificate III in Business

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)	<p><i>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</i></p> <p><i>To access Binnacle's PDS, visit:</i> http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.</p>
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REGISTERED TRAINING ORGANISATION	Binnacle Training (RTO Code: 31319)
Subject Type	Vocational Education and Training
Nationally Recognised Qualifications	BSB30115 CERTIFICATE III IN BUSINESS
Course Length	2 years
Reasons to Study the Subject	<p>Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.</p> <p><u>QCE Credits:</u> Successful completion of the Certificate III in Business contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.</p> <p>Graduates will be able to use their Certificate III in Business</p> <ul style="list-style-type: none"> • as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer); • to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and • to improve their chances of gaining tertiary entrance.
<u>ENTRY REQUIREMENTS</u>	
<p>Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.</p>	

Topics of Study / Learning Experiences	TERM 1	TERM 2	TERM 3	TERM 4a (Elective A)	TERM 4b (Elective B)
	<ul style="list-style-type: none"> • Introduction to the Business Services and Travel/Tourism Industries • eLearning 	<ul style="list-style-type: none"> • Contribute to Team Effectiveness 	<ul style="list-style-type: none"> • Workplace Health and Safety 	<ul style="list-style-type: none"> • Design and Produce Spreadsheets • Be MoneySmart through a 	<ul style="list-style-type: none"> • Design and Produce Spreadsheets • Financial Literacy – Be MoneySmart

	<ul style="list-style-type: none"> Personal Work Priorities 			career in small business	
	TERM 5a (Elective A)	TERM 5b (Elective B)	TERM 6	TERM 7	TERM 8
	<ul style="list-style-type: none"> Knowledge of the Australian Financial System 	<ul style="list-style-type: none"> Social Media Tools 	<ul style="list-style-type: none"> Create Electronic Presentations Provide a Service to a Customer Group Report on Service Delivery 	<ul style="list-style-type: none"> Plan and develop business documents Plan, draft and finalise promotional material 	
Learning and Assessment	<p>Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK? Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service.</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> Practical tasks / experience Hands-on activities involving customer service Group projects e-Learning projects <p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p>NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).</p>				
Pathways	<p>The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:</p> <ul style="list-style-type: none"> Business Owner Business Manager Customer Service Manager <p>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</p>				
Cost	<ul style="list-style-type: none"> \$210.00 = Binnacle Training Fees <p><i>Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.</i></p> <ul style="list-style-type: none"> All texts and reprographics are provided by the school. 				

Appendix C: Certificate III in Sport and Recreation

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)	<p><i>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</i></p> <p><i>To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.</i></p>
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REGISTERED TRAINING ORGANISATION	Binnacle Training (RTO Code: 31319)
Subject Type	Vocational Education and Training (VET) Qualification
Nationally Recognised Qualifications	SIS30115 Certificate III in Sport and Recreation <u>PLUS</u> entry qualification: SIS20115 Certificate II in Sport and Recreation
Course Length	2 years
Reasons to Study the Subject	<p>Binnacle's Certificate III in Sport and Recreation 'Sport in Schools' program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, communication and customer service in sport, and using social media tools for participant engagement.</p> <p><u>QCE Credits:</u> Successful completion of the Certificate III in Sport and Recreation contributes a maximum of seven (7) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.</p> <p>This program also includes the following:</p> <ul style="list-style-type: none"> • <u>First Aid</u> qualification and <u>CPR</u> certificate; • Officiating and coaching accreditations (general principles or sport-specific) • A range of career pathway options including club level official and/or coach, or pathway into Certificate IV or Diploma (e.g. Sport or Fitness).

ENTRY REQUIREMENTS
<p>Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.</p> <p>Each student must obtain a (free) 'Working with Children' Student Blue Card (application to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.</p>

Topics of Study	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> • The Sport, Fitness and Recreation Industry • Introduction to Anatomy and Physiology 	<ul style="list-style-type: none"> • Work Health and Safety in Sport & Fitness • Delivering Community Sport Programs 	<ul style="list-style-type: none"> • Customer Service in the Sport Industry • Conducting Modified Games for a Sport 	<ul style="list-style-type: none"> • Conducting Warm Ups and Cool Downs • Using and Maintaining Equipment

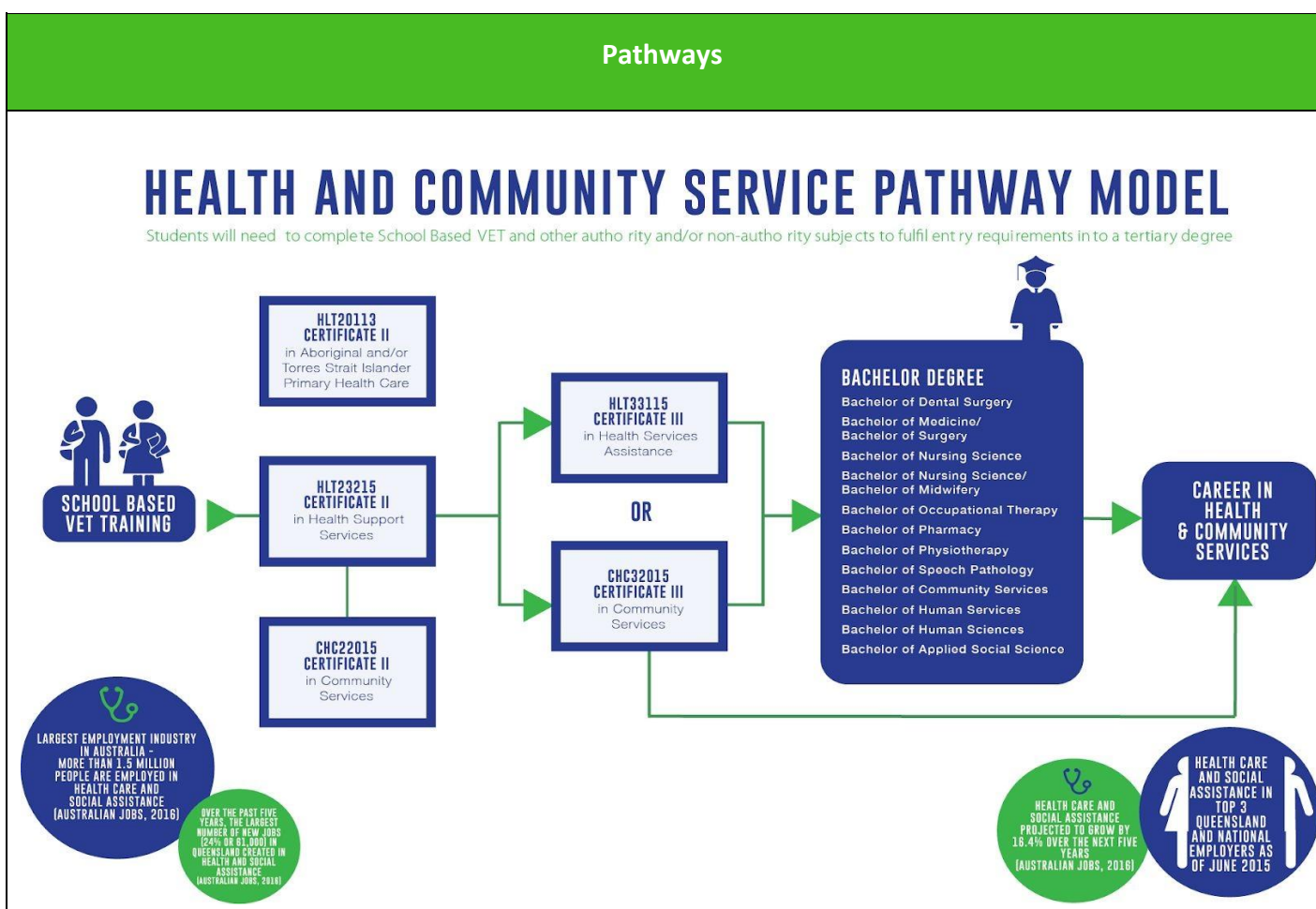
	<ul style="list-style-type: none"> Developing Officiating Practices 	<ul style="list-style-type: none"> First Aid and CPR certificate 	<ul style="list-style-type: none"> Work Effectively in the Sport, Fitness and Recreation Industry 	<i>Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation</i>
	TERM 5	TERM 6	TERM 7	TERM 8
	<ul style="list-style-type: none"> Developing Coaching Practices Community Coaching General Principles Accreditation 	<ul style="list-style-type: none"> Planning and Conducting Non-instructional Sessions Facilitating Groups 	<ul style="list-style-type: none"> Planning and Conducting Sport Programs Using Social Media Tools for Participant Engagement 	<i>Finalisation of qualification: SIS30115 Certificate III in Sport and Recreation</i>
Learning and Assessment	<p>Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> Practical tasks Hands-on activities involving participants/clients Group work Practical experience within the school sporting programs Log Book of practical experience <p>Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 20 hours).</p>			
Pathways	<p>The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.</p> <p>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</p> <p>Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Sport or Fitness).</p>			
Cost	<ul style="list-style-type: none"> \$210.00 = Binnacle Training Fee - Certificate II entry qualification \$50.00 = Binnacle Training Fee - Certificate III (Upgrade from entry qualification) \$40.00 = First Aid Certificate costs <p><i>Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.</i></p> <ul style="list-style-type: none"> All texts and reprographics are provided by the school. 			

Appendix D: Certificate II in Health Support Services, Certificate II in Community Services & Certificate III in Health Services Assistance

CERTIFICATE II HEALTH & COMMUNITY SERVICES PROGRAM INFORMATION	
Course Code & Title	HLT23215: Certificate II in Health Support Services CHC22015: Certificate II in Community Services
Registered Training Organisation	Connect 'n' Grow (RTO Code: 40518)
IT Platform	The CNG Hub
Third Party Arrangements	These qualifications are delivered by way of partnership agreement with the nominated secondary school ('Partner School'). The Partner School is authorised to deliver training under the auspices of Connect 'n' Grow. For further information in relation to the qualifications please contact Connect 'n' Grow directly.
Venue	Assessment and training will be conducted at the school's Health Training Centre.
Mode of Delivery	Blended delivery - Face-to-face using an online platform
Course Length	1 - 2 Years
Prerequisites	Nil
Reason to Study?	Health Training is linked to the largest growth industry in Australia. The dual qualification reflects the role of workers who provide support for the effective functioning of health and community services.
Learning Experiences	This qualification has been designed to include projects that prepare students for a range of tasks they perform when they enter into a health and/or community services career, including; health checks, health promotion, health administration and entry pathway for workers who provide the first point of contact and assist individuals in meeting their needs.
Certificate of Education Points	Upon successful completion students are eligible for Certificate of Education credits applicable to your State.
Vocational Education & Training in Schools Funding	Funding may be available in your State or Territory - Please check with Connect 'n' Grow to see if your students are eligible.
Fee Information	Connect 'n' Grow does not charge students directly for course fees. The Partner School is invoiced a fee for participating students. Fees & Charges are available on our website or by contacting Connect 'n' Grow.
Learning & Assessment	The program can be delivered in a weekly or block mode through class-based tasks, with practical activities and practical assessment. A range of teaching/learning strategies will be used to deliver the competencies. These include:

	<ul style="list-style-type: none">• Multiple choice, true/false and short answer questions (online)• Practical activities and scenarios• Workplace Learning Log• Portfolio of workplace documents		
	HLTAID003 Provide First Aid is delivered as a short course within the Program.		
	A full list of required resources is outlined in the Program School Checklist and is to be provided by the Partner School. Students will need to have access to a computer. There are no other equipment requirements of the students.		
Units of Competency & Program Structure			
Equipment and Resources		Module 1	
Unit Code	Unit Name	HLT23215	CHC22015
HLTWHS001	Participate in workplace health and safety	Core	Core
HLTINF001	Comply with infection prevention and control policies and procedures	Core	Elective
Module 2			
Unit Code	Unit Name	HLT23215	CHC22015
CHCDIV001	Work with diverse people	Core	Core
BSBCUS201	Deliver a service to customers	Elective	Elective
BSBFLM312	Contribute to team effectiveness	Elective	Imported Elective
HLTAID003	Provide first Aid	Imported Elective	
Module 3			
Unit Code	Unit Name	HLT23215	CHC22015
CHCCOM001	Provide first point of contact		Core
CHCCOM005	Communicate and work in health or community services	Core	Core
BSBWOR202	Organise and complete daily work activities	Elective	Core
FSKOCM07	Interact effectively with others at work		Elective
EXIT POINT			
Upon obtaining competency of the Units in Module 1- 3 a student completes the qualification of CHC22015			
Certificate II in Community Services			

Module 4			
Unit Code	Unit Name	HLT23215	CHC22015
BSBADM101	Use business equipment and resources	Elective	
BSBINM201	Process and maintain workplace information	Elective	
BSBWOR204	Use business technology	Elective	
BSBWOR203	Work effectively with others	Elective	



HEALTH PROGRAM INFORMATION	
Course Code & Title	HLT33115: Certificate III in Health Services Assistance (incorporating HLT23215: Certificate II in Health Support Services and CHC22015: Certificate II in Community Services)
Registered Training Organisation	Connect 'n' Grow (RTO Code: 40518)
IT Platform	The CNG Hub
Third Party Arrangements	These qualifications are delivered by way of partnership agreement with the nominated secondary school ('Partner School'). The Partner School is authorised to deliver training under the auspices of Connect 'n' Grow. For further information in relation to the qualifications please contact Connect 'n' Grow directly.
Venue	Assessment and training will be conducted at the school's Health Training Centre.
Mode of Delivery	Blended delivery - Face-to-face using an online platform
Course Length	2 Years
Prerequisites	HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services.
Reason to Study?	Health Training is linked to the largest growth industry in Australia. The dual qualification reflects the role of workers who provide support for the effective functioning of health and community services.
Learning Experiences	This qualification has been designed to include projects that prepare students for a range of tasks they perform when they enter into a health and/or community services career, including; health checks, health promotion, health administration and entry pathway for workers who provide the first point of contact and assist individuals in meeting their needs.
Certificate of Education Points	Upon successful completion students are eligible for Certificate of Education credits applicable to your State.
Fee Information	Connect 'n' Grow does not charge students directly for course fees. The Partner School is invoiced a fee for participating students. Fees & Charges are available on our website or by contacting Connect 'n' Grow.
Learning & Assessment	The program can be delivered in a weekly or block mode through class-based tasks, with practical activities and practical assessment. A range of teaching/learning strategies will be used to deliver the competencies. These include:

	<ul style="list-style-type: none"> ● Multiple choice, true/false and short answer questions (online) ● Practical activities and scenarios ● Workplace Learning Log ● Portfolio of workplace documents ● First Aid Certificate
Equipment and Resources	<p>A full list of required resources is outlined in the Program Checklist and is to be provided by the Partner School. Students will need to have access to a computer, including relevant software, internet and printer access. There are no other equipment requirements of the students.</p>

UNITS OF COMPETENCY AND PROGRAM STRUCTURE					
HLT23215 Certificate II in Health Support Services CHC22015 Certificate II in Community Services					
Year 1					
Module	Course Code	Course Name	HLT23215	CHC22015	HLT33115
Cert II Module 1	HLTWHS001	Participate in workplace health and safety	Core	Core	Core
	HLTINF001	Comply with infection prevention and control policies and procedures	Core	Core	Core
Cert II Module 2	CHCDIV001	Work with diverse people	Core	Core	Core
	BSBCUS201	Deliver a service to customers	Elective	Imported Elective	Imported Elective
	BSBFLM312	Contribute to team effectiveness	Elective	Imported Elective	Elective
	HLTAID003	Provide first Aid	Imported Elective		Elective
Cert II Module 3	CHCCOM005	Communicate and work in health or community services	Core	Core	Core
	BSBWOR202	Organise and complete daily work activities	Elective	Core	
	CHCCOM001	Provide first point of contact		Core	
	FSKOCM07	Interact effectively with others at work		Elective	
EXIT POINT Upon obtaining competency of the Units in Module 1- 3 a student completes the qualification of CHC22015 Certificate II in Community Services					
Cert II Module 4	BSBADM101	Use business equipment and resources	Elective		

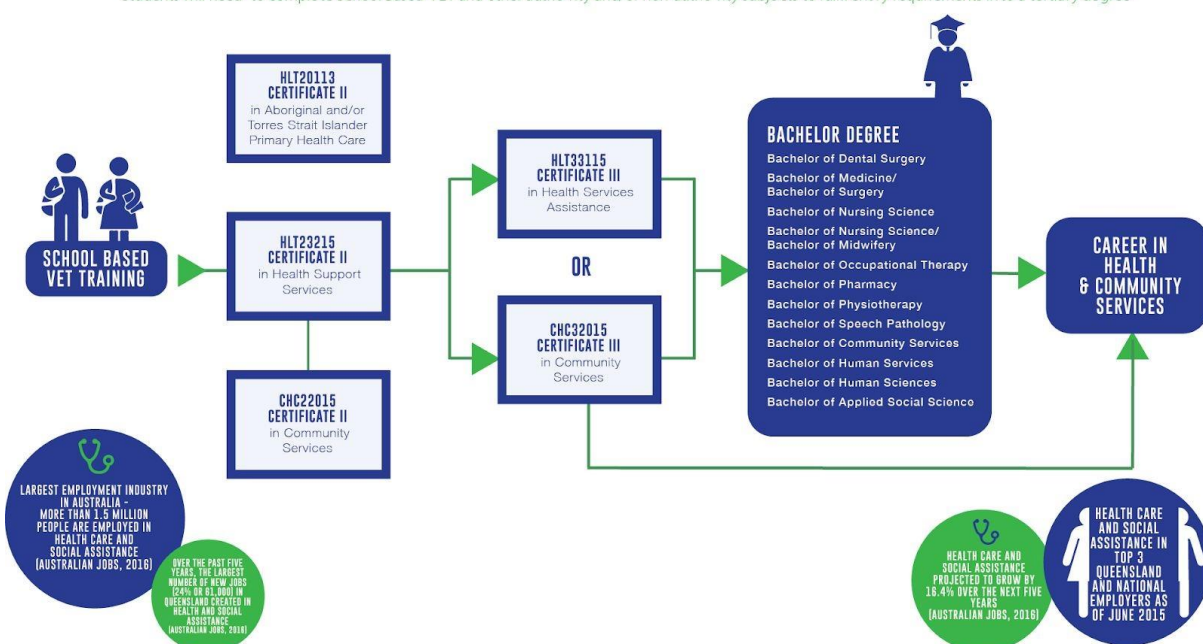
	BSBINM201	Process and maintain workplace information	Elective		
	BSBWOR204	Use business technology	Elective		
	BSBWOR203	Work effectively with others	Elective		
EXIT POINT Upon obtaining competency of the Units in Module 1- 4 a student completes the qualification of HLT23215 Certificate II in Health Support Services					
HLT33115 Certificate III in Health Services Assistance					
Year 2					
Module	Course Code	Course Name	HLT23215	CHC22015	HLT33115
Cert III Module 1					
	HLTAAP001	Recognise healthy body systems			Core
	BSBMED301	Interpret and apply medical terminology			Core
	HLTAID001	Provide cardiopulmonary resuscitation			Elective
Cert III Module 2					
	CHCCCS015	Provide individualised support			Elective
	CHCCCS010	Maintain a High Standard of Service			Elective
	BSBWOR301	Organise personal work priorities and development			Core
Cert III Module 3 (Option 1)					
	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural safety			Elective
	FSKLRG06	Participate in work placement			Imported Elective

Cert III Module 3 (Option 2)	CHCCCS009	Facilitate responsible behaviour			Elective
	CHCCCS020	Respond effectively to behaviours of concern			Elective
	FSKLRG06	Participate in work placement			Imported Elective

Pathways

HEALTH AND COMMUNITY SERVICE PATHWAY MODEL

Students will need to complete School Based VET and other authority and/or non-authority subjects to fulfil entry requirements into a tertiary degree



FEES & CHARGES 2020

Connect 'n' Grow programs are delivered by way of a partnership arrangement with the nominated secondary school (partner school). The partner school will have a signed Agreement in place with Connect 'n' Grow and as such, is authorised to deliver training under the auspices of Connect 'n' Grow.

FEES

Qualification	Fee For Service	QLD Only Vocational Education & Training in Schools Subsidy	Teacher Accelerated Program
CERTIFICATE II HEALTH & COMMUNITY SERVICES PROGRAM			
HLT23215 Certificate II in Health Support Services CHC22015 Certificate II in Community Services**	\$399	Fee-free*	\$299
CERTIFICATE III HEALTH & COMMUNITY SERVICES PROGRAMS			
HLT33115 Certificate III in Health Services Assistance	\$399		\$299
CHC32015 Certificate III in Community Services	\$399		\$299

****HLT23215 Certificate II in Health Support Services is a Vocational Education & Training in Schools funded by the Queensland Government. Vocational Education and Training in Schools is the delivery of nationally recognised qualifications to school students and is funded by the Queensland Government VET investment budget and is fee-free for students.***

*****The HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services is completed as a dual qualification.***

HLTAID001 Provide cardiopulmonary resuscitation

This unit is completed within the qualification HLT33115 Certificate III in Health Services Assistance. Students who are completing CHC32015 Certificate III in Community Services can complete this unit as a stand alone. The fee for service charge is \$35.00.

HLTAID003 Provide First Aid

Students can complete HLTAID003 Provide First Aid with another RTO Provider and they will need to provide the Statement of Attainment Certificate if they are requesting a Credit Transfer.

YEARLY PROGRAM FEE

Cost	Included
\$1,685*	IT software licence fees; regular school visits; staff PD; one TAP; first aid; unlimited students; any number of qualifications; Health Expert support; unlimited phone and email support

**Program fees are exclusive of GST*

Teacher Accelerated Program (TAP) (incorporating RPL)

The fee for a trainer to complete their TAP to obtain the Certificate II Health & Community Services qualifications is \$299 per trainer. The fee for a trainer to complete their TAP to obtain a Certificate III qualification is \$299 per trainer per qualification. You will have one TAP included in your yearly program fee.

Health Teaching Kit

Your school may be eligible for a health teaching kit which is provided in year one of the Program. This can also be sourced by our supplier and paid by the school.

If your school delivers all Connect 'n' Grow programs under a full fee for service arrangement, teaching kits must be purchased. Please contact a Connect 'n' Grow representative around the costs of this health kit.

Further information on this is provided in your Partnership Agreement.

Refunds

All fees related to Connect 'n' Grow Programs are invoiced directly to the school, therefore any refund requests would be coming from the partner school.

Certificate Programs: CnG will invoice for its Programs in Term 2 following the confirmation of the official enrolment.

Students that **withdraw from the program before the cut-off (start of term 2)** and where CnG is notified of this withdrawal do not incur the participant fee. These students will be issued a Statement of Attainment for any competencies successfully completed.

Students that **withdraw from the program after the enrolment cut-off (start of term 2)** do incur the participant fee and will be issued a Statement of Attainment for any competencies successfully completed.

Certificate II Hospitality



VET in Schools (VETiS) Program

SIT20416

Certificate II in Kitchen Operations



Within 6 - 12 months



Weekly Sessions



Classroom Delivery



No Contribution

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. Take ownership of the SIT20416 - Certificate II in Kitchen Operations and get a step closer to your dream career!

Course Delivery

The SIT20416 - Certificate II in Kitchen Operations is delivered within 6 - 12 months. Training and assessment will be delivered in weekly classroom sessions at the school.

Students will also be required to complete 12 hospitality service periods.

Eligibility Criteria

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

- ✓ Be enrolled at school (year 10, 11 or 12)
- ✓ Be resident in Queensland
- ✓ 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.
- ✓ Have not already exhausted Certificate II VETiS funding
- ✓

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

Career



Breakfast



Catering Assistant



Sandwich Hand



Takeaway

VET in Schools (VETiS) Program

SIT20416

Certificate II in Kitchen Operations



Course Requirements

To achieve a SIT20416 - Certificate II in Kitchen Operations 13 units must be completed including 8 core units and 5 elective units.

Core Units:

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment*
SITHCCC005	Prepare dishes using basic methods of cookery*
SITHCCC011	Use cookery skills effectively*^
SITHKOP001	Clean kitchen premises and equipment*
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items*
SITXWHS001	Participate in safe work practices

Elective Units:

SITHCCC002	Prepare and present simple dishes*
SITHCCC003	Prepare and present sandwiches*
SITHCCC006	Prepare appetisers and salads*
SITHFAB002	Provide responsible service of alcohol
SITHCCS003	Interact with customers

*prerequisite unit is SITXFSA001 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 Pre-Qualified 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 visit the [Queensland Government](http://www.desbt.qld.gov.au/training) website at www.desbt.qld.gov.au/training where you can find Frequently Asked Questions or download the VETiS [Fact Sheet](#).

Fees

There are no student fees applicable for this course.



SIT30616 Certificate III in Hospitality



Within 12 months



Weekly Sessions



Classroom Delivery



Fees as per Negotiation

Are you a born 'people person' or maybe you love assisting people in having a great time? Use this to your advantage!

The SIT30616 - Certificate III in Hospitality can help you to develop universal skills and knowledge which could send you on your way to your dream career. The hospitality industry has endless opportunities and with it being one of the biggest industries across the world, there is no telling where it could take you!

Course Delivery

The SIT30616 - Certificate III in Hospitality is delivered within a 12 month timeframe. Training is delivered in classroom sessions.

Course Requirements

To achieve a SIT30616 - Certificate III in Hospitality 15 units must be completed including 7 core units.

Core Units:

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND004	Work effectively in hospitality service
SITXCCS006	Provide service to customers
SITXCOM002	Show social and cultural sensitivity
SITXHRM001	Coach others in job skills
SITXWHS001	Participate in safe work practices

Elective Units:

SITHFAB002	Provide responsible service of alcohol
SITHFAB004	Prepare and serve non-alcoholic beverages *
SITHFAB005	Prepare and serve espresso coffee *
SITHFAB007	Serve food and beverage*
SITHKOP001	Clean kitchen premises and equipment
SITXINV002	Maintain the quality of perishable items
SITXFSA001	Use hygienic practices for food safety
SITXFSA002	Participate in safe food handling practices

To successfully complete SITHIND004 36 service periods must be completed. To successfully complete SITHFAB004 3 service periods must be completed. To successfully complete SITHFAB007 5 service periods must be completed.

*Prerequisite is SITXFSA001 Use hygienic practices for food safety



Career



Waiter



Food and Beverage



Function



Restaurant or Function



Espresso Coffee Machine