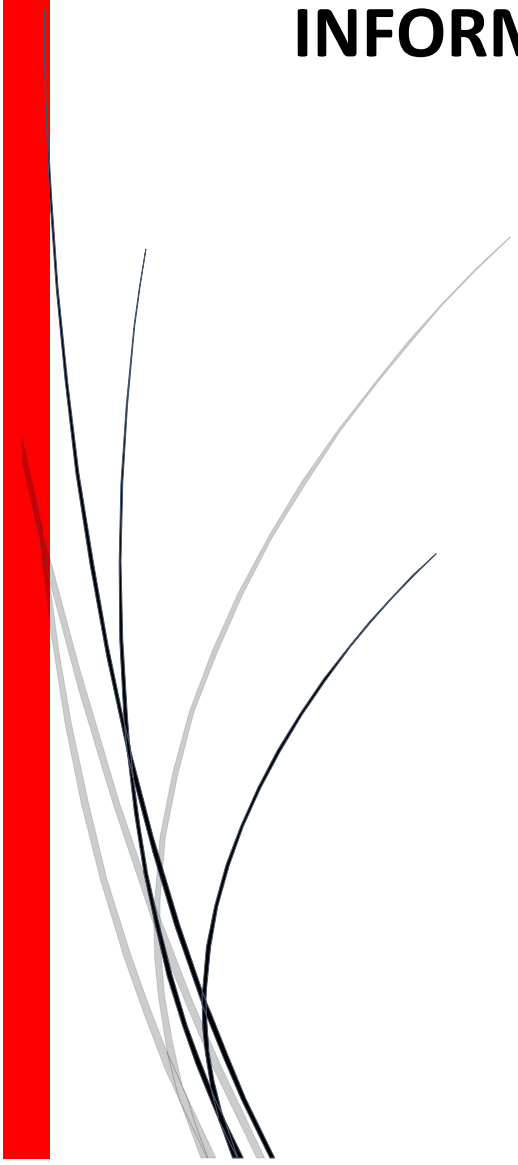
SAN SISTO COLLEGE

YEAR 11 – 2024
SENIOR SUBJECT
INFORMATION HANDBOOK



CONTENTS

Introduction
Choosing Senior Subjects 4
Types of Subjects 6
Minimum standards for selecting General subjects 8
Certificates issued to students on completion of Year 12 9
Senior Schooling 10
Assessment Procedures 11
QCAA Policies and Procedures 13

General Subjects

Accounting 21
Ancient History 23
Biology 25
Chemistry 27
Design 29
Digital Solutions 31
Drama 33
Economics 35
English 37
Food and Nutrition 39
Geography 41
Health 43
Italian 45
Japanese 47
Legal Studies 49
Literature 51
General Mathematics 53
Mathematical Methods 55
Specialist Mathematics 57
Modern History 59
Music 61
Physical Education 63
Physics 65
Psychology 67
Study of Religion 69
Visual Art 71

Applied Subjects

Essential English 74
Essential Mathematics 76
Fashion 78
Hospitality Practices 80
Media Arts in Practice 82
Religion and Ethics 84
Visual Arts in Practice 86

CONTENTS CONTINUED

Vocational Education Program……..88

Vocational Education Qualifications

Diploma of Business……90
Certificate IV in School Based Education Support……92
Certificate IV in Justice Studies……94
Certificate III in Business……95
Certificate III in Health Service Assistance……97
Certificate III in Community Services……98
Certificate II in Sport and Recreation/Certificate III in Fitness……99
Certificate II in Active Volunteering……101
Certificate I in Employment Pathways……102

INTRODUCTION

We have produced this information to help students, together with their parents, choose the most suitable subjects for Years 11 and 12. This process is one which involves input and discussion before a decision can be reached. On the Subject Selection Evening, Academic Leaders and teachers of various subjects will be available to provide information on choosing subjects. I urge parents to take this opportunity to talk with teachers or to make alternative appointment times if there is a need for further consultation.

Students will be asked to nominate the subjects they would like to study in the following year. Following the initial subject selection, students will be involved in an interview process to discuss the appropriateness of the choices detailed in their SET Plans. From this information, the subject lines will be compiled to provide the maximum fit for stated student choices. It is most important, therefore, that students choose very carefully in their final selection. If insufficient students select a subject, it cannot go ahead, and it will, therefore, not appear on the lines which are presented to students subsequently. This may mean that a late change of mind is not possible.

This information will provide students and parents with a comprehensive list of the subjects offered for study. Students are offered a choice between subjects which will lead them to tertiary study through contribution to an ATAR, and subjects which can provide nationally recognised certification, and which prepare them to enter the workforce. By providing alternative pathways through Years 11 and 12, San Sisto is meeting the needs of students wishing to access a full variety of opportunities on completing their high school studies. Whatever a student's goals, the alternative pathways offered at the college provide for individual needs. It is therefore most important that, before finalising subject choices, students investigate all the pathways to the future.

As well as undertaking her academic work, each girl is urged to take an active part in the life of the college. There are many opportunities in community service groups, sport, drama, music and the arts which are available to help students to make the most of their potential. Involvement in these aspects of school life helps the students to maintain a balance between their intellectual, spiritual, physical and emotional needs. It is important to recognise that we are concerned to educate the whole person and that we encourage students to take the opportunity to assume leadership responsibility in a variety of contexts.

Warren Bath
Principal

CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully. There are a number of guidelines to go by when choosing subjects for Years 11 and 12.

Students should choose subjects:

- which they enjoy
- in which they are likely to achieve their best results
- which will help them reach their chosen tertiary and career goals, especially any prerequisites for particular courses – refer to Year 10 QTAC guide
- which give them valuable skills, knowledge and attributes.

This will involve thought, discussion and research.

To investigate a subject, students should:

- speak to their teachers in their related Year 10 subjects (where applicable)
- speak to their parents
- look at the books and materials used in that subject
- read the provided information about the subject
- listen carefully when teachers talk about the subject in class or during information sessions
- access the QCAA subject syllabus information.

Students should pay attention to the content of the senior subjects and to the assessment which they will be required to do. Students should consider whether they have shown an ability to complete this kind of work in the past. Students should make subject choices without reference to what their friends will be doing. Similarly, students should not make subject choices based on who they think might be teaching that subject the following year.

Consider the workload of all the subjects together. For example, ask such questions as:

Can I manage the amount of reading and writing which my chosen subject requires?
Can I expect to do well in subjects which require so much independent research?
Can I juggle the home commitment with the other things in my life?
Can I prepare and complete the practical tasks which these subjects require of me?

CAREERS

As part of this year's Career Development and Work Education Program, students have been focusing on discovering and identifying their unique sets of skills, interests and abilities in the lead up to subject selection. Students have also been guided through a series of career assessment tools in order to increase their knowledge about the 'World of Work' and the careers of the future.

It is no secret that some of the careers of today didn't exist 10 years ago and unfortunately for some, jobs of today will not exist in the future. In order to future-proof their careers, today's school students will need to develop their social interactions, their creative problem solving and their resilience to adapt to a constantly changing workplace. They will also need to commit to being life-long learners.

It has been estimated that close to 85% of Year 12 students will participate in tertiary study upon completion of their senior schooling. Therefore, when considering senior subjects, our Year 10 students need to not only consider their strengths, interests and abilities but also the tertiary prerequisites required for entry into specific courses.

Because course requirements may change, it is important to consult up-to-date resources. Students and parents can locate the 2023 tertiary prerequisites for each university and college on the QTAC website. Each university and college has listed the prerequisites required for entry to tertiary courses in the year the students commence their tertiary studies (see Year 10 Students - QTAC). Students should check through the course requirements before they make their final selection. As well, students may choose to speak to the Program Leader – Careers, or the Deputy Principal.

By accessing the 2025 tertiary prerequisites through the QTAC website you will become aware of the distinction between:

- ***Prerequisite*** (ie audition, senior subjects, portfolios you must meet before you are considered for entry. Subject prerequisites are subjects you must complete and achieve a specified result before you are considered for entry).
- ***Recommended*** (not essential, but which are likely to make future courses easier to follow)
- ***Assumed*** (assumed knowledge is the minimum level of achievement in Senior studies considered necessary for success – bridging courses may have to be undertaken).

All Year 10 students and their parents will attend a SET-Plan interview in term 3. The Senior Education and Training Plan has been designed, to not only assist students in their subject selection process but also educate, equip and assist them in future proofing their careers. Students need to not only consider the senior subject prerequisites required for specific course entry but also keep in mind that a well-rounded education which focuses on strengths, abilities and interests, will lead them onto a pathway of success.

TYPES OF SUBJECTS

Students are offered a variety of subjects to meet their interests. General subjects are intended for students who hope to go on to further study, Applied subjects are not designed to support transition to a university environment, however can be used to contribute to ATAR-eligibility.

General Subjects: These subjects are regarded as academically demanding, certainly more demanding than similar subjects at Year 10 level. Students who do not meet the minimum standards outlines on P. 7 in the relevant Year 10 subject will find it difficult to cope with the related General subject in Years 11 and 12.

Many General subjects may be taken up for the first time in Year 11. However other subjects have been written with an assumption that students have already a considerable knowledge of them, for example, foreign languages such as Japanese and Italian, Mathematical Methods and Specialist Mathematics. Without that knowledge as a basis, success is difficult to achieve. As such, prequisite subjects are indicated in the table on P. 7.

Some subjects are complementary, and as such make valuable companion subjects should students be interested in designing their selection around a core learning area. Appropriate companion subjects have been indicated on P. 7.

Both Specialist Mathematics and Physics require students to also study Mathematical Methods. This is recorded on P. 7 as a mandatory companion subject for both of these subjects.

For reporting purposes, student achievement in General subjects is graded on an A-E scale. Numerical data is forwarded from the QCAA to QTAC at the end of the course for use in ATAR calculation.

Applied subjects: These subjects place a greater emphasis on practical study as opposed to theoretical study. Experience and knowledge are also key elements. Applied subjects may be part of an ATAR-eligible pathway under what is known as a "4 + 1" model.

Student achievement in Applied subjects is reported to parents on an A-E scale.

Vocational Education and Training (VET) Certificates: These are nationally recognised qualifications that students can enrol in as part of their secondary schooling. VET subjects (Cert III and higher) can be part of an ATAR-eligible pathway under a "4 + 1" model.

Achievement in these qualifications is recorded in terms of attainment of nationally endorsed units of competencies. Where a student attains competency in all units they are awarded the full certificate.

Vocational educational and training qualifications at Certificate III or above can be used to determine a student's ATAR under a "4 + 1" model; alternatively, some institutions will accept student applications on the basis of completed certificate courses (see page 88 for more detail).

Eligibility requirements - ATAR Pathway

In order to be considered eligible for an ATAR a student must have studied at least four General subjects. Students wishing to achieve highly competitive ATARS are advised to enrol in at least five General subjects.

To maximise chances of university entrance, students are strongly advised to follow these steps:

- Select all prerequisite subjects for preferred courses;
- Consider subjects in which they have both an interest and a demonstrated ability;
- Check to ensure that their subject combination is ATAR-eligible;
- Check to ensure that their subject combination is QCE-eligible.

QTAC, who calculate the individual ATARs, has outlined eligibility requirements students must meet to be awarded an ATAR. Students must have:

- Successful completion of an English subject is a mandatory requirement for the award of an ATAR. Students are required to successfully complete (i.e. be awarded a raw letter grade of "C" or better) in one of the following QCAA English subject offerings:
    - English
    - Literature
    - Essential English
- While successful completion of an English subject is a mandatory requirement for ATAR eligibility, there are no mandatory subject inclusions for the ATAR. This means students can be ATAR eligible with any of the above listed English options.
- Not all English subjects will meet the English prerequisite requirements for universities and courses. You must check each university's prerequisites.
- While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

Even after following these suggestions students and their parents may be a little confused or uncertain about the combination of subjects chosen. It is wise at this stage to check again with some of the many people around to talk to – teachers, academic leaders, the Program Leader – Careers, the Program Leader – Vocational Education and Training, the Program Leader – Learning Enhancement, or the Deputy Principal.

Year 10 students, with their parents, have some very serious decisions to make. There is information not just at school, but from tertiary institutions, employer groups and other groups in the community. Take advantage of whatever sources of information are available to you. Good decision making requires good information-gathering and these resources should be exploited.

MINIMUM STANDARDS FOR SELECTING GENERAL SUBJECTS

2023 subjects	Year 10 Prerequisite subject	Minimum Yr. 10 achievement standard	Mandatory companion subjects for 2023	Complementary subjects for 2023 (not mandatory)
Accounting	English Maths	C+ C+		General Mathematics or Mathematical Methods
Ancient History	English History	C+ C+		
Biology	English Maths Science	C+ C+ B		
Business (Diploma)	English	C+	English	
Chemistry	English Maths Science	C+ C+ B		
Design	English	C+		
Digital Solutions	English Maths	C+ C+		
Drama	English	C +		
Economics	English Mathematics	C+ C		
Education Support, Cert IV	English Mathematics	C+ C+	English	
English	English	C+		
Food and Nutrition	English Mathematics Science	C+ C C+		Hospitality and/or Biology
Geography	English History	C+ C+		
Health	English Health & Physical Ed	C+ C+		
Italian	Italian English	C+ C+		
Japanese	Japanese	C+		
Legal Studies	English History	C+ C+		
Literature	English	B		
Mathematical Methods	Mathematics	B		
Mathematics, General	Mathematics	C+		
Mathematics, Specialist	Mathematics	B	Mathematical Methods	
Modern History	English History	C+ C+		
Music	English Music	C + C +		
Physical Education	English	C+		
Physics	Mathematics English Science	B C+ B	Mathematical Methods	Specialist Mathematics and/or Chemistry
Psychology	Mathematics English Science	B- C+ B-		
Study of Religion	English History RE	C+ C+ B-	English	
Visual Art	English Visual Art	C+ C+		Visual Art in Practice Media Arts in Practice

CERTIFICATES ISSUED TO STUDENTS ON COMPLETION OF YEAR 12

STATEMENT OF RESULTS

The Queensland Curriculum and Assessment Authority issues the Statement of Results, which will display all learning ***registered in the student's learning account*** at the end of Year 12.

It also lists any competencies achieved that contribute towards certificates in vocational training programs, even if the full certificate has not been achieved.

QUEENSLAND CERTIFICATE OF EDUCATION

This certificate is issued to students who achieve 20 credits or more in their learning account. There are three categories of credit: core, preparatory, and complementary. To meet the requirements students must achieve at least 12 of their 20 credits in completed core subjects. To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Students who do not achieve 20 credit points will receive a Statement of Results only. The QCE is issued to students who have 20 credits banked at the end of their Year 12, independent of whether they are ATAR eligible or not.

For students to achieve credit from a course of study they must achieve at least a Sound level or be assessed as Competent or achieve a Pass. Failure to meet these standards means that they will receive no credit towards the QCE from that course of study.

Students who successfully complete either an ATAR-eligible or ineligible course should easily fulfil the requirements of the QCE, as they will have passed all of their subjects.

SENIOR SCHOOLING

How is it different from Year 10?

ADJUSTMENT

One of the distinct advantages of the senior school is that you will be given greater personal responsibility. Greater trust will be placed in you in many ways and for some this will require some adjustment.

WORK CONSISTENTLY THROUGHOUT THE YEAR

The amount of work you will be required to cover will increase **substantially**. You will have more reading to do, more note taking; you will need to assimilate a greater body of facts, come to grips with ideas and develop necessary skills. To be successful you will need to work consistently throughout the year. Leaving things to the weeks before the tests and exams is a certain recipe for failure.

ASSUME INCREASING RESPONSIBILITY FOR YOUR OWN PROGRESS

All your teachers are experienced professionals who can assist you by guiding, directing and encouraging you in your learning process. **They cannot learn for you.** You must become convinced that you are the one who must assume an ever-increasing responsibility for your own progress.

DISCIPLINE TO UNDERTAKE APPROXIMATELY 20 HOURS OF HOME STUDY EACH WEEK

As you proceed with further study an increasing amount of work must be done by you in your own time. Because every student approaches study differently it is difficult to make a blanket statement about the amount of time which each student should spend on study. As a rule of thumb, you should be willing and sufficiently self-disciplined to work unsupervised for approximately 20 hours over and above the time spent in formal classes. During the year you will be given some assistance in developing effective study skills.

STUDY HABITS

In Years 11 and 12 you will find less emphasis on constant teacher direction. Dates will be given for tests and assignments in advance via Term Assessment calendars. You will notice that there will be pressure points in each semester. You must keep looking ahead and plan your work well in advance.

In some subjects you will be given regular and required homework. In other subjects you will be constantly working towards a goal. Your night study should then consist of approximately 25-30 minutes for each subject studied that day, comprising of:

- revising the work of the day
- completing required homework
- doing advance reading, research and planning for coming commitments
- preparing for the work of the next day.

ASSESSMENT PROCEDURES

Two key differences in the new QCE structure are a reduction in the number of assessment instruments per year, and the inclusion of an external assessment piece in Term IV of Year 12. Regulation around completion of assessment, adjustments to assessment, and academic integrity will be less flexible than under the old model.

It is ***essential*** that students are clear on the implications and responsibilities of the assessment procedures. The College's guidelines are shown on P. 12 of the current Student Diary; all students need to familiarise themselves with procedures and protocols therein.

COLLEGE ASSESSMENT

- The college has the task of assessing student achievement.
- Tests, assignments, practical work, oral presentations, class work and participation, and homework are all essential parts of assessment techniques.
- Reports will be made on progress throughout Years 11 and 12. Under the new QCE model these reports may not occur at the same time as the rest of the school, as the unitised nature of Years 11 and 12 will be scheduled in a different fashion compared to Years 7-10.

REQUIRED HOURS AND ABSENCES FROM CLASS

- For the purpose of assessment, students are required to complete 55 hours of programmed work in any given unit. It is therefore essential that any absences from school are carefully monitored. Further, there is limited flexibility around missed assessment (see QCAA policy/procedure extracts on pages 11-15) **Importantly, family holidays are explicitly highlighted as not being an acceptable reason for missing or seeking rescheduling of assessment.**

ASSESSMENT POLICY

At the beginning of each term, an assessment calendar will be made available so that you can organise your study program for the term.

All assignments must be handed in on the due date. If a student is absent on that day, then the assignment must reach the College Office by 3.00pm. If this is not possible, assignments can be faxed, emailed or uploaded via that subject's *Teams*.

For every assignment, in all year levels, students will be given an assignment sheet giving the due date and the criteria for marking. This sheet is to be attached to the assignment when it is handed in. Students should keep not only a copy of the assignment but also all drafts and notes to confirm authorship.

Please note that submission of assessment instruments will frequently be in electronic format. **IT failure is not considered an excuse for inability to submit work.** Students have been provided with document security options to prevent loss of assignment work and are expected to be proactive in their backing up.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

In the interest of justice for all students, extensions will only be granted in extenuating circumstances, and in accordance with QCAA policies and procedures (see pages 12-19). If there are extenuating circumstances that prevent a student from completing an assignment by the due date the teacher must be informed of the problem as far in advance of the due date as possible. Evidence of these circumstances is to be provided by the parent/guardian who may phone the Deputy Principal or Assistant Principal: Curriculum and Pedagogy to negotiate an extension for the

assignment. AARA processes must be completed and signed according to timelines that will be published by the QCAA.

Absence from tests and examinations, written, oral or practical, is a grave matter and must be treated seriously. AARA can only be administered in cases of either illness or misadventure (see QCAA policy and procedure extracts on pages 11-15).

All absence due to illness must be documented by medical certificate. On your return to school, it is your responsibility to organise with the Deputy Principal for the test to be completed as soon as possible. No negotiation is possible without supporting documentation from the treating medical professional.

ACADEMIC INTEGRITY

Academic integrity is an important issue for students and schools – a good understanding of this is even more crucial in the Senior phase of learning.

Academic integrity encompasses issues including:

- Authentication of student authorship.
- Guidelines around scaffolding and drafting.
- Contribution of tutors
- Plagiarism
- Referencing
- Procedures for dealing with late and non-submission of assessment.
- Size of assessment responses (e.g. word limits) and protocols for dealing with submissions that lie beyond these.

More than ever before, schools are bound by QCAA policies around these concerns. So that all parties enter into the Senior phase of learning with a clear understanding of expectations, the relevant QCAA policy and procedure extracts are included on pages 17-19 of this book.

Please note that the QCAA is producing an online student course in academic integrity. We plan to have every student in Year 10 complete this course at the end of the ES2 exam block.

QCAA POLICY AND PROCEDURES (Extracts)

7.8 Illness and misadventure

Illness and misadventure provide for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for access arrangements and reasonable adjustments (AARA) is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

7.8.1 Timelines for illness and misadventure

Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances.

Schools should assist students by explaining the application process for illness and misadventure for summative internal or external assessment, as required.

Internal assessment

Principal-reported AARA are implemented by the school until the closing date for AARA applications, as published in the Senior Education Profile (SEP) calendar. All efforts should be made to complete internal assessment.

When summative internal assessment cannot be completed using principal reported AARA by the closing date, schools should complete an application for illness and misadventure via the QCAA Portal. Applications for illness and misadventure close seven days after the closing date for principal reported AARA.

External assessment

The student is responsible for completing the relevant sections of the *Illness and misadventure* form and obtaining the independent documentation to support the application.

A separate application is required for each external assessment for which consideration is being sought. Schools will be asked to supply supplementary information to verify the student's application.

When a subject cohort is affected by circumstances of illness and misadventure, schools submit an application on behalf of the student group.

For external assessment, applications for illness and misadventure are accessed:

- for students, via Student Connect
- for schools, via the QCAA Portal.

Applications for illness and misadventure for external assessment:

- open 14 days before the start of the external assessment schedule
- close seven days after every relevant external assessment.

7.8.2 Applying for illness and misadventure — internal assessment

Illness and misadventure support students who are prevented from completing the requirements of summative internal assessment for Units 3 or 4 due to unforeseen circumstances. Schools implement principal reported AARA when possible before considering an application for illness and misadventure.

The following pre-conditions must be satisfied to warrant an application of illness and misadventure for summative internal assessment:

- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in summative internal assessment.
- The condition or situation is unforeseen and beyond the student's control. An adverse effect can be demonstrated.
- There is no further time to implement principal reported AARA.

Illness or non-attendance during completion of internal assessment

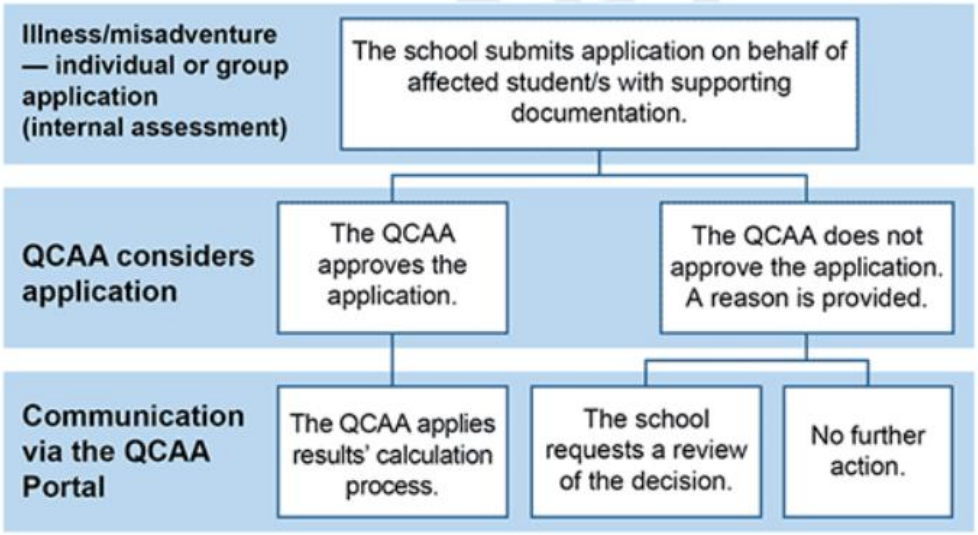
A student who is ill and able to attend summative internal assessment should inform the principal's delegate or assessment supervisor of their condition as soon as practical. This may be before, during or immediately after the assessment session.

Principal-reported AARA should be implemented to provide, when possible, opportunities for the student to complete assessment. Example arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Groups of students

When a student group is affected by an adverse event or circumstances leading up to or during the summative internal assessment schedule, or during an internal assessment session, the school should telephone the QCAA at the first opportunity for advice.

Illness and misadventure: Application process for internal assessment



7.8.3 Applying for illness and misadventure — external assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator.

Illness during external assessment

A student who is ill and able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

Non-attendance at external assessment

A student who cannot attend an external assessment must notify the principal's delegate or the SEA coordinator as soon as practical.

More information about non-attendance at external assessment will be included in an updated version of this handbook.

Individual student

Students who believe their performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, may submit an application for illness and misadventure.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in external assessment.

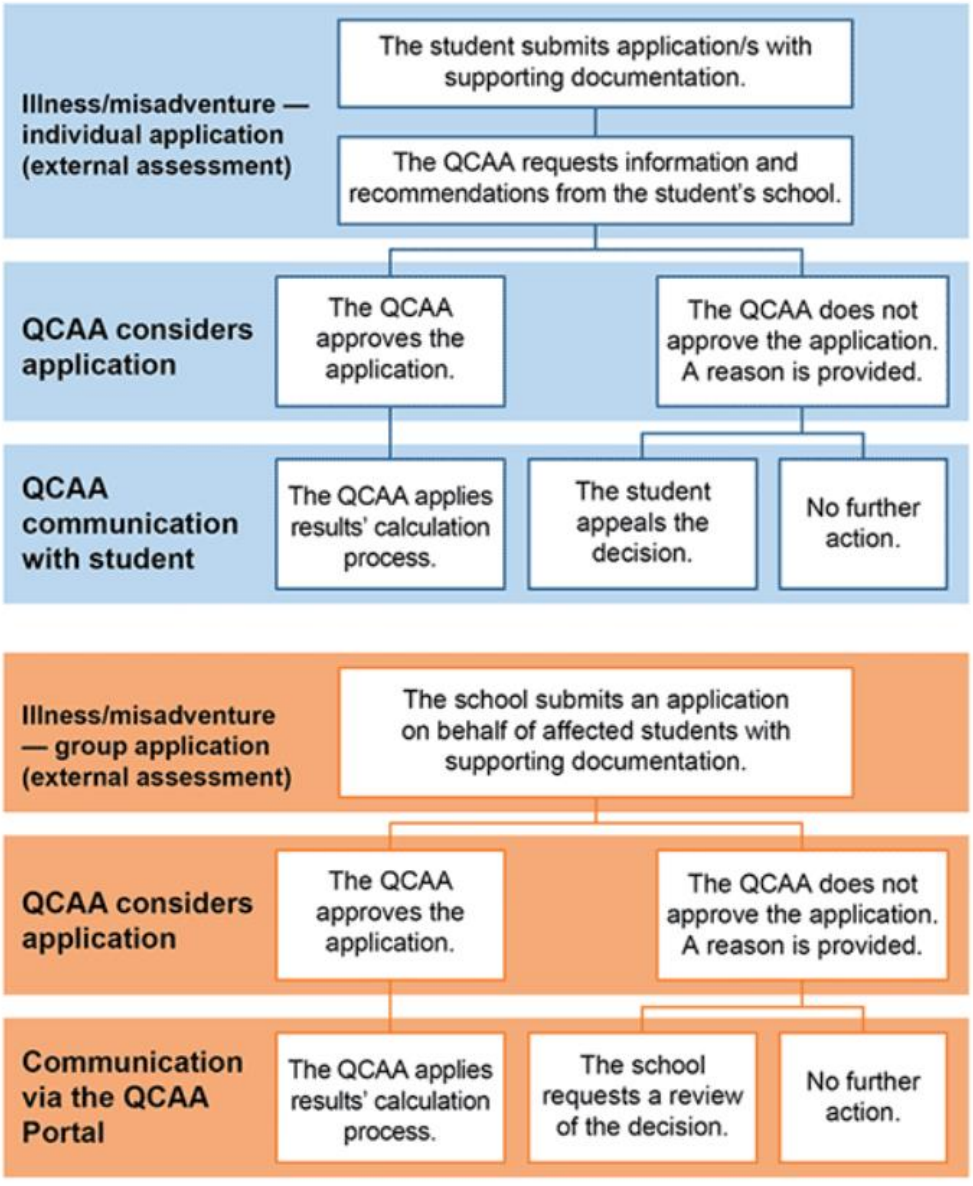
The QCAA will seek background information and a recommendation from the principal or the principal's delegate to verify a student's application for illness and misadventure.

Groups of students

When a group of students is affected by an adverse event or circumstances leading up to or during the external assessment schedule, or during an external assessment session, the school may submit a misadventure application on behalf of the students.

In such circumstances, schools should telephone the QCAA at the first opportunity for advice.

Illness and misadventure: Application process for external assessment



7.8.4 Supporting documentation for illness and misadventure — internal and external assessment

To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

- diagnosed illness, condition or event
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student participating in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party.

3.1 Understanding academic integrity

The Queensland Curriculum and Assessment Authority (QCAA) promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity.

Schools must communicate information about academic integrity to their school community.

Schools can support academic integrity by:

- developing curriculum and assessment that allows for the identification of individual work
- fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others
- giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses
- using QCAA-developed online courses [in development] and school-developed programs to help students and teachers understand the importance of academic integrity
- developing processes to manage, resolve and appeal cases of academic misconduct.

The QCAA recognises that schools and their staff act with integrity and uphold high standards of professional conduct in adhering to the procedures and guidelines in this handbook.

3.2.1 Late and non-submission of assessment

Some key points

Internal assessment

Schools are responsible for managing the late submission and non-submission of student responses to formative and summative internal assessment instruments in General and Applied subjects for Units 1–4. These guidelines do not apply to situations when a student's reasons for late submission

or non-submission relate to specific educational needs and meet eligibility for Access Arrangements and Reasonable Adjustments (AARA).

Late submission of a student response

When a student submits a response to an assessment instrument after the due date set by the school, a result should be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.

Non-submission of a student response

When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.

3.2.2 Drafts and providing feedback on draft student responses

Drafts

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. Drafts can also be used to authenticate student work.

Providing feedback on draft student responses

A teacher should provide feedback on a maximum of one draft of each student's response.

The purpose of viewing a draft is to provide a student with feedback so that they can improve their response. Providing feedback on a draft is a consultative process, not a marking process. Teachers should not allocate a notional result for draft student responses.

Feedback should encourage a student to reflect on strategies they might use to refine their response. Feedback on a draft must not compromise the authenticity of student work. Teachers should not introduce new ideas, language or research to improve the quality of student responses.

In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points ensuring adherence to referencing style.

Teachers may:

- indicate some textual errors and that the draft requires more careful editing — teachers should not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
- provide feedback only on a draft submitted by the draft due date
- provide a summary of their feedback and advice to the whole class.

3.2.3 Scaffolding

Scaffolding is a structured, interactive and collaborative process that occurs between teachers and students to construct knowledge and skills as part of teaching, learning and assessment. It is an intentional instructional strategy in which teachers support students to become independent in completing a task or responding to an assessment instrument.

Teachers gradually release support and responsibility to students over a course of study so that they may complete a task or assessment instrument independently.

3.2.4 Managing the length of student responses

Each syllabus indicates the required length of a student response for an assessment instrument. This information is provided to:

- indicate the depth of response required
- encourage conciseness of student responses
- ensure equity of conditions for all students.

Responsibilities for managing the length of student responses
Schools:
• develop school-based policies and procedures that encourage students to respond to assessment instruments within the required length.
Teachers:

• provide students with feedback if a draft response exceeds or is significantly under the required length
• implement strategies for when a student submits a response that exceeds the required length, such as not reading/viewing the response after they have judged that it has reached the required length, i.e.
  ◦ teachers annotate on the student's response where they have stopped reading/viewing and annotate on the assessment task sheet that the student's response has exceeded the required length
  ◦ teachers mark the student's response using information up to the required length.

Students:
• develop responses that do not exceed or are significantly under the required length • document the length of their response using a word count, page count or time.

General Subjects

Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

English
English
Literature

Humanities
Accounting
Ancient History
Economics
Geography
Legal Studies
Modern History
Study of Religion

Technologies
Design
Digital Solutions
Food & Nutrition

Health and Physical Education
Health
Physical Education

Science
Biology
Chemistry
Physics
Psychology

Languages
Italian
Japanese

The Arts
Drama
Music
Visual Art

Accounting

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.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

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.

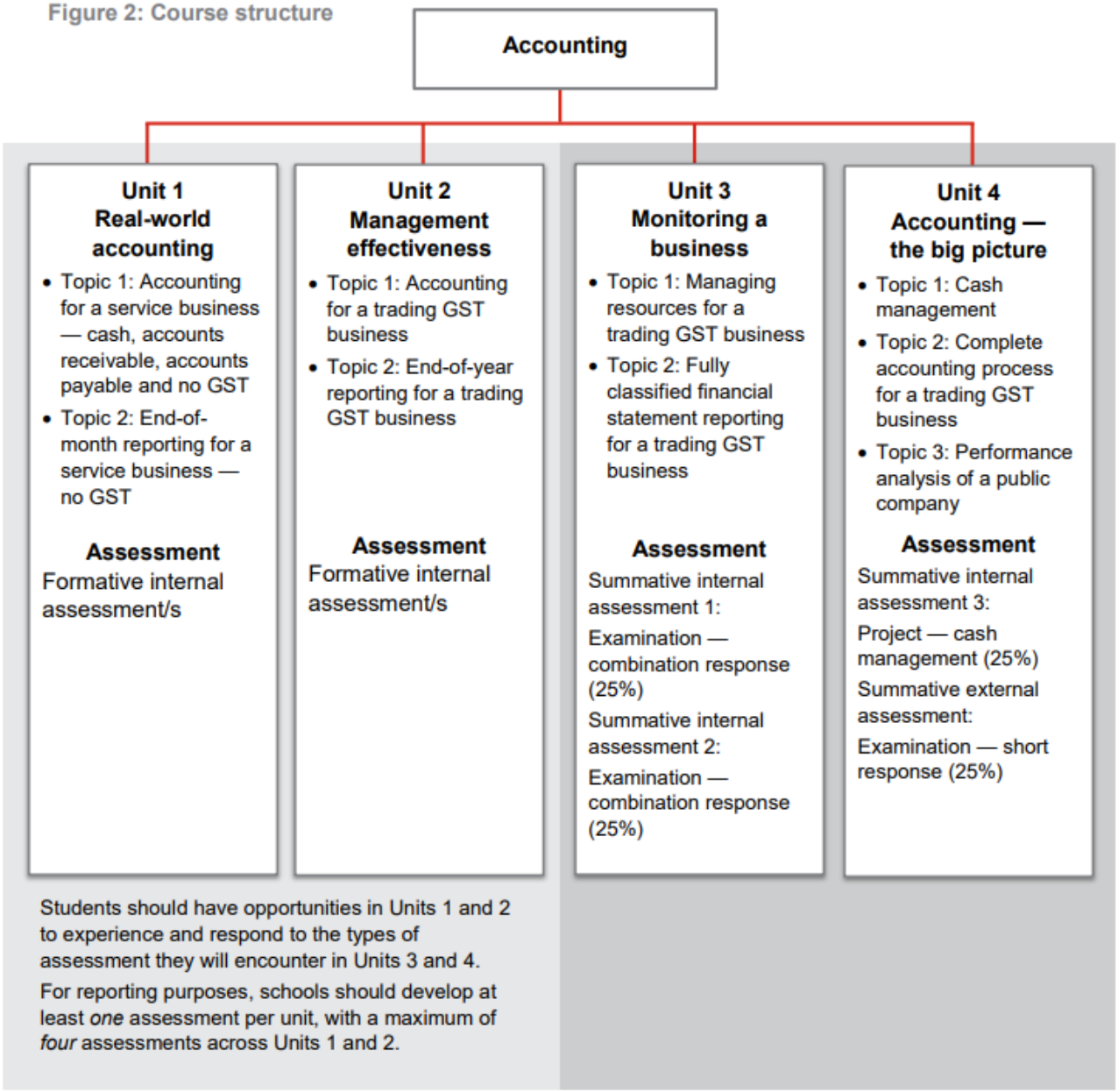
Objectives

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.

Overview - Accounting Syllabus

Figure 2: Course structure



Ancient History

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

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

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

Pathways

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

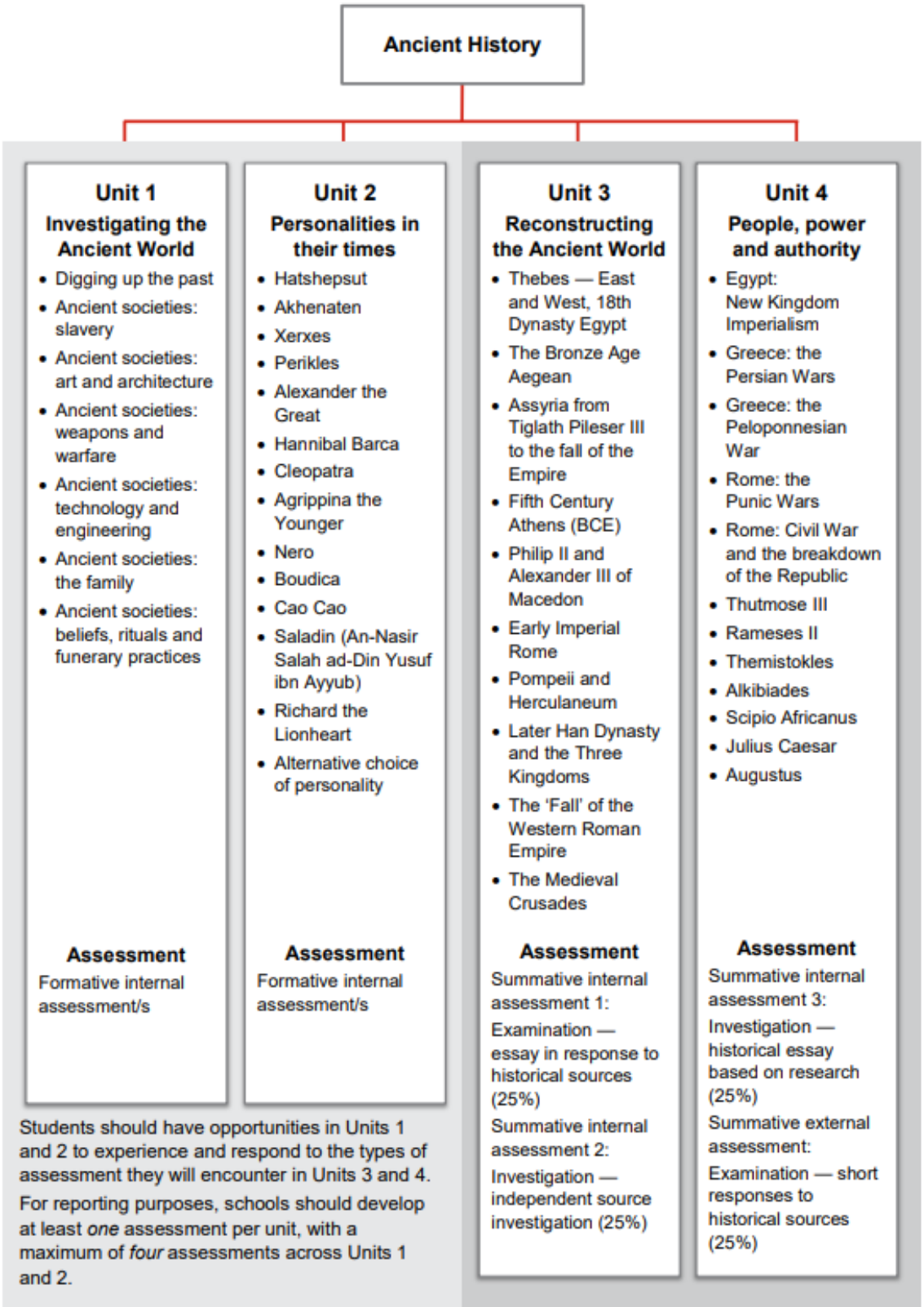
Objectives

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

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

Overview - Ancient History Syllabus

Figure 2: Course structure



Biology

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

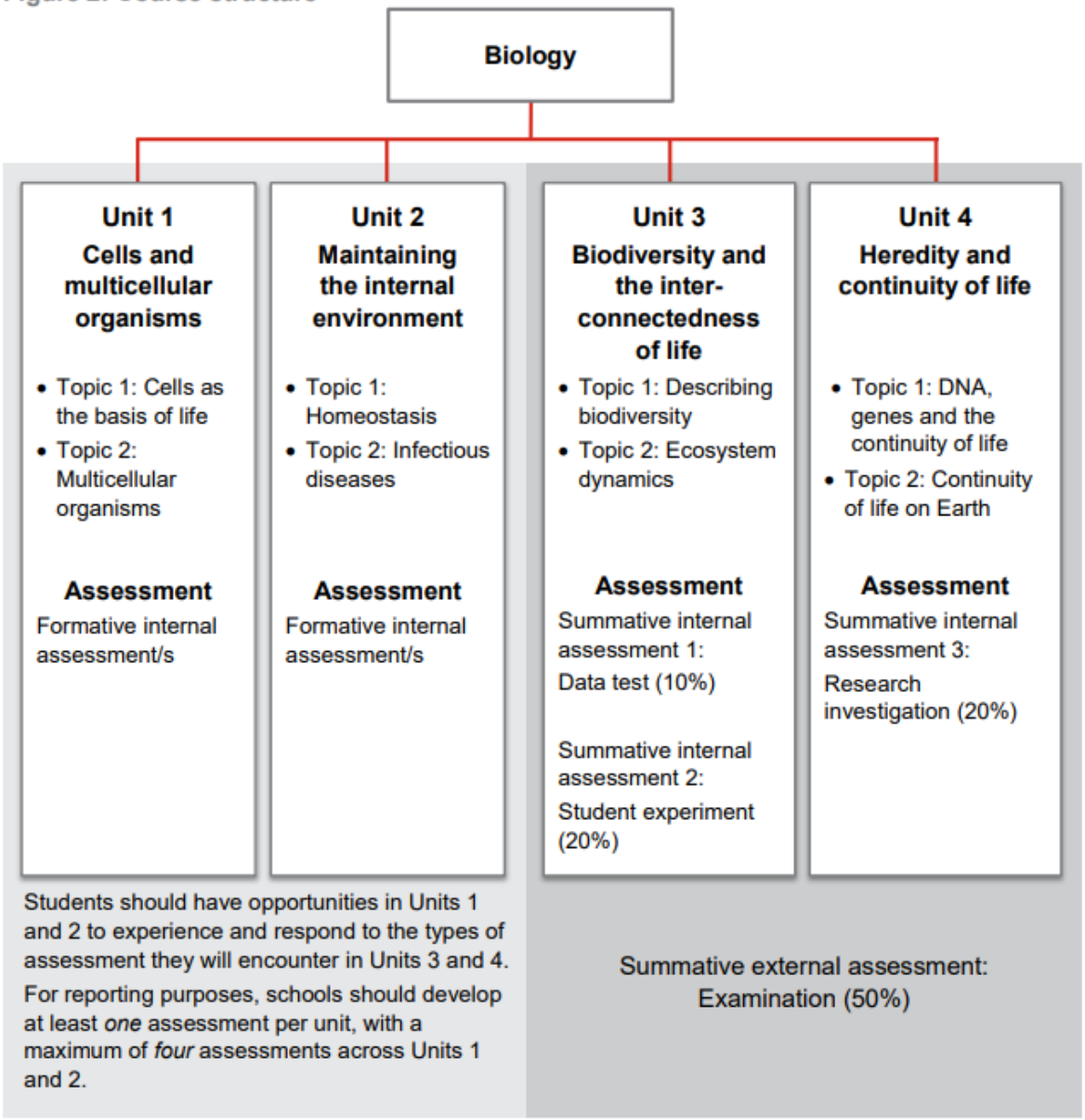
Overview - Biology Syllabus

Objectives

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

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

Figure 2: Course structure



Chemistry

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

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

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

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

Pathways

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

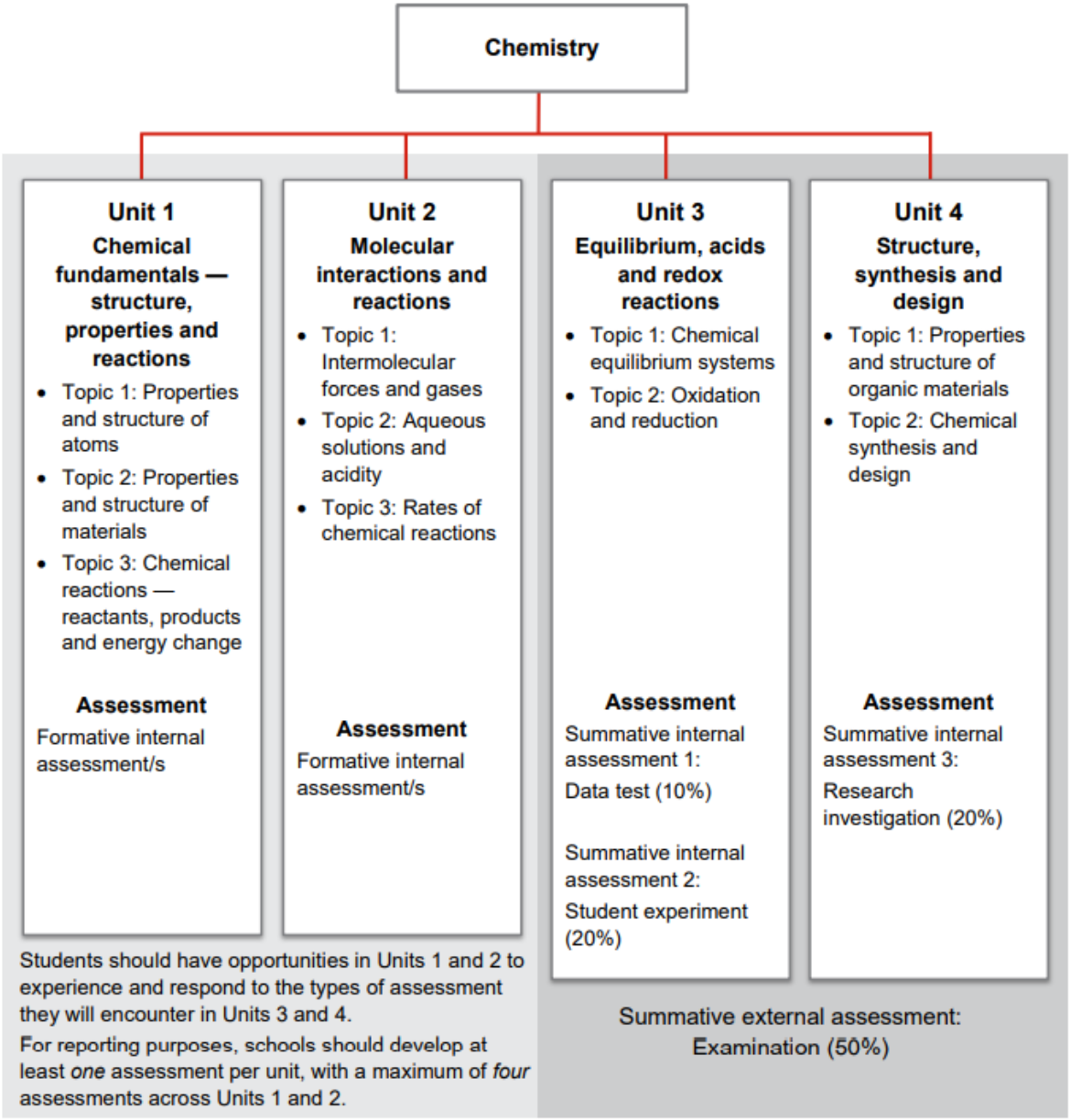
Overview - Chemistry Syllabus

Objectives

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

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

Figure 2: Course structure



Design

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.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design.
Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity protoyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Overview - Design

Pathways

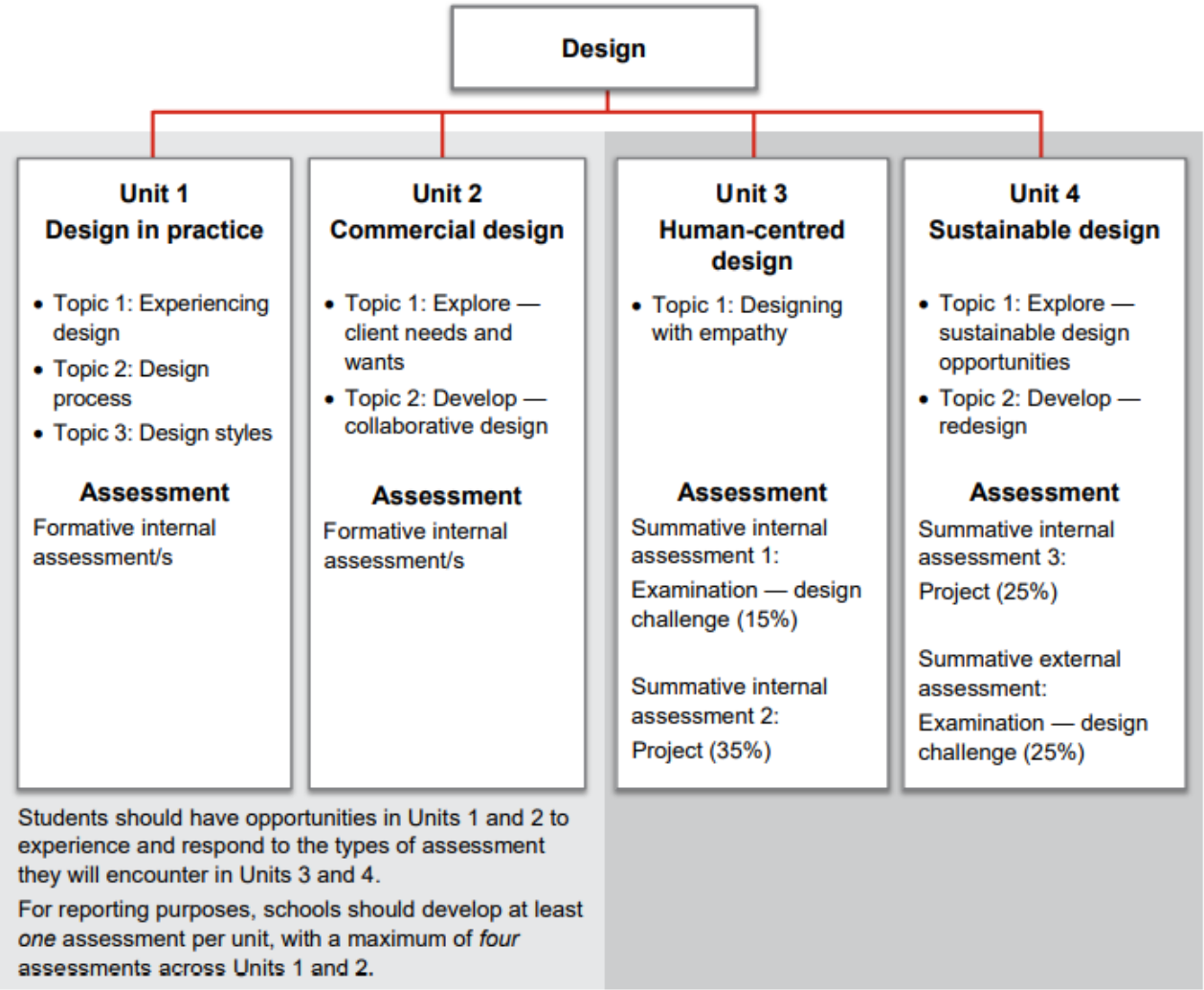
A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

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

- 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
- evaulate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particluar purposes and contexts.

Structure & Assessment



Digital Solutions

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students 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 use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

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.

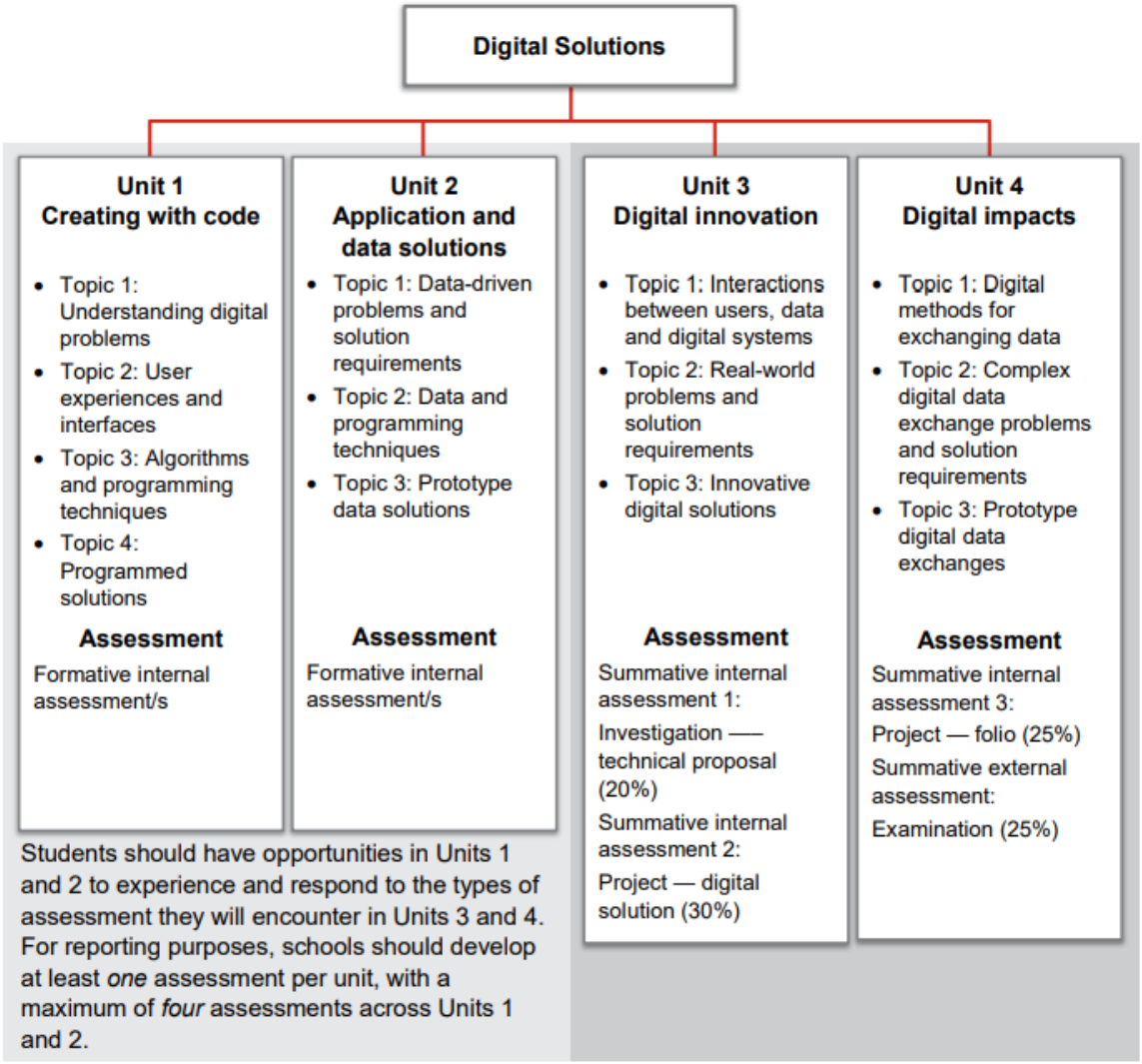
Objectives

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

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

Overview - Digital Solutions

Figure 2: Course structure



Drama

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

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

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

Pathways

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

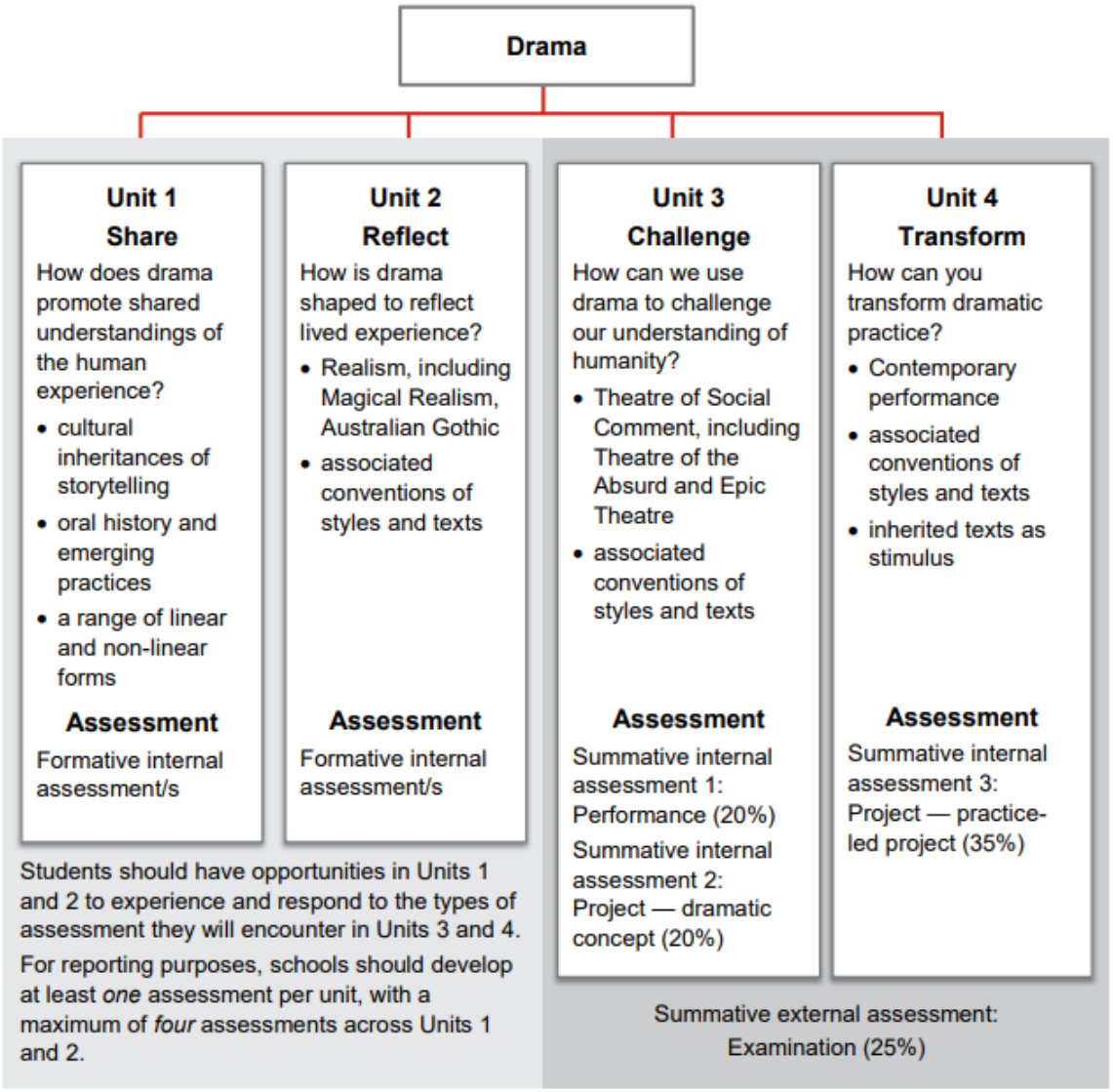
Overview - Drama Syllabus

Objectives

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

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

Figure 2: Course structure



Economics

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.

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.

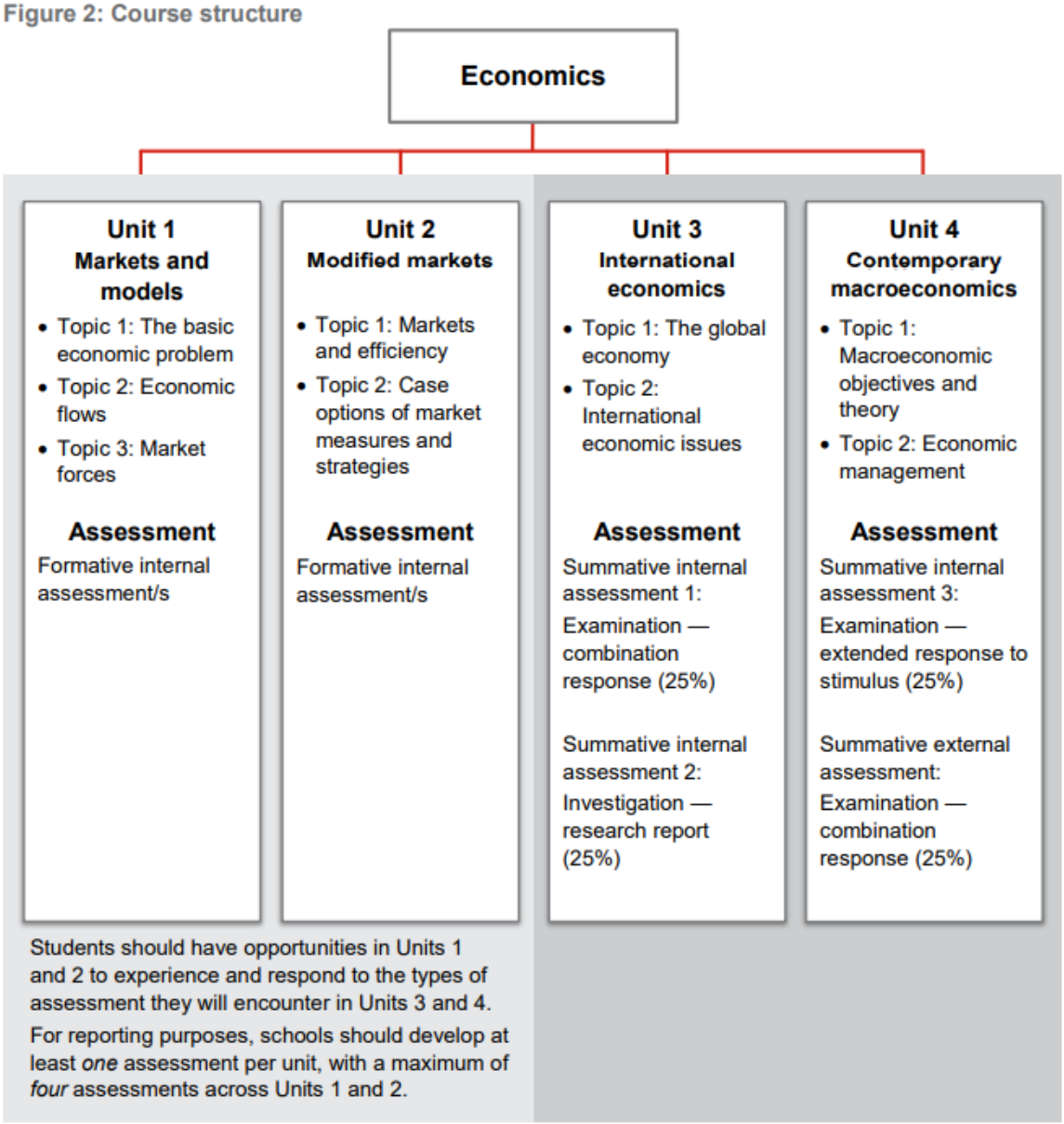
Objectives

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.

Overview - Economics Syllabus

Figure 2: Course structure



English

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

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

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

Pathways

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

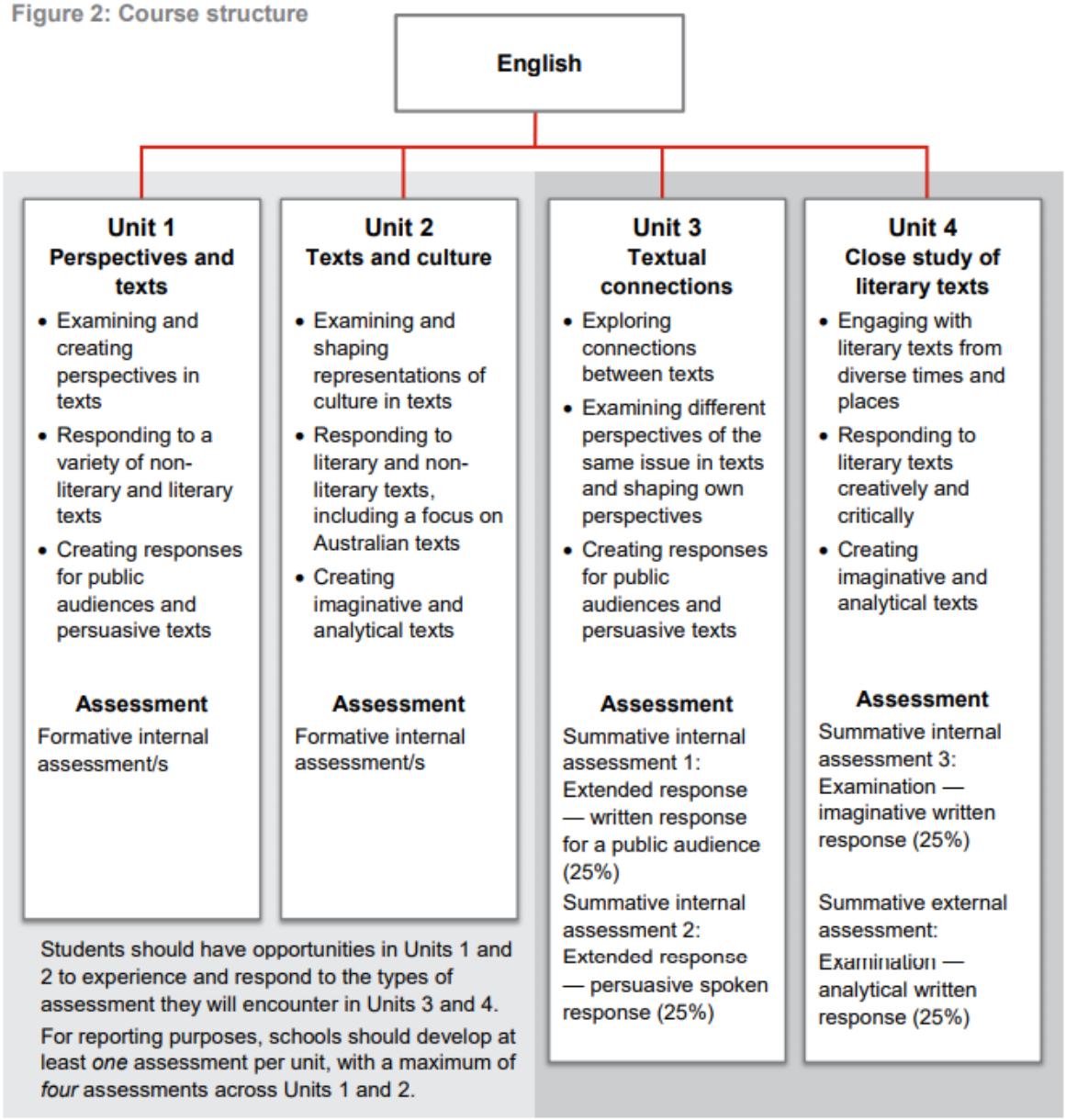
Objectives

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

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

Overview - English Syllabus

Figure 2: Course structure



Food & Nutrition

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

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

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

Pathways

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

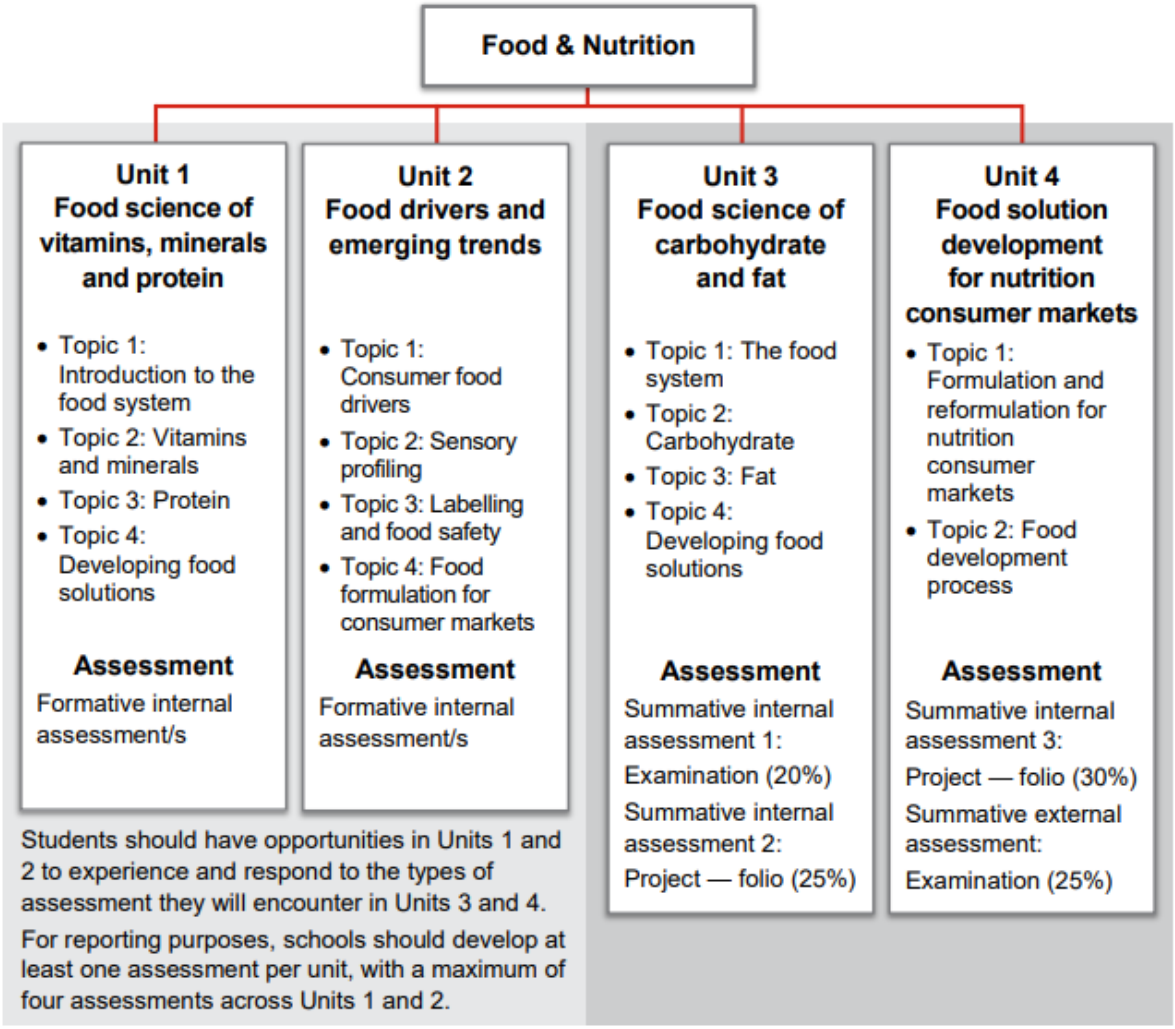
Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Overview - Food & Nutrition
Syllabus

Figure 2: Course structure



Geography

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

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

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

Pathways

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

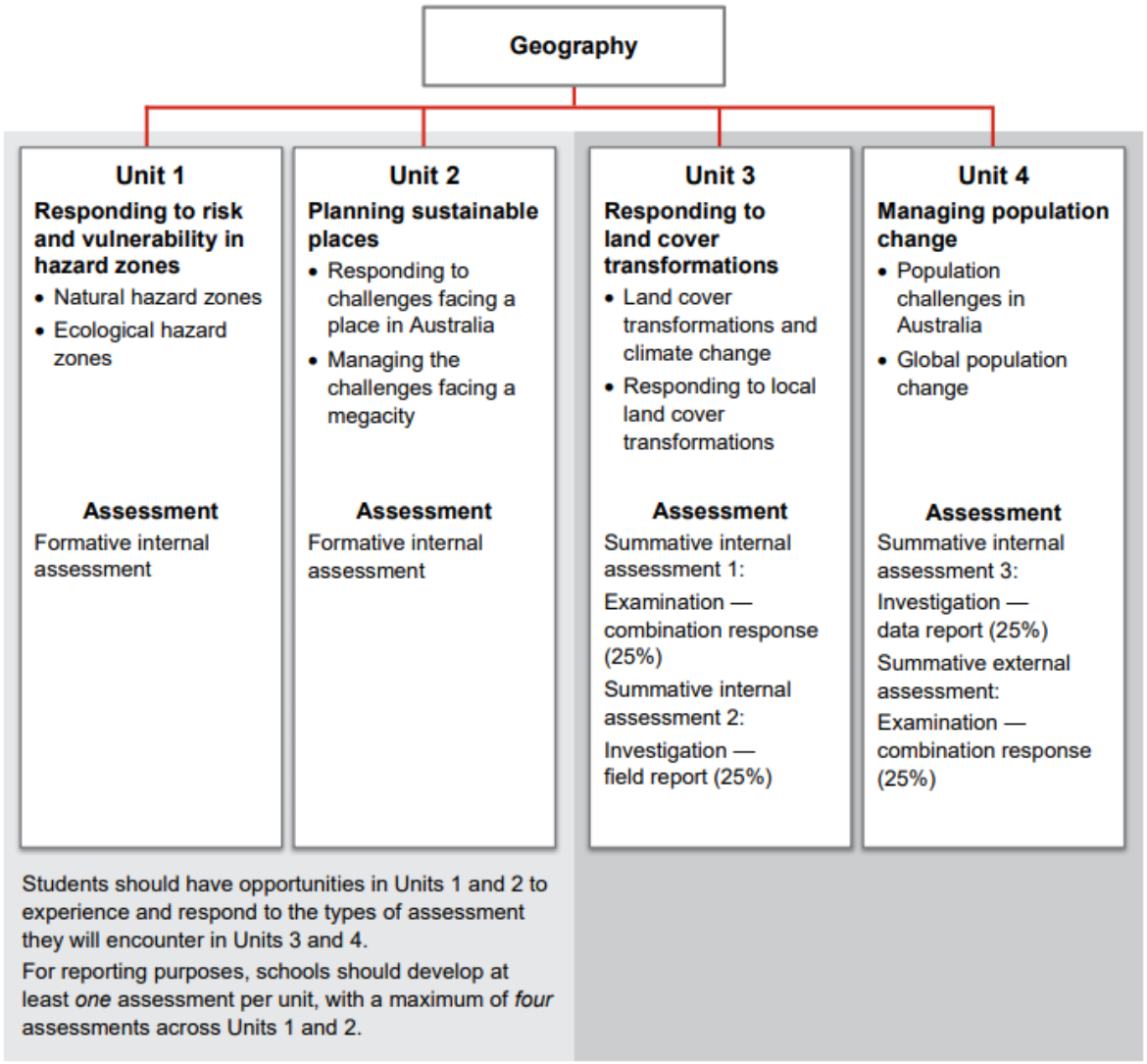
Objectives

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

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

Overview - Geography Syllabus

Figure 2: Course structure



Health

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

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

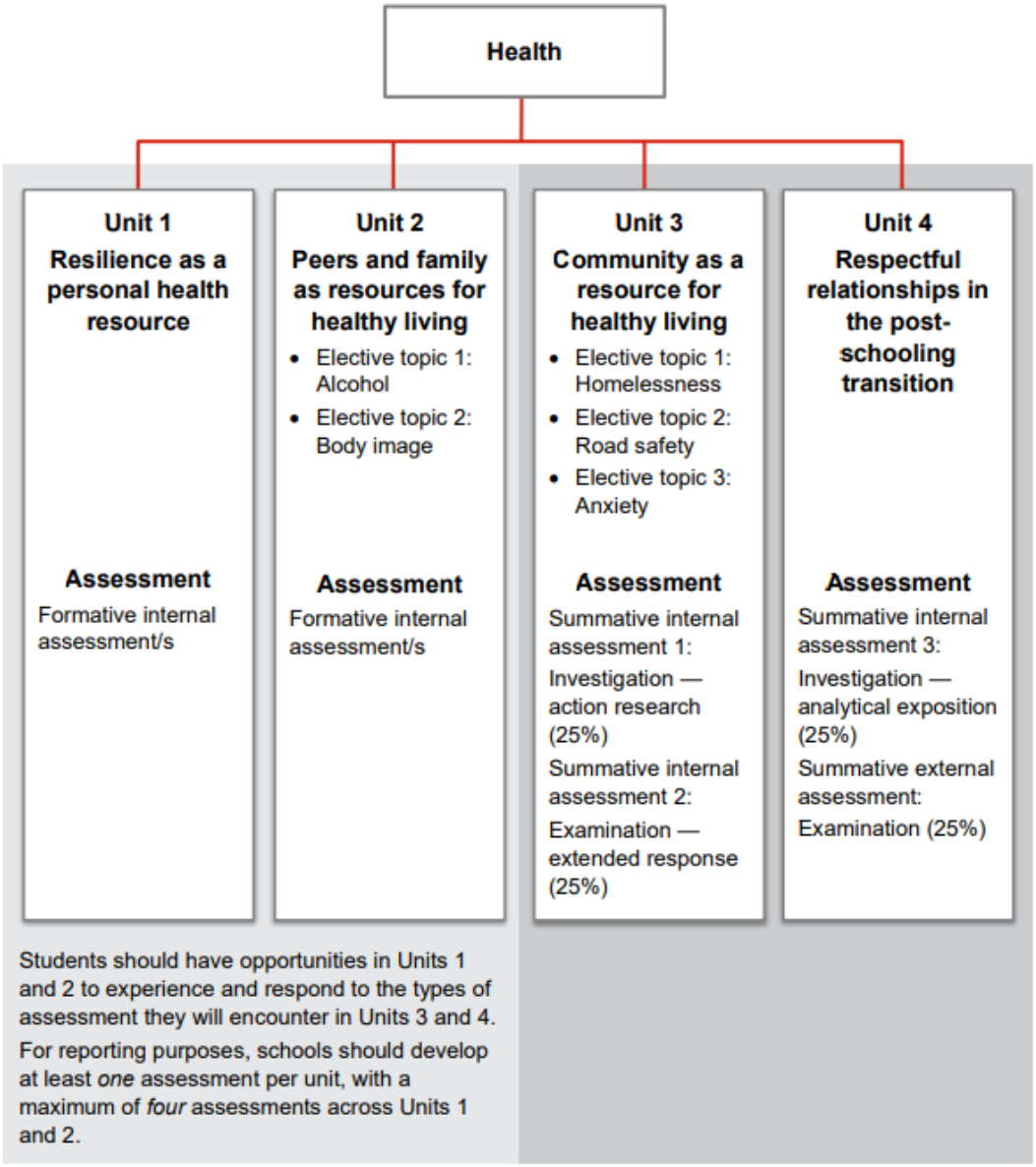
Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further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

Overview - Health

Pathways

Health is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Figure 2: Course structure



Italian

Italian provides students with the opportunity to reflect on their understanding of the Italian 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 Italian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

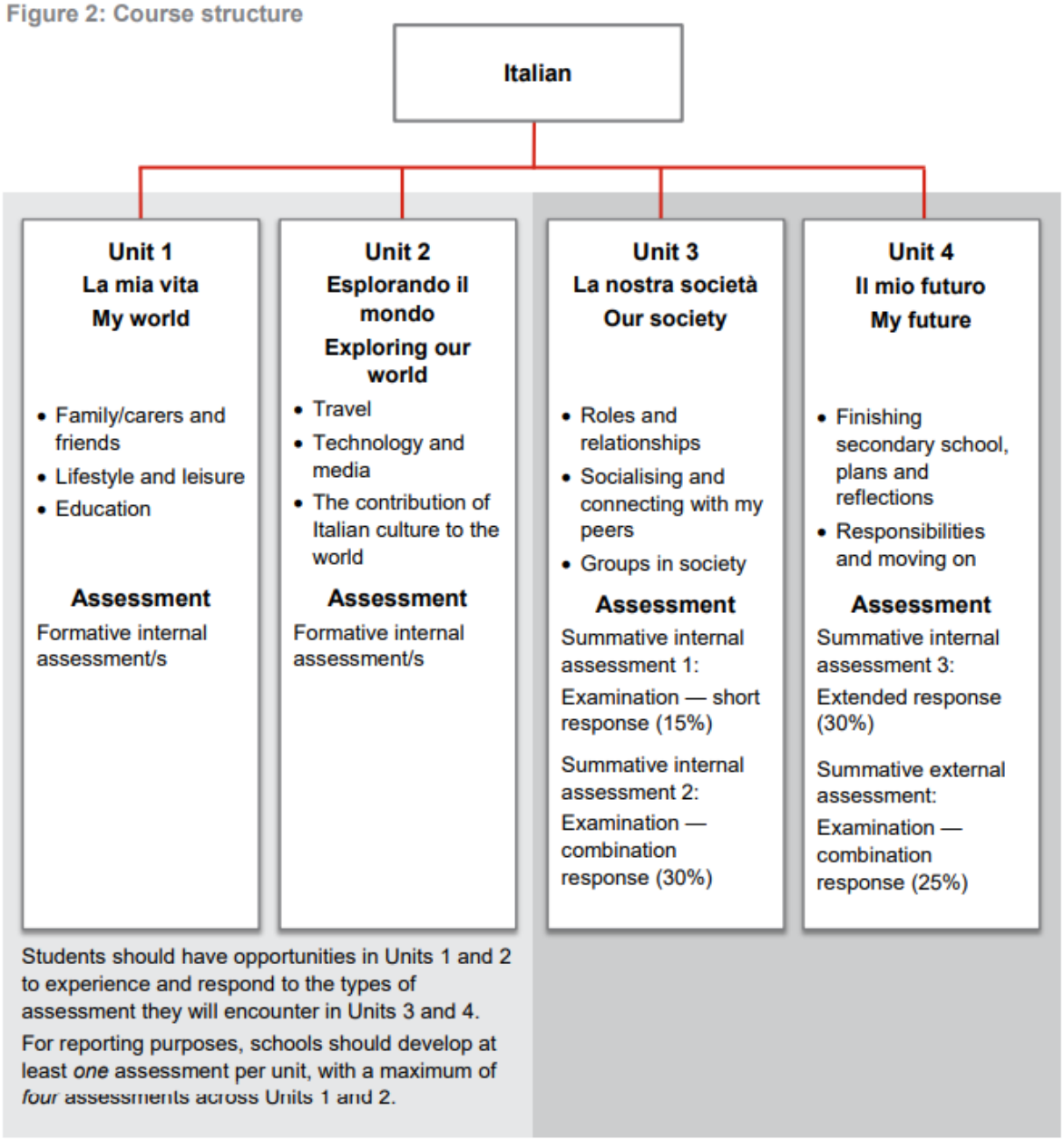
A course of study in Italian can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Overview - Italian Syllabus

Objectives

- By the conclusion of the course of study, students will:
- comprehend Italian 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 Italian 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 Italian.

Figure 2: Course structure



Japanese

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

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

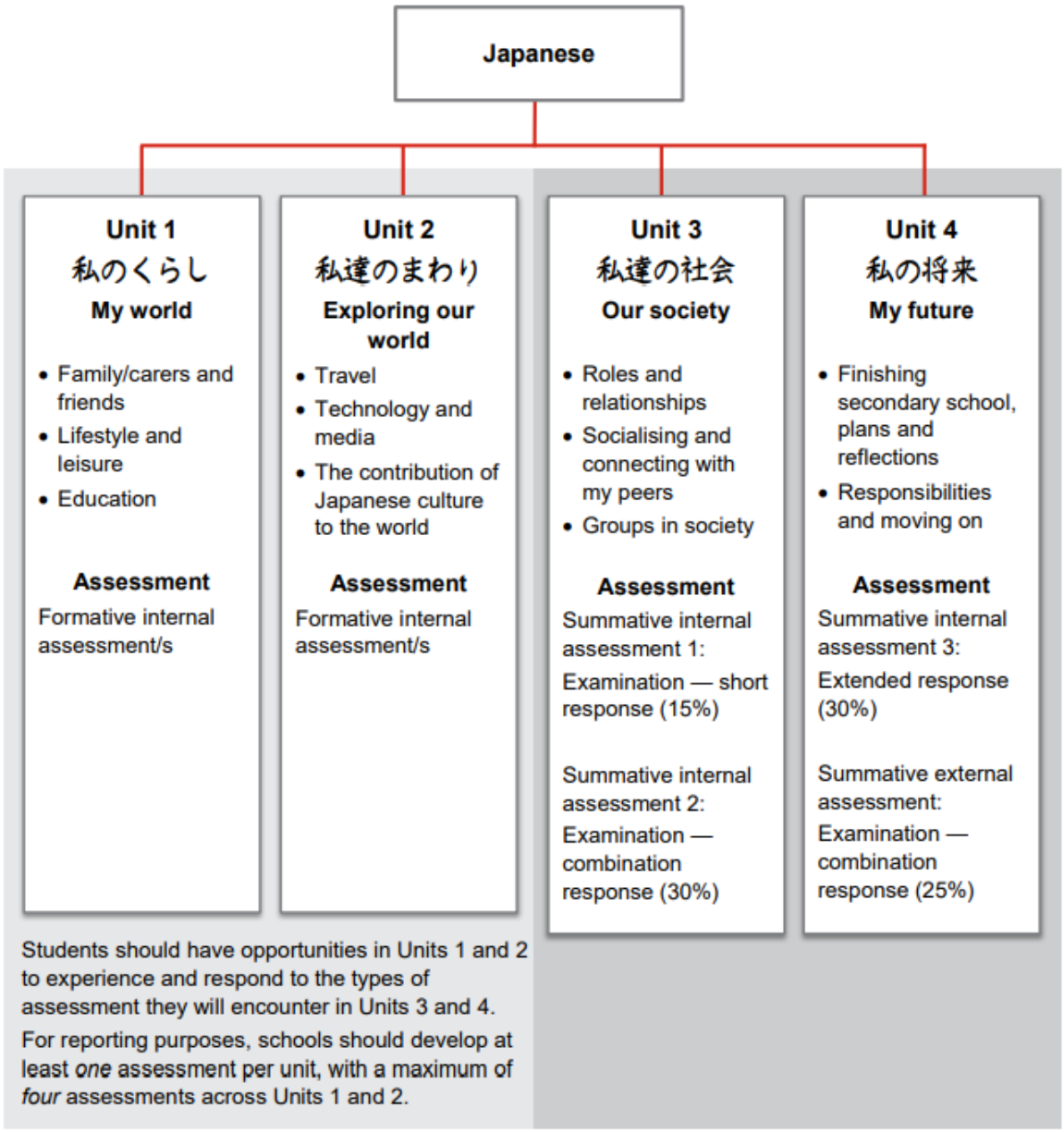
Objectives

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

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

Overview - Japanese Syllabus

Figure 2: Course structure



Legal Studies

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

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

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

Pathways

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

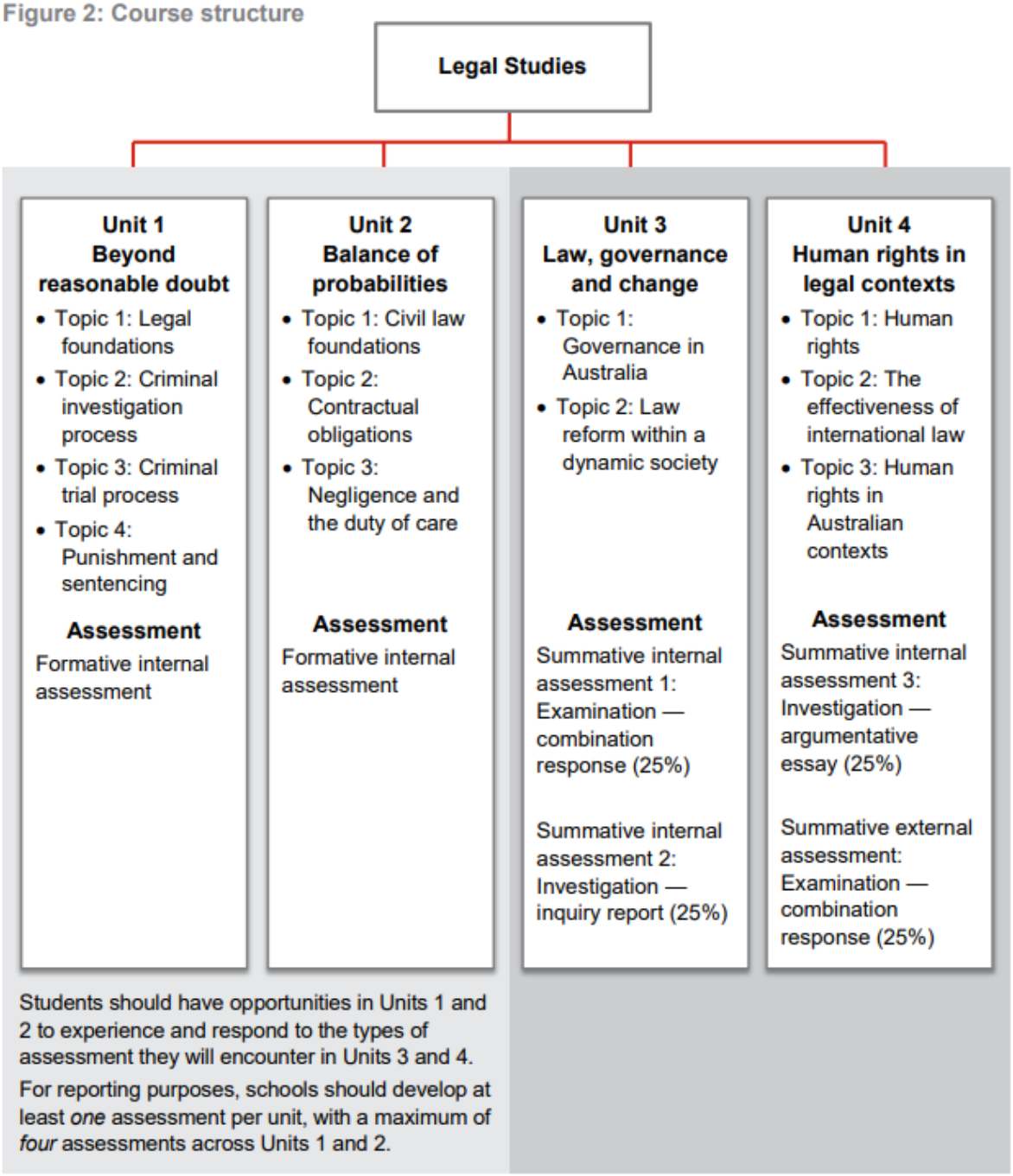
Objectives

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

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

Overview - Legal Studies Syllabus

Figure 2: Course structure



Literature

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

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

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

Pathways

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

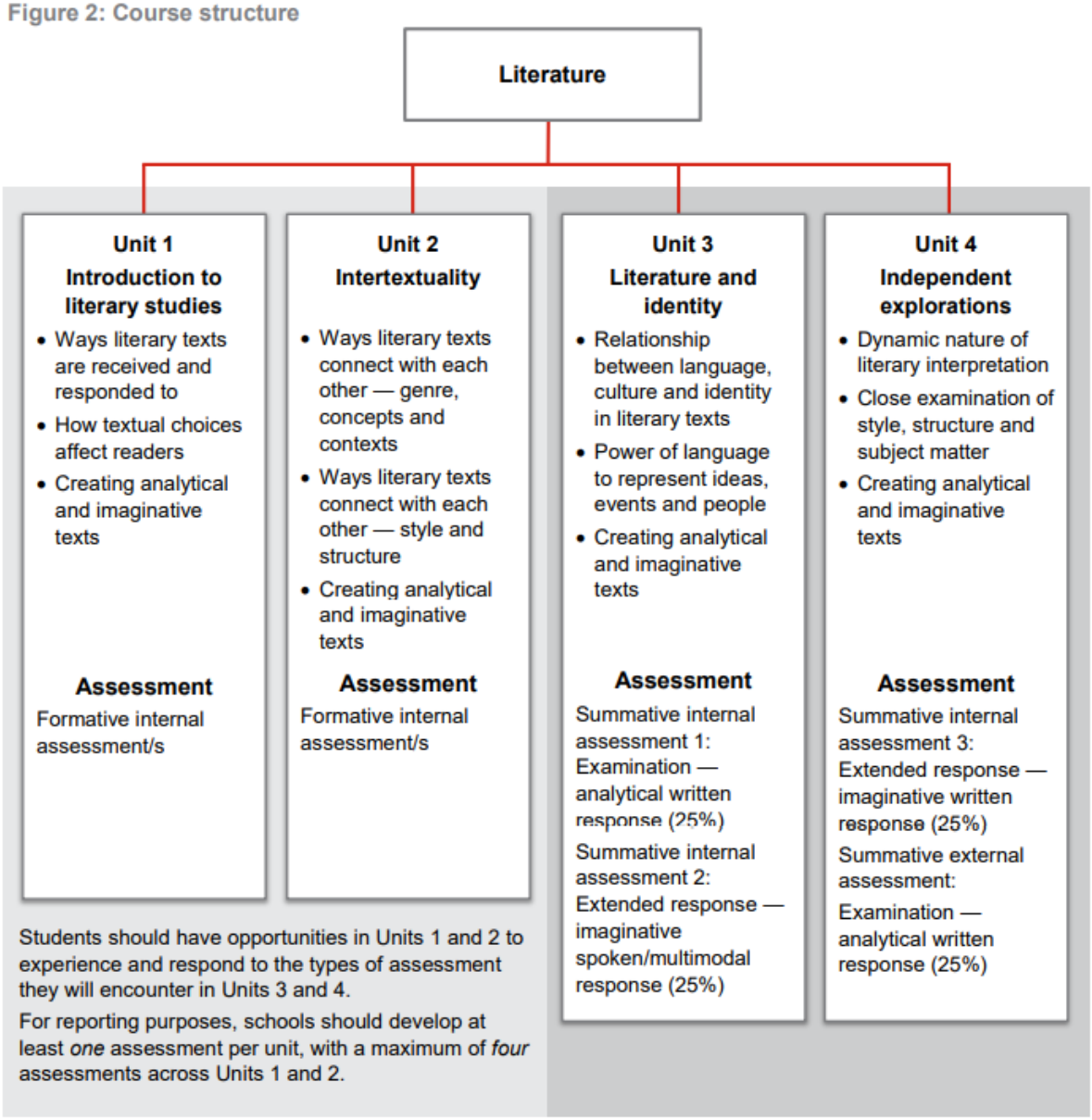
Overview - Literature Syllabus

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.

Figure 2: Course structure



General Mathematics

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

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

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

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

Pathways

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

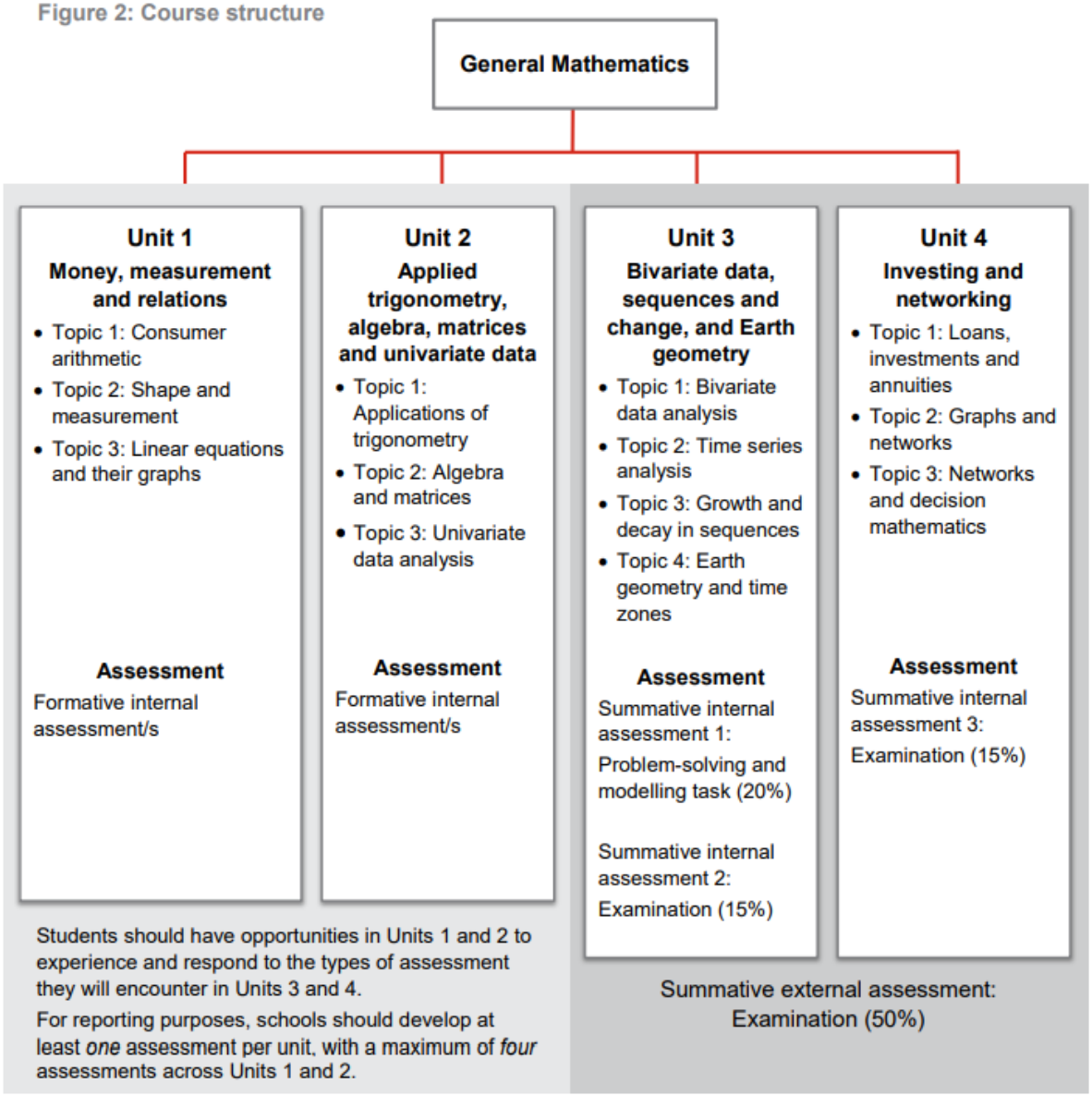
Overview - General Mathematics Syllabus

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.

Figure 2: Course structure



Mathematical Methods

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

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

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

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

Pathways

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

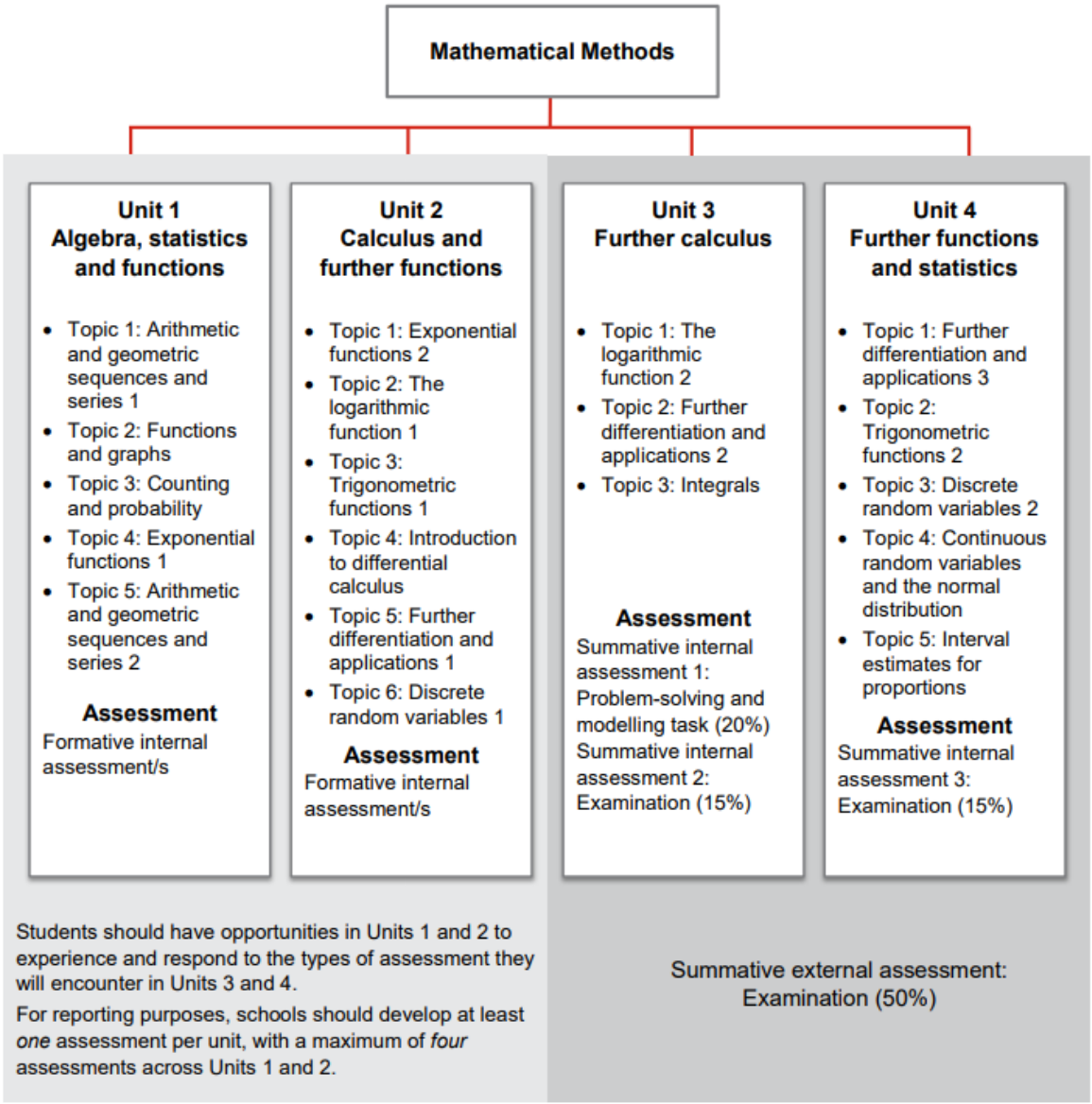
Overview - Mathematical Methods Syllabus

Objectives

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

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

Figure 2: Course structure



Specialist Mathematics

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

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

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

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

Pathways

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

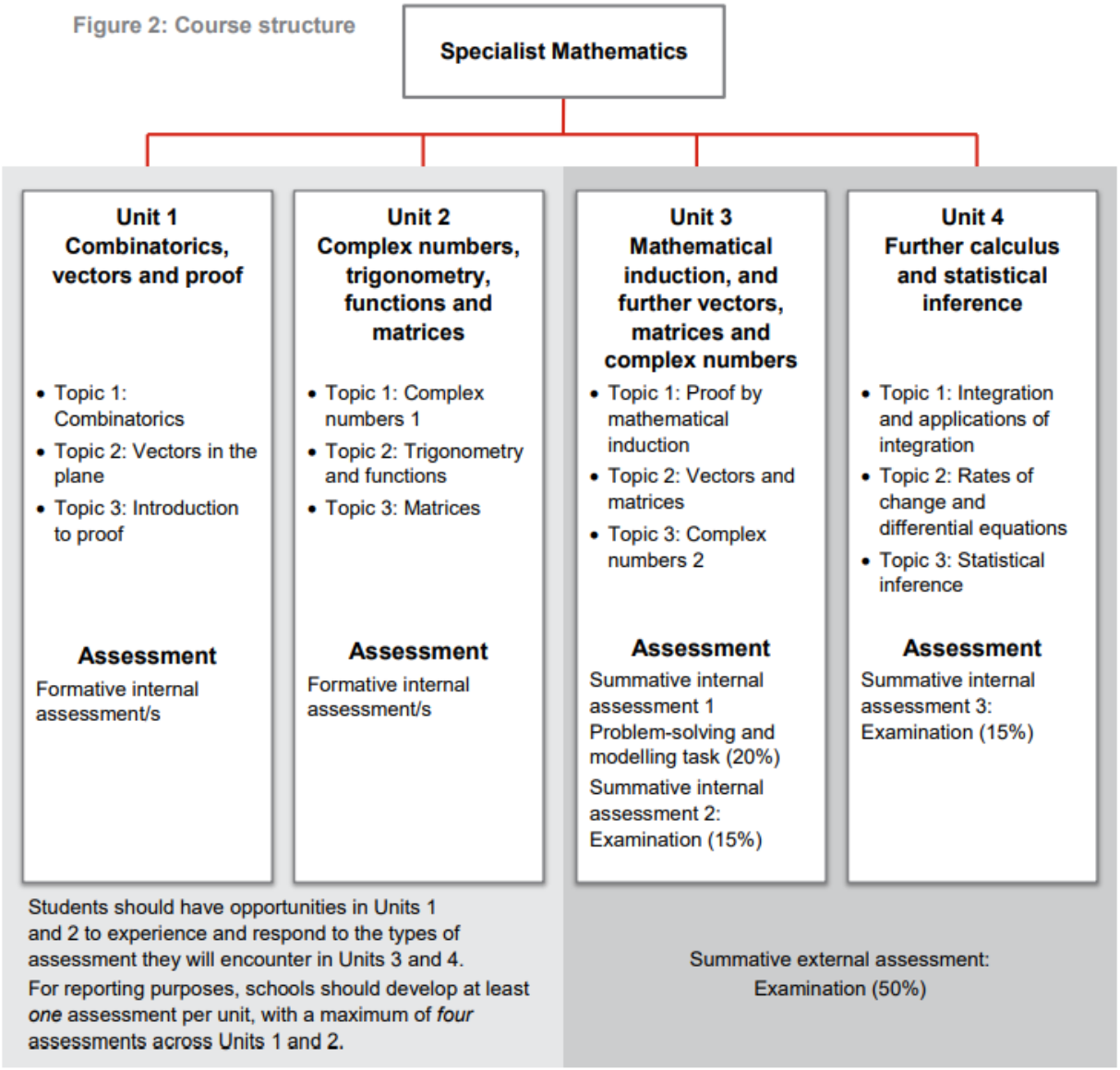
Overview - Specialist Mathematics Syllabus

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.

Figure 2: Course structure



Modern History

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:

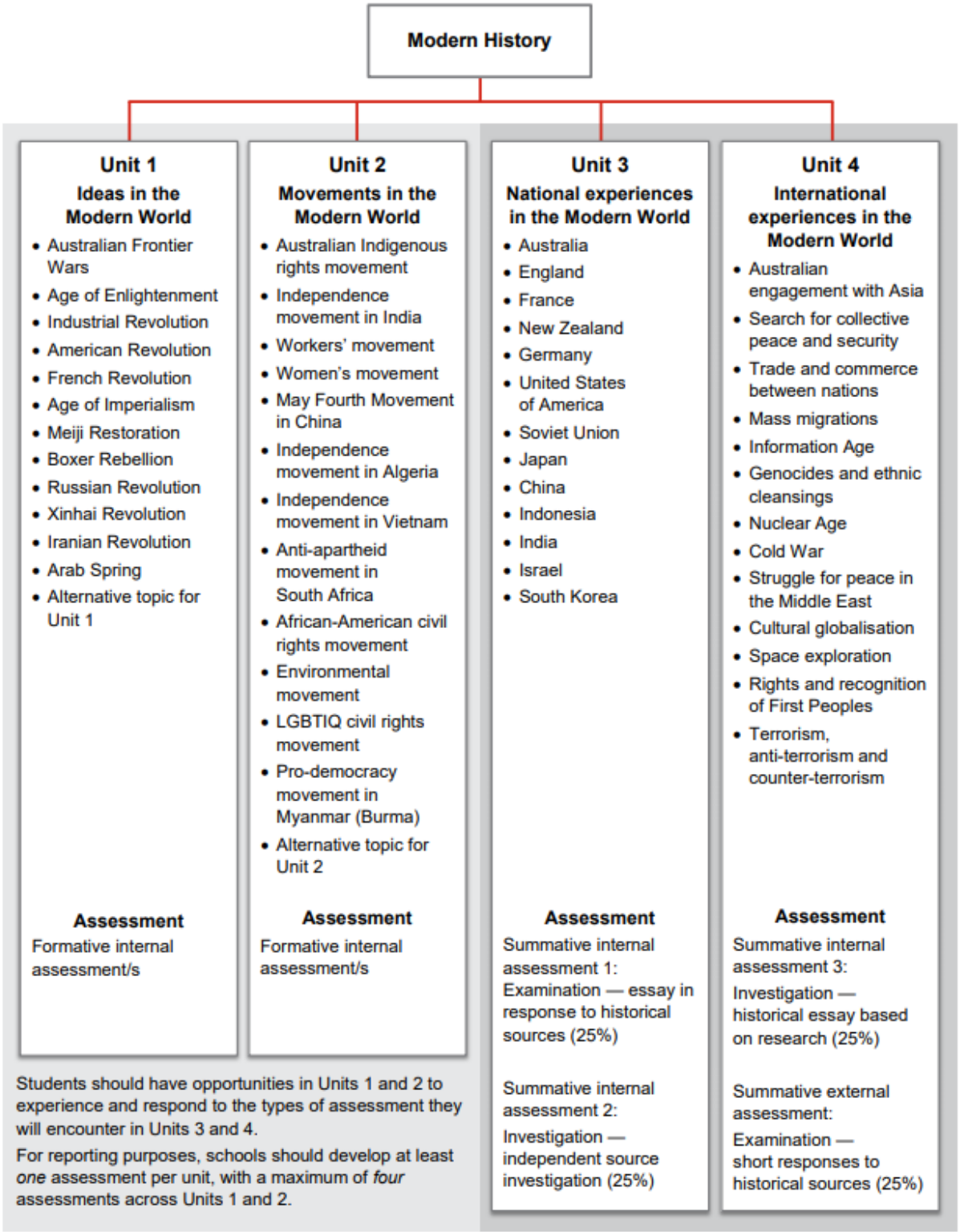
- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

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.

Overview - Modern History
Syllabus

Figure 2: Course structure



Music

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

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

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

Pathways

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

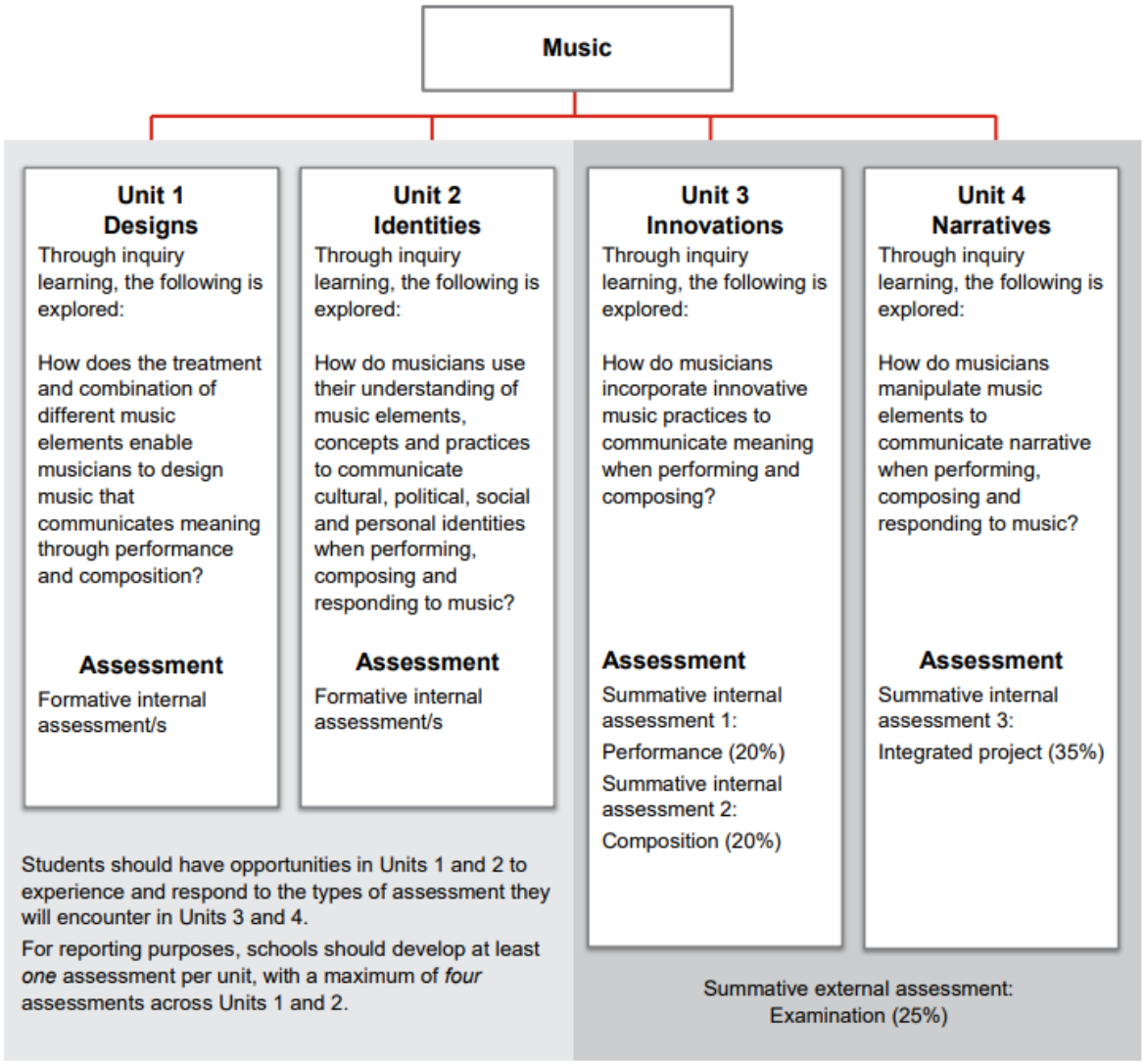
Overview - Music Syllabus

Objectives

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

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

Figure 2: Course structure



Physical Education

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

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

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

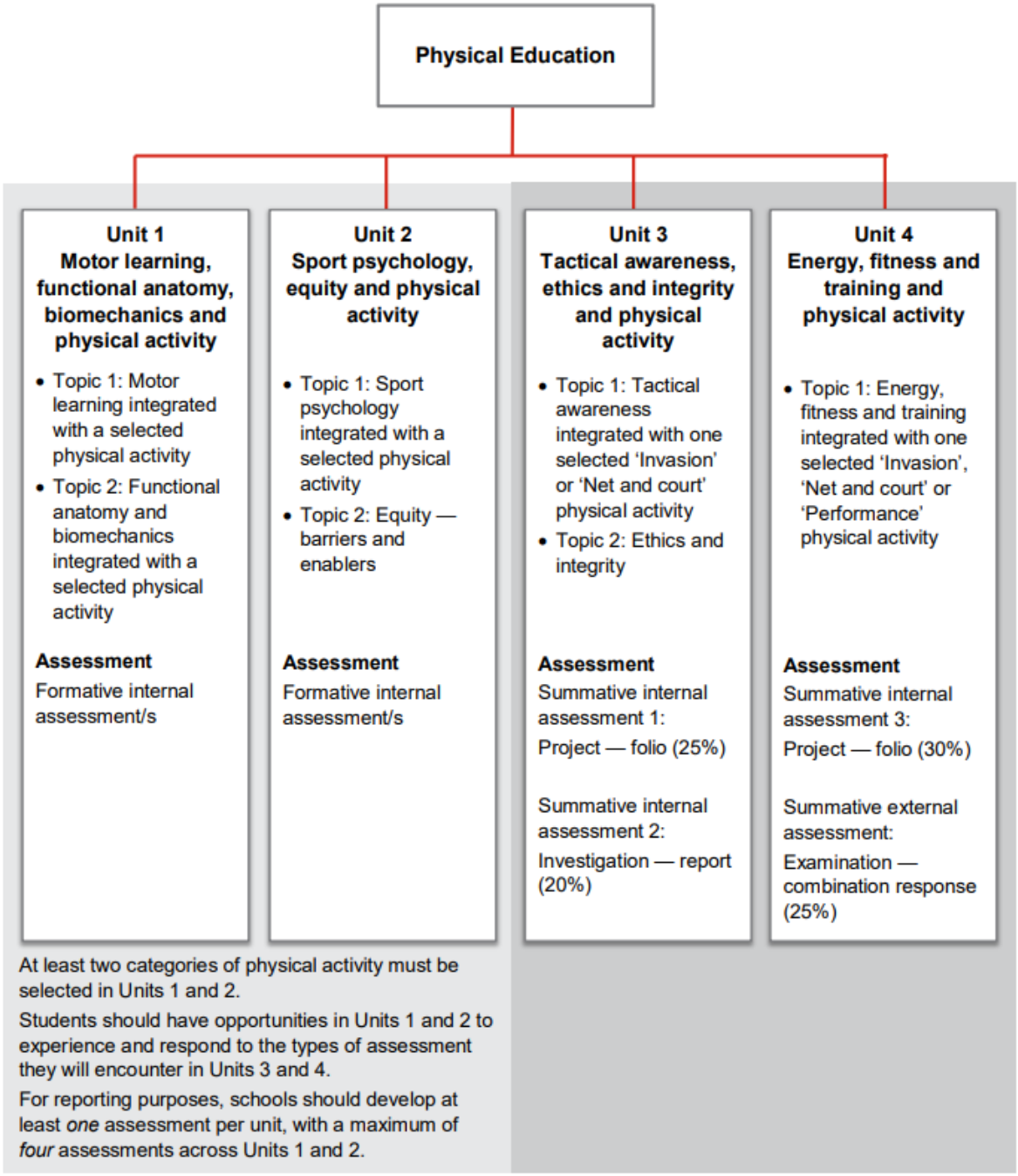
Overview - Physical Education Syllabus

Objectives

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

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

Figure 2: Course structure



Physics

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Pathways

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

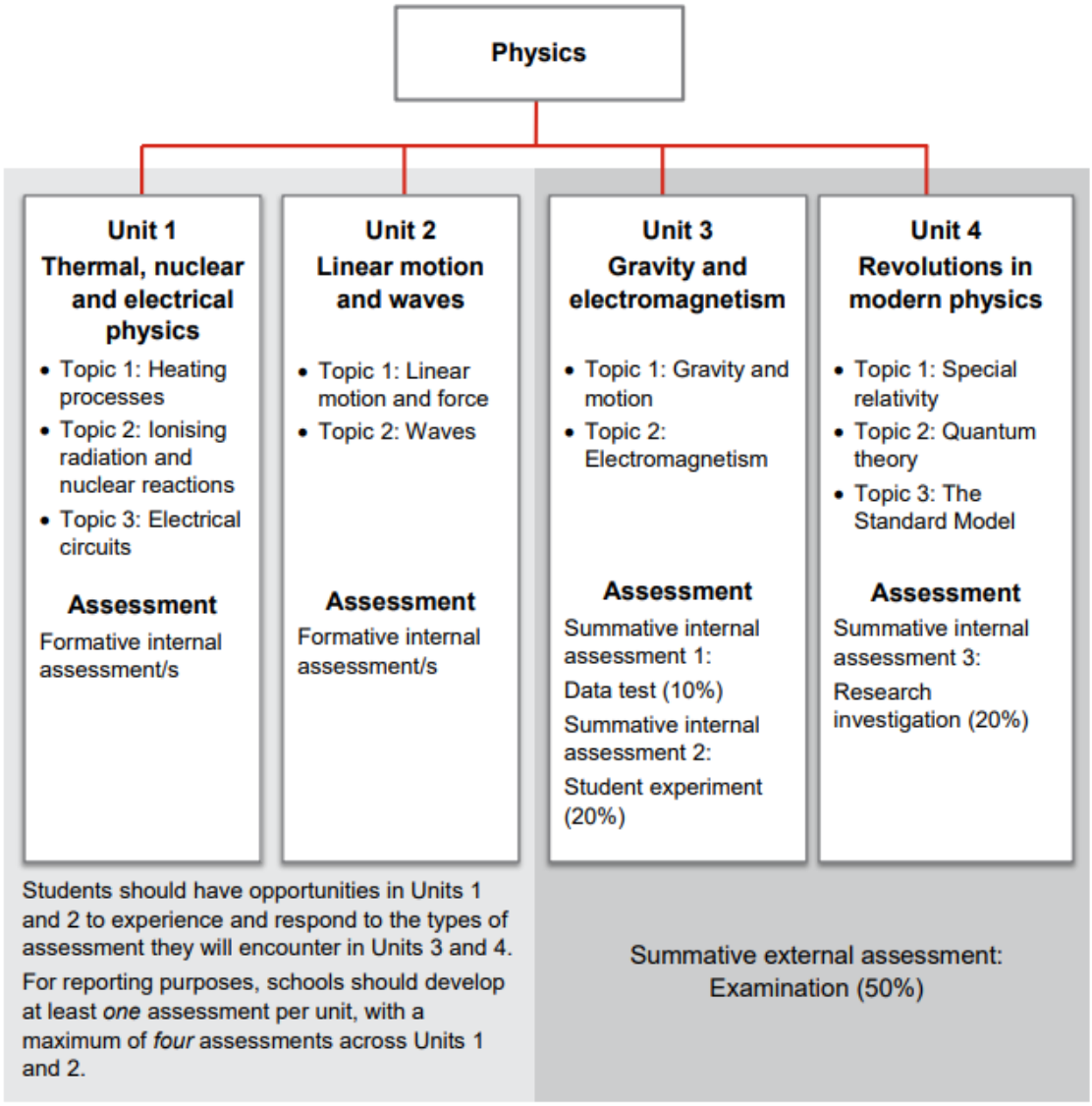
Overview - Physics Syllabus

Objectives

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

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

Figure 2: Course structure



Psychology

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

A course of study in 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.

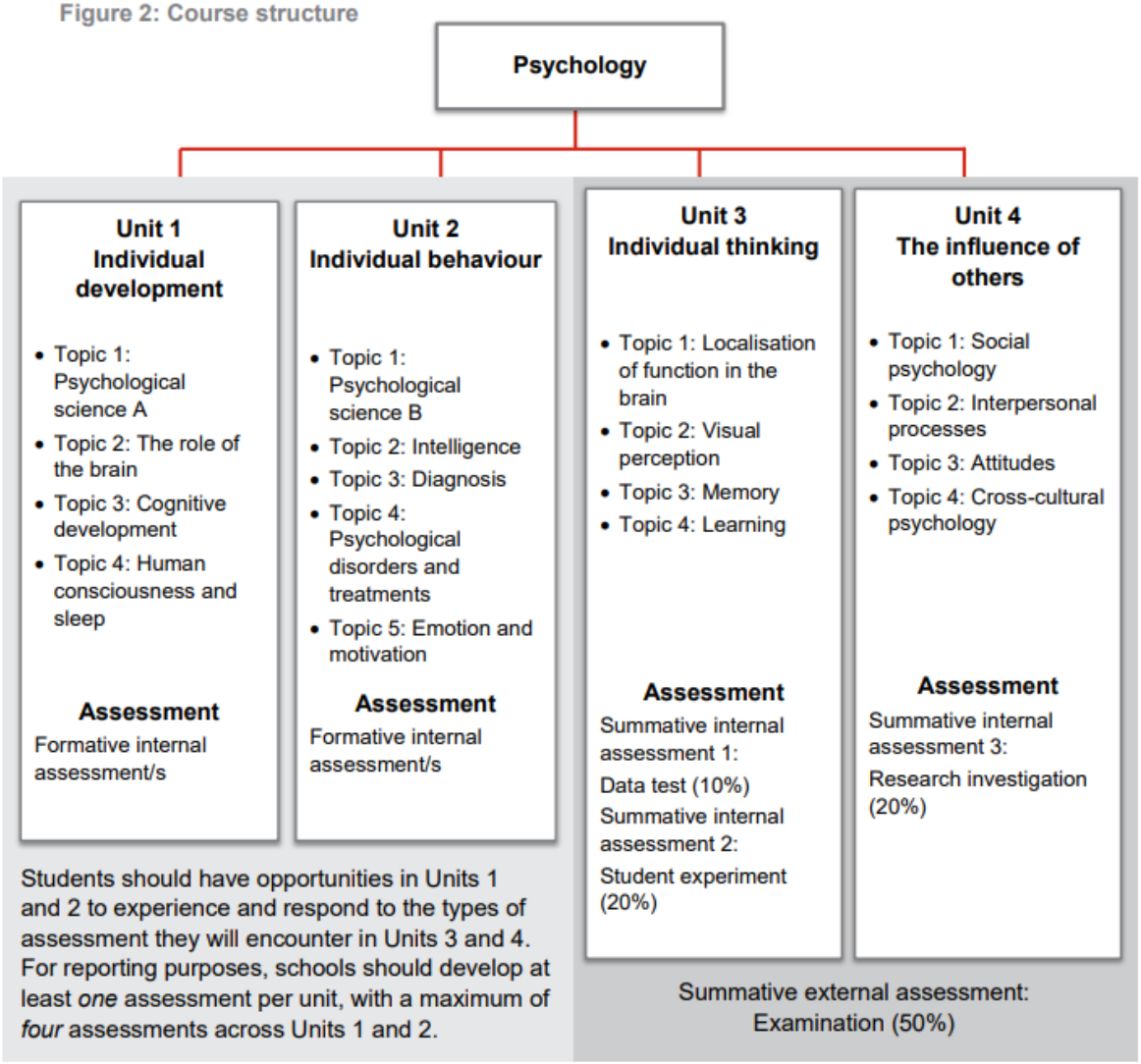
Overview - Psychology Syllabus

Objectives

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

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

Figure 2: Course structure



Study of Religion

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

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

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

Pathways

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

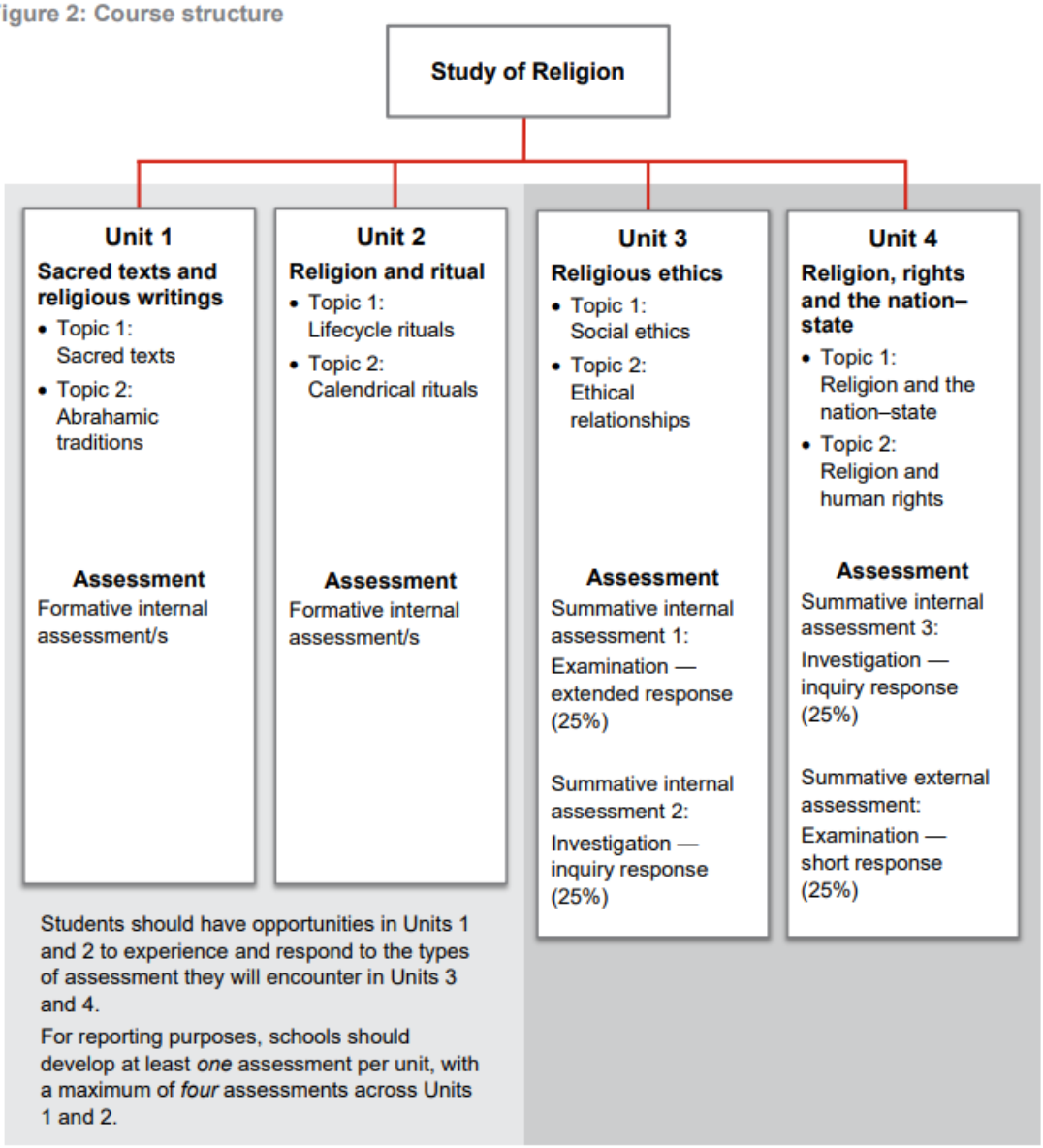
Overview - Study of Religion
Syllabus

Objectives

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

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

Figure 2: Course structure



Visual Art

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

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

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

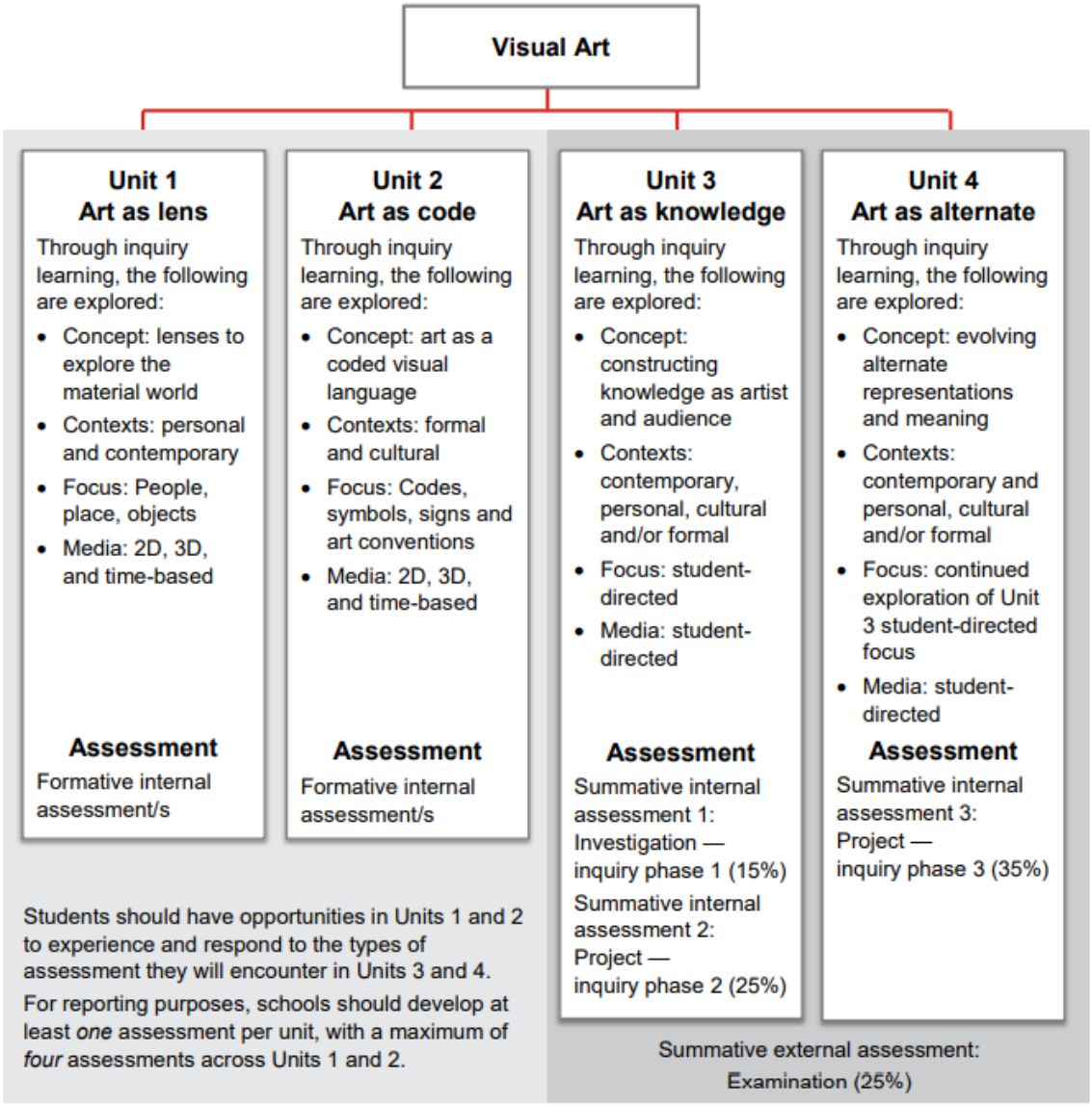
Overview - Visual Art Syllabus

Objectives

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

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

Figure 2: Course structure



Applied Subjects and Vocational Education Certificates at San Sisto College

Applied Subjects

Mathematics

Essential Mathematics

English

Essential English

Humanities

Religion and Ethics

Technologies

Fashion

Hospitality Practices

The Arts

Media Arts in Practice

Visual Arts in Practice

Vocational Education Qualifications

VET Subjects

Diploma of Business
Certificate IV in School Based Education Support
Certificate IV in Justice Studies
Certificate III in Business
Certificate III in Health Services Assistance
Certificate III in Community Services
Certificate II in Sport & Recreation/Certificate III in Fitness
Certificate II in Active Volunteering

Essential English

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

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

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

Pathways

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

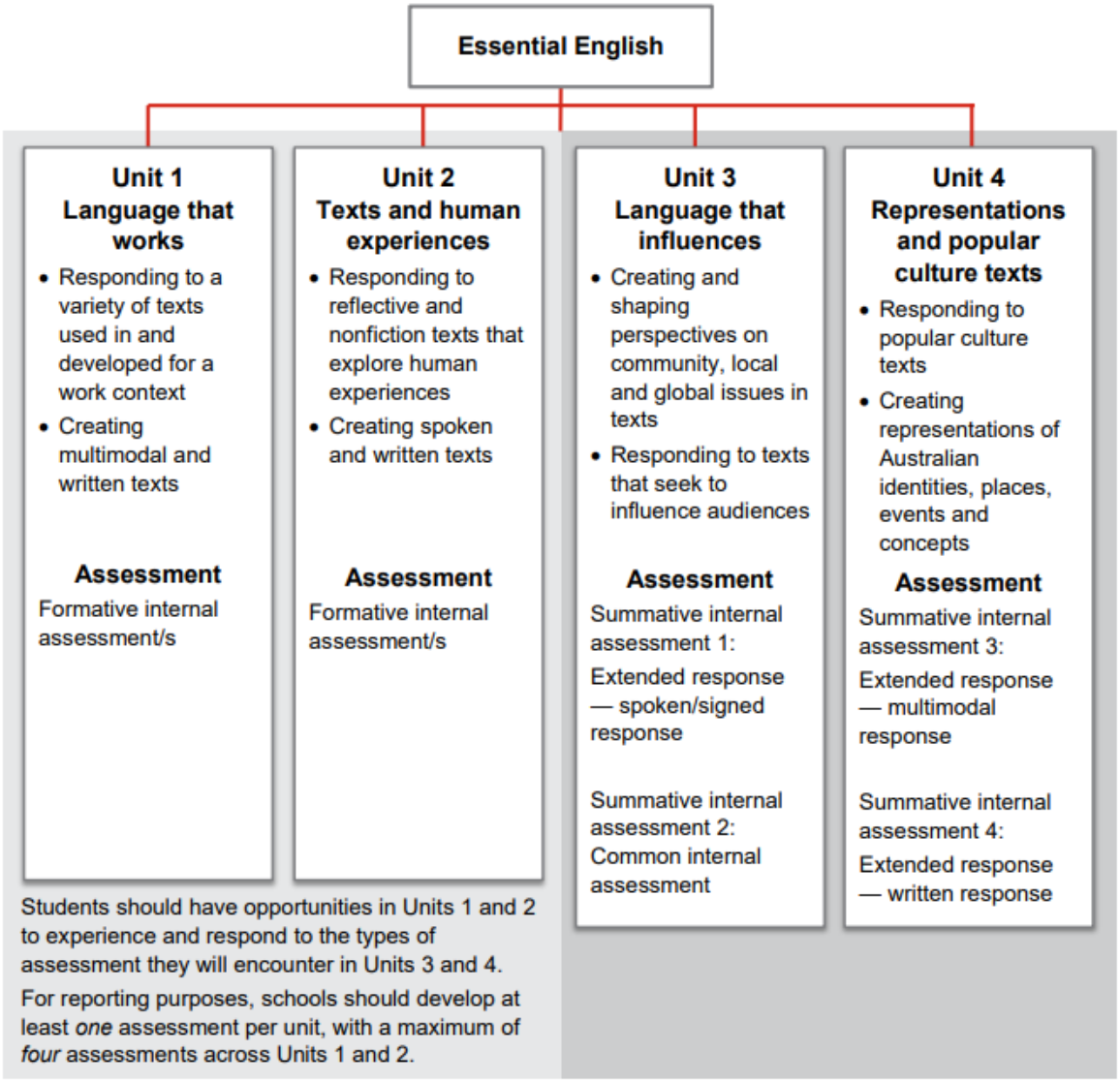
Overview - Essential English
Syllabus

Objectives

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

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

Figure 2: Course structure



Essential Mathematics

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

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

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

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

Pathways

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

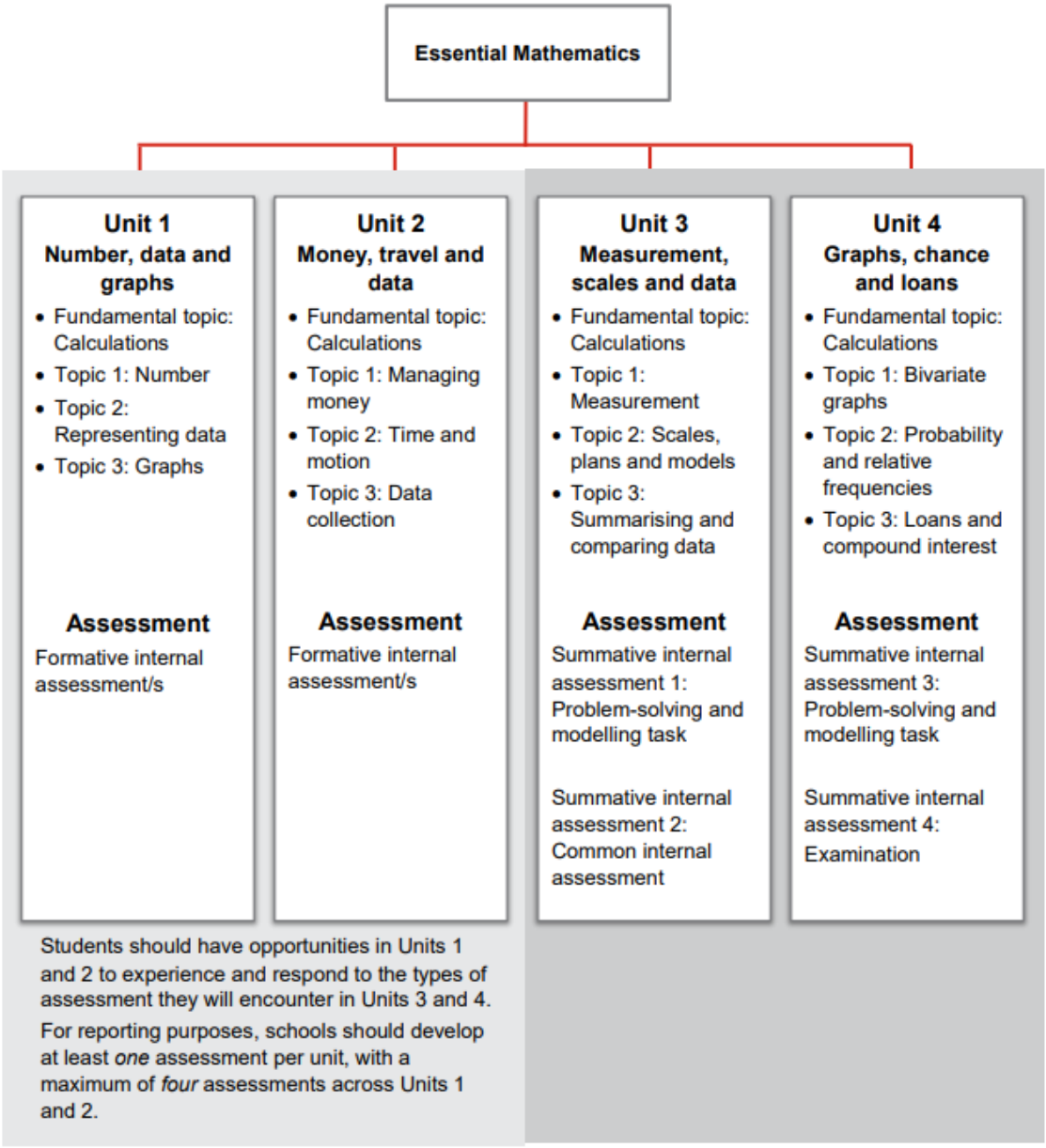
Objectives

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

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

Overview - Essential Mathematics Syllabus

Figure 2: Course structure



Fashion

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

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

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

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

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

Overview - Fashion Syllabus

Structure

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

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

Assessment

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

two projects

one extended response.

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

Hospitality Practices

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

Overview - Hospitality Practices Syllabus

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment

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

at least two projects

at least one investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product and performance component and one other component from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Media Arts in Practice

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Overview - Media Arts in Practice Syllabus

Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

Structure

The Media Arts in Practice course is designed around core and elective topics.

Core	Electives
• Media technologies • Media communications • Media in society	• Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Assessment

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

at least two projects, with at least one project arising from community connections

at least one product, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes • product: variable conditions.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

Religion & Ethics

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

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

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

Pathways

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

Overview - Religion and Ethics Syllabus

Objectives

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

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

Structure

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

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

Assessment

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

one project or investigation

one examination

no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test

Visual Arts in Practice

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.

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.

Overview - Visual Arts in Practice Syllabus

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 ideas.

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

Assessment

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

at least two projects, with at least one project arising from community connections

at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: • a product component: variable conditions • at least one different component from the following written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

VOCATIONAL EDUCATION PROGRAM

At San Sisto College, we have an integrated studies program which incorporates General subjects, Applied subjects, Vocational Education and Training Certificates, TAFE and external study, traineeships and apprenticeships. Students have many options when it comes to choosing the pathway that best suits them.

WHY STUDY A VOCATIONAL EDUCATION QUALIFICATION?

Vocational Education and Training (VET) helps Year 11 and Year 12 students in their transition from school to work. It is also an alternative pathway to university entrance. It contributes to young people's chances of obtaining employment upon leaving school and offers other benefits. Recognised Vocational Education and Training allows students to reinforce and consolidate general learning in more applied contexts. In this way, our Vocational Education and Training program at San Sisto College caters for a broader range of students' learning styles.

VET potentially opens up a range of post-school further education, training and employment possibilities. Many students are able to link their study in VET qualifications with a school based traineeship/apprenticeship whilst completing Years 11 and 12. Students may also be eligible to enrol in the TAFE at School Program run by TAFE Brisbane where students can study a Certificate qualification on campus at TAFE one day a week.

SUBJECTS (These courses vary from year to year and students enrol on an individual basis)

All students at San Sisto College must include the following three subjects in their curriculum.

- An English subject
- A Mathematics subject
- A Religion subject

Students can choose the remainder of their subjects from the full list of General, Applied or Vocational Education Certificates. San Sisto College operates within the Australian Quality Training Framework, in the offering of its VET qualifications.

The Nationally Recognised VET qualifications are:

- Diploma of Business
- Certificate IV in School Based Education Support
- Certificate IV in Justice Studies
- Certificate III in Business
- Certificate III in Health Services Assistance
- Certificate III in Community Services
- Certificate II in Sport and Recreation/Certificate III in Fitness
- Certificate II in Active Volunteering
- Certificate I in Employment Pathways

NATIONALLY RECOGNISED TRAINING

WORK PLACEMENT/WORK EXPERIENCE

Students completing a VET qualification (Cert III or higher) will undertake work placement, which complements their vocational studies and future career path. Please note that placement requirements are different across the suite of VET qualifications on offer. An outline of how many times students need to attend placement for each VET qualification is included in the individual course information following. Students are required to locate their own work placements. Once the student has found the work place, the school will organise the insurance paperwork.

THE ROLE OF VET CERTIFICATES IN APPLYING FOR TERTIARY COURSES

Some Universities will accept VET qualifications (Cert III or higher) as a pathway into a range of University courses. Individual universities will publish which courses VET qualification can be used for entry. Please note that some universities won't accept a VET qualification without an accompanying ATAR.

Students are reminded that VET qualifications of Certificate III and above can be utilised within an ATAR calculation under a "4 + 1" enrolment pattern.

RECOGNITION OF PRIOR LEARNING

RPL recognises your current skills and knowledge obtained through other subjects; previous training; things you have learned outside school; work experiences or your part time job. If you can show that you have the skills described in the units of competency of any VET qualification through activities undertaken at work, home or elsewhere, you may not have to do prove competence again. With the assistance of your teacher in this subject you can apply for recognition of your prior learning.

'Recognition of Prior Learning' application forms and checklists are available from the Program Leader – VET. Students may be asked to attend a meeting to discuss the details of their application. If a student thinks they may be eligible for RPL they can apply at any time during the course and have their current skills recognised.

From a QCE perspective, RPL should be viewed in light of the QCAA policy regarding duplication of learning: 2.3 Additional VET QCE credit rules | Queensland Curriculum and Assessment Authority (qcaa.qld.edu.au)

POST SCHOOL PATHWAYS

For students who do not wish to go to University immediately upon leaving Year 12, VET courses can provide a wide range of attractive options.

- Entry-level employment.
- You may enrol in a Cert IV or Diploma course at TAFE which leads to further employment opportunities or University entry.
- You may enrol in a Dual Award course at TAFE which transitions you from a Diploma to a University Degree after 6 months to 1 year (depending on the course).
- You may consider furthering traineeship opportunities by converting your existing traineeship into full time employment.

OTHER NOTES

The VET qualifications on offer are designed to be completed during Year 11 and 12. Due to some circumstances i.e. enrolling late into the course, not completing course requirements etc, students are not guaranteed the completed qualification but may receive a Statement of Attainment for the units of competency they have completed. Gaining a VET Qualification will also not guarantee employment in the industry.

BSB50120 DIPLOMA OF BUSINESS

BARRINGTON COLLEGE AUSTRALIA

Course Overview

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

Course Structure | 12 units

Core Units I 5 units

BSBCRT511	Develop Critical Thinking in Others
BSBFIN501	Manage Budgets and Financial Plans
BSBOPS501	Manage Business Resources
BSBXCM501	Lead Communication in the Workplace
BSBSUS511	Develop Workplace Policies and Procedures for Sustainability

Elective Units I 7 units

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

Course Duration

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

Course Availability

The course is available to in-school students.

Why Study a Diploma of Business?

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

Student Testimonials

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

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

Callum Moloney (Former student at Somerset College)

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

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

Barrington College Australia

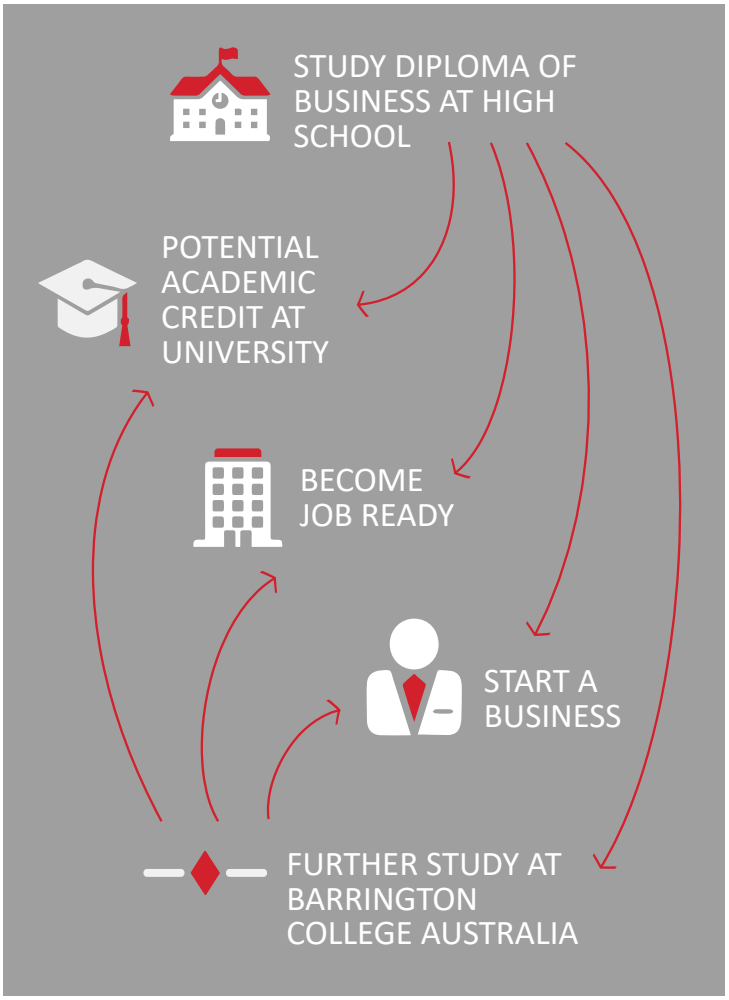
Barrington College Australia is a boutique provider of vocational education that has proudly been delivering in-school programs to senior school students since 2014.
We currently partner with a range of private, independent and public schools throughout Brisbane and the Gold Coast.
In addition to our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

Course Fees

Domestic students
Tuition fees: $2,250.00
Enrolment fee (non-refundable): $250.00
Total: $2,500.00
A monthly instalment plan payment option is available for an additional charge of $100

International students
Tuition fees: $2,450.00
Enrolment fee (non-refundable): $300.00
Total: $2,750.00
A monthly instalment plan payment option is available for an additional charge of $100

PATHWAYS



YOUR NEXT STEP

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

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

APPLICATION FORM

GOLD COAST CAMPUS TOUR

Barrington College Australia

Telephone: 07 5562 5700 | www.barringtoncollege.edu.au | schools@barringtoncollege.edu.au | RTO:45030 | CRICOS: 03552K

Gold Coast: 59-73 Meron Street, Southport, Queensland 4215

Brisbane: Level 13, 288 Edward St, Brisbane City QLD 4000

The information in this brochure was accurate at the time of printing and is intended to be used as a guide only. Barrington College Australia reserves the right to amend or delete any information contained in this brochure without notice. Students should refer to barringtoncollege.edu.au for the most up-to-date information. Terms and conditions apply.

CERTIFICATE IV IN SCHOOL BASED EDUCATION SUPPORT CHC40221

KEY POINTS

- The course will create pathways to:
  - Studying an Education Degree at university and/or
  - Working as a Teacher Aide in a school
- Successful completion of the course will contribute to a maximum of 8 Credit Points towards your Queensland Certificate of Education
- This course can contribute towards an ATAR and direct University entrance (to be determined by the Universities)
- Students will commence this course in Year 11 and will have 2 years to complete
- This Nationally Recognised course will qualify you to work as a Teacher Aide from Kindy to Year 12 in a Public school, Private school or community education setting.

COURSE UNITS

Unit Code	Unit Title	
CHCEDS033	Meet legal and ethical obligations in an education environment	Core
CHCEDS047	Assist in facilitation of student learning	Core
CHCEDS051	Facilitate learning for students with disabilities	Elective
HLTWHS001	Participate in work health and safety	Core
CHCEDS046	Support student literacy learning	Elective
CHCEDS045	Support student mathematics learning	Elective
CHCDIV001	Work with diverse people	Core
CHCEDS059	Contribute to the health, safety, and wellbeing of students	Core
CHCEDS058	Support the implementation of behaviour plans	Core
CHCEDS048	Work with students in need of additional learning support	Core
CHCEDS056	Provide support to students with autism spectrum disorder	Core
CHCEDS049	Supervise students outside the classroom	Core
CHCEDS054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures	Core
CHCDIS004	Communicate using augmentative and alternative communication strategies	Elective
CHCPRT001	Identify and respond to children and young people at risk	Core
CHCPRP003	Reflect on and improve own professional practice	Core
HLTAID012	Provide first aid in an education and care setting	Elective

DURATION

2 years

Due to the large amount of content and assessment required for this course, students have the option of studying this course over 2 lines (ie selecting 5 subjects only).

ENTRY REQUIREMENTS

Students must achieve the following minimum results in Year 10 to be eligible for this program:

- English: C+
- Math: C+

A working with children check (also known as a blue card in Qld) must be obtained prior to conducting your vocational placement – this will be arranged by the College.

STUDY MODE

The course consists of two key components – Theory and Practical.

Theory: The theory component is completed through **online Study.** Each student will receive a student portal that contains all course resources and assessments. While students will be allocated time in their timetable to complete the course, study is self-directed, meaning that it is not teacher led. Students will have access to a teacher for assistance and guidance during their scheduled classes.

Practical: Students will complete 160 hours practical placement as part of their study. This time will be allocated during exam block (around scheduled exams), during the final week of school in Year 11 and at other negotiated times throughout the course. Students are also required to complete a First Aid course as part of the qualification.

PAYMENT

Cost of Course: $890 (including a $300 non-refundable enrolment fee)

Note: Fees will be added to school fees and are inclusive of all mandatory course resources

PARTNERING ARRANGEMENTS

This course is offered in partnership with ADAPT EDUCATION (RTO # 32452). Adapt Education provides course resources, manages quality and compliance and issues the Certificate. All training and assessment is conducted by San Sisto College.

RTO Queries to:	Adapt Education 1300 380 335 info@adapteducation.com.au

OTHER INFORMATION

Due to hailing from the same training package, students are not able to study both Certificate IV in School Based Education Support and Certificate III in Community Services.

The units of competencies that are studied are from the Community Services Package. The Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework specific to the community services industry. Further information regarding this qualification can be found at https://training.gov.au/Training/Details/CHC40221

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unitycollege

Nationally Recognised Training

Up to 8 QCE Credits

CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Unity College - 32123)

Course:	**Certificate IV in Justice Studies**	**Duration:**	**2 years**
Qualification description:	The Certificate IV in Justice Studies is an accredited course that is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. Aims: The Certificate IV in Justice Studies course is designed to • provide students with a broad understanding of the justice system • develop the personal skills and knowledge which underpin employment in the justice system.		
Entry requirements:	Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills Students will be required to undertake an LLN test to determine suitability and any support needs.		
Qualification packaging rules:	To attain this certificate, 10 units of competency (6 core and 4 electives) must be completed.		
Units of Competency delivered:	1. NAT10971001 Provide information and referral advice on justice-related issues 2. NAT10971002 Prepare documentation for court proceedings 3. NAT10971003 Analyse social justice issues 4. BSBXCM401 Apply communication strategies in the workplace 5. PSPREG033 Apply Regulatory Powers 6. BSBLEG421 Apply understanding of the Australian Legal System 7. BSBPEF402 Develop personal work priorities 8. BSBLEG523 Apply legal principles in tort law matters 9. PSPREG010 Prepare a brief of evidence 10. BSBLDR414 Lead team effectiveness or PSPREG012 Gather Information through interviews		
Learning experiences:	Content is delivered via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory workshops with industry professionals **Technology required: access to the internet**		
Assessment:	Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.		
Pathways:	The Certificate IV in Justice Studies is reccommended for students looking to gain employment or further study opportunites in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.		
Course Costs:	$750 up-front fee (current at 30th September 2022) paid directly to Unity College.		
Further information	Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.		

2024 EDITION

BSB30120 CERTIFICATE III IN BUSINESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals in a variety of Business Services job roles.

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

This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

SKILLS ACQUIRED

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

CAREER PATHWAYS

WHAT DO STUDENTS ACHIEVE?

- BSB30120 Certificate III in Business (max. 8 QCE Credits)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

FLEXIBLE PROGRAMS | PROJECT-BASED LEARNING | RESOURCES PROVIDED

Binnacle Training
RTO CODE 31319

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

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Please consult Binnacle Training to discuss Fast-Track options.

Units of Competency:
13 (6 Core Units, 7 Elective Units)

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$265.00 per person

QCE Outcome:
Maximum 8 QCE Credits

TERM 1	**TOPICS** › Introduction to the Business Services Industry › Personal Wellbeing in the Workplace › Organise Personal Work Priorities **PROJECTS** › Wellbeing in the Workplace
TERM 2	**TOPICS** › Develop and Apply Knowledge of Personal Finances **PROJECTS** › Knowledge of Personal Finances
TERM 3	**TOPICS** › Workplace Health and Safety › Sustainable Work Practices **PROJECTS** › WHS Processes at the 'Go! Regional' Travel Expo
TERM 4	**TOPICS** › Inclusive Work Practices › Engage in Workplace Communication **PROJECTS** › Inclusivity and Communication in the Workplace
TERM 5	**TOPICS** › Work in a Team › Critical Thinking Skills **PROJECTS** › Critical Thinking at Go! Travel
TERM 6	**TOPICS** › Create Electronic Presentations › Creating Presentations Using PowerPoint › Write Simple Documents **PROJECTS** › Binnacle Boss (Part 1) – Business Proposal
TERM 7	**TOPICS** › Critical Thinking and Problem Solving **PROJECTS** › Binnacle Boss (Part 2) - Market Day / Entrepreneurship Expo

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

UNITS OF COMPETENCY	
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF301	Organise personal work priorities
FNSFLT311	Develop and apply knowledge of personal finances
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBXCM301	Engage in workplace communication
BSBTWK301	Use inclusive work practices
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers

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

Delivered in Partnership with Connect 'n' Grow® RTO number: 40518

HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

Qualification description

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

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

Entry requirements

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

Duration and location

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

Delivery modes

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

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

Fees

The total cost of these courses is $1000.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator to explore potential options.

QCE Points

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

Course units Year 1 (Certificate II units)

Unit code	Title
HLTWHS001	Participate in workplace health and safety
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTINF006	Apply basic principles & practices of infection prevention & control
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
HLTHSS011	Maintain stock inventory
CHCCOM005	Communicate and work in health or community services
BSBOPS203	Deliver a service to customers
CHCCCS010	Maintain a high standard of service
CHCPRP005	Engage with health professionals and the health system
CHCDIV001	Work with diverse people

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
CHCINM002	Meet community information needs
BSBPEF301	Organise personal work priorities and development
HLTAID010	Provide basic emergency life support
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
CHCCCS009	Facilitate responsible behaviour
CHCIDV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment

Assessment is competency based. Assessment techniques include:

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

Work experience

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

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

Work placement is conducted during 'Activities Week' at the end of Yr 11 or during the final Yr 11 exam block.

Pathways

Potential options may include:

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

Obligation

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

Delivered in Partnership with
Connect 'n' Grow® RTO number: 40518

NATIONALLY RECOGNISED TRAINING

CHC32015 Certificate III in Community Services

(including CHC22015 Certificate II in Community Services)

Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the community services sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, personal time management, managing personal stress in the workplace, working with diverse people, responding to client needs and providing individualised support.

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

Entry requirements

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

Duration and location

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

Delivery modes

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

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

Fees

The total cost of these courses is $1000.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator to explore potential options.

QCE Points

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

Course units Year 1 (Certificate II units)

Unit code	Title
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
CHCDIV001	Work with diverse people
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCCINM002	Meet community information needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural safety
HLTINF006	Apply basic principles & practices of infection prevention & control
HLTWHS006	Manage personal work stressors in the work environment

Course units Year 2 (Certificate III units)

Unit code	Title
CHCCCS016	Respond to client needs
HLTWHS002	Follow safe work practices for direct client care
HLTAAP001	Recognise healthy body systems
CHCADV001	Facilitate the interests and rights of clients
CHCGRP001	Support group activities
HLTAID011	Provide first aid

Assessment

Assessment is competency based. Assessment techniques include:

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

Work experience

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

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

Work placement is conducted during 'Activities Week' at the end of Yr 11 or during the final Yr 11 exam block.

Pathways

Potential options may include:

- Various Certificate IV qualifications in Aged Care
- Bachelor Degrees
- entry level employment within the health industry.

Obligation

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

CERTIFICATE II IN SPORT & RECREATION/ CERTIFCATE III IN FITNESS

KEY OUTCOMES

- Nationally Recognised Certificate II in Sport and Recreation (SIS20122) – Year 11
- Nationally Recognised Cert III in Fitness (SIS30321) – Year 12
- Successful completion of both the courses will contribute to a maximum of 8 Credit Points towards your QCE (4 QCE for Cert II and 4 QCE for Cert III)
- First Aid units included in course.
- Pathway to working in the sport, recreation and fitness industries.
- Course duration: 2 years

COURSE UNITS

Unit Code	Unit Title	Cert II	Cert III
SISOFLD001	Assisting in conducting recreation sessions	X	
HLTWHS001	Participate in workplace health and safety	X	X
SISXFAC006	Maintain activity equipment	X	
SISXCCS004	Provide quality service	X	
SISXEMR003	Respond to emergency situations	X	X
SISXIND011	Maintain sport, fitness and recreation industry knowledge	X	X
SISCAQU002	Perform basic water rescues	X	X
HLTAID011	Provide first aid	X	X
HLTAID009	Provide cardiopulmonary resuscitation	X	X
HLTAID010	Provide basic emergency life support	X	
BSBOPS304	Deliver and monitor a service to customers		X
BSBPEF301	Organise personal work priorities		X
SISFFIT032	Complete pre-exercise screening and service orientation		X
SISFFIT033	Complete client fitness assessments		X
SISFFIT035	Plan group exercise sessions		X
SISFFIT036	Instruct group exercise sessions		X
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients		X
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise		X
SISFFIT052	Provide healthy eating information		X

PAYMENT

Where students are eligible for VETiS Funding, course fees: $0

Where students are not eligible for VETiS Funding, RTO course fees: $350

To be eligible for VETiS funding, a student must be an ***Australian Residents/Citizens or New Zealand Citizen*** and ***have not already accessed their VETiS funding through the enrolment in a Certificate II qualification.*** Please see Mrs Blake if you have any questions about VETiS funding.

VOCATIONAL PLACEMENT

Students are not required to complete any vocational placement but may choose to participate to enhance their studies.

This time will be allocated during exam block (around scheduled exams) and during the final week of school in Year 11.

PARTNERING ARRANGEMENTS

This course is offered in partnership with ADAPT EDUCATION (RTO # 32452). Adapt Education provides course resources, manages quality and compliance and issues the Certificate. All training and assessment is conducted by San Sisto College.

RTO Queries to: Adapt Education
1300 380 335
info@adapteducation.com.au

OTHER INFORMATION

The units of competencies that are studied are from the Sport, Fitness and Recreation Training Package. The Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework specific to the sport, fitness and recreation industries. Further information regarding this qualification can be found at

Cert II Sport and Recreation - http://training.gov.au/Training/Details/SIS20122

Cert III Fitness - https://training.gov.au/Training/Details/SIS30321

CHC24015
Certificate II in Active Volunteering

Delivered in Partnership with IVET Institute RTO number: 40548

Qualification Description

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

Work Placement

Students are required to complete a minimum of 20 hours volunteer work in a non-profit organisation.

Work placement is conducted during 'Mock Exam Block' at the end of Term 3 in Year 12.

Duration	Assessment
This course is delivered over 4 Terms in Year 11 (Term 4) and Year 12 (Terms 1 - 3). The course is delivered after the Cert I in Employment Pathways.	Assessment is competency based. Assessment techniques include: ● observation ● folios of work ● questionnaires ● written and practical tasks
QCE Points	**Fees**
Maximum of 4 QCE Points	The total cost of this course is $250

Unit Code	Unit Title	Type
HLTWHS001	Participate in workplace health and safety	Core
CHCDIV001	Work with diverse people	Core
BSBCMM201	Communicate in the workplace	Core
CHCVOL001	Be an effective volunteer	Core
CHCCOM001	Provide first point of contact	Elective
FSKRDG10	Read and respond to routine workplace information	Elective
FSKLRG09	Use strategies to respond to routine workplace problems	Elective

Obligation

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

Further Information

Refer to https://training.gov.au/Training/Details/CHC24015 for specific information about this qualification.

22523VIC
Certificate I in Employment Pathways

Delivered in Partnership with IVET Institute RTO number: 40548

Course Description

This course has been designed to support learners to develop skills and knowledge to engage with learning and to improve their employability and work readiness skills. This course supports students to explore work options and/or potential pathways.
This also includes:

- preparing for initial work and/or further learning by exploring work preparation options and pathways
- developing and documenting an action plan for career planning
- identifying strategies to enhance personal effectiveness to support employment or further learning and accessing and using information about selected industries and the skills they require.

Duration	Assessment
This course is delivered over 3 Terms in Year 11 (Terms 1 – 3). The course is delivered prior to the Cert II in Active Volunteering.	Assessment is competency based. Assessment techniques include: ● observation ● folios of work ● questionnaires ● written and practical tasks
QCE Points	**Fees**
Maximum of 2 QCE Points	The total cost of this course is $195

Unit Code	Unit Title	Type
VU22786	Develop personal effectiveness	Core
VU22788	Develop an action plan for career planning	Core
VU22787	Prepare for employment	Core
BSBWHS201	Contribute to health and safety of self and others	Core
FSKOCM007	Interact effectively with others at work	Elective
FSKWTG009	Write routine workplace texts	Elective
FSKLRG007	Use strategies to identify job opportunities	Elective

Obligation

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

Further Information

Refer to https://training.gov.au/Training/Details/22523VIC for specific information about the Accredited Course.