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# Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

## Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

## Senior Statement

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

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

## Queensland Certificate of Education (QCE)

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

# Queensland Certificate of Individual Achievement (QCIA)

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

## Senior subjects

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

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P-10 Australian Curriculum.

### Applied and Applied (Essential) syllabuses

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

### General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

### General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

## Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

## Underpinning factors

All senior syllabuses are underpinned by:

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

## Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

## General syllabuses and Short Course syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qcepathway/planning-your-pathway>.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

### English requirement

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

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

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

## Applied and Applied (Essential) syllabuses

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

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

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

## Course structure

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

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

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

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

## Curriculum

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

Schools have autonomy to decide:

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

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

## Assessment

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

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

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

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

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

## Essential English and Essential Mathematics – Common internal assessment

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

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

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

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

## Summative internal assessment – instrument-specific standards

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

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



# General syllabuses

## Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators

## Units 3 and 4 Assessments

Students complete a total of **four summative assessments** — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop **three** internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

### Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

### External assessment

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

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

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

# General (Senior External Examination) syllabuses

## Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

## Students

### School

These are students who are:

- in the **final year of senior secondary schooling** (Year 12)
- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

### Non-school

These are candidates who:

- are **less than 17 years** of age
- are Queensland residents
- are not enrolled in Queensland secondary school
- have not completed Year 12, and
- do not hold a Queensland Certificate of Education (QCE) or Senior Statement

## Adults

These are candidates who:

- will be **at least 17 years** by the end of the year in which they propose to take the examination
- are Queensland residents
- are not enrolled in a Queensland secondary school.

### Eligibility – school students

Eligible Year 12 students can sit a maximum of two SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

### Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations.

**Applications from language schools or tutors will not be accepted.**

### Eligibility – candidates less than 17 years

Candidates less than 17 years of age wishing to register for SEEs:

- must reside in Queensland
- must be less than 17 years by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- must apply to establish their eligibility.

If eligible, candidates may register for a maximum of *three* SEE subjects in one calendar year.

### Tuition

Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Non-school candidates can study at an examination teaching centre, with a private tutor or independently.

### Short Course

#### syllabuses Course

#### overview

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

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

**Assessment**

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

More than 95 per cent of Australia's secondary schools offering senior secondary programs now offer Vocational Education and Training (VET) to their senior students. This means that students gain practical work skills and nationally-recognized VET qualifications as part of their school education. At Kirwan State High School, we pride ourselves on our high quality Vocational Educational and Training Program.

VET programs assist students in obtaining high-level qualifications to enter the workforce.

***VET in Schools programs provide:***

<ul style="list-style-type: none"> <li>Increased opportunities for students to continue their studies</li> </ul>	<ul style="list-style-type: none"> <li>An effective preparation for entry to the workforce through work placement opportunities</li> </ul>
<ul style="list-style-type: none"> <li>Challenging courses that suit a diverse range of students</li> </ul>	<ul style="list-style-type: none"> <li>An industry recognised qualification</li> </ul>
<ul style="list-style-type: none"> <li>Alternative pathways to work and further study</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for young people to combine work and study</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge and skills that are vocationally relevant</li> </ul>	<ul style="list-style-type: none"> <li>A nationally recognised certificate that employers recognise and value.</li> </ul>

It is important to remember that VET programs incur additional costs and require **commitment**. Students will need to invest extra time in their course of study, both in class and on work placement.

VET subjects are offered as stand-alone Certificate courses. This means that students are assessed as either **Competent (C)** or **Not Yet Competent (NYC)**. Their report cards will indicate **Working Towards Competency (WTC)**, until the entire course has been completed and the students have achieved **Competence** in all the units.

We partner with several R.T.O's to support the delivery of our Certificate III's in Fitness, Health Service Assistants, Early Childhood, Business and Sport and Recreation. Students who enrol in VET courses as part of their senior study are acknowledged within the Australian Qualifications Framework by the QCAA. On completion of the course, students are issued with a nationally recognised qualification, either a **Certificate** for completion of the qualification requirements or a **Statement of Attainment** for partial completion of the Certificate requirements. **On lines where students select a Vocational subject, students must choose either 1 x two-year course or 2 x one-year courses. All Vocational subjects are two (2) year courses, unless stated otherwise.**

**PLEASE NOTE:**

- Other requested work experience times outside of scheduled time periods can be organised on special request by students and parents. This can be done by contacting the Work Experience Coordinator or the VET HOD
- The VET Department will support students to seek placement from their own sources to secure work experience where possible
- All students must be covered by a Workplace Health and Safety contract whilst participating in work experience
- Work experience contracts are generated by the school and signed by all relevant parties (parent/guardian, employer, student and principal) at least 7 days prior to the student commencing work experience

**SCHOOL BASED APPRENTICESHIPS (SATs)**

Australian School Based Apprenticeships allow students to work in industry on a part time basis as a trainee or apprentice whilst completing their QCE certificate. Students are currently completing SATs in a variety of areas, namely: Child Care, Hairdressing, Business Administration, Hospitality, Retail, Animal Studies and Engineering.

Students are paid as part time employees and attend off the job training (either TAFE for one day per week- or week-long blocks that have been predetermined.)

SATs are designed to enable students to work towards a vocational qualification (Certificate II or III level) whilst completing their senior education. SATs are paid employment for the time they work in the employer's workplace. Students who complete SATs receive structured competence-based training and are trained by a Registered Training Organization (RTO) to obtain a nationally recognised qualification.

**ADVANTAGES OF COMPLETING A SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP INCLUDE:**

- Commencing an apprenticeship while still at school with the option of continuing full time after completion of Year 12.
- Obtaining points to the students Queensland Certificate of Education (QCE).
- Ensuring a Vocational Education and Training (VET) qualification (which meets nationally recognised standards). Students do not pay for their theoretical training with the RTO while completing their SATs.

**TO OBTAIN A SAT:**

- Students can register an expression of interest with the VET HOD, when positions are advertised through the school.
- Gaining a SAT is a result of the students' own efforts. This is achieved through Structured Work Placement experience, part-time work, family and friends.
- In some instances, students may be able to convert their part-time job to a SAT.

## **WORK EXPERIENCE PROGRAM for Year 10, 11 and 12 students**

- Work Experience is a valuable part of Senior School and is accessible to all students at Kirwan State High School over the course of year 10, 11 or 12
- Work experience evaluation forms (filled out by work experience supervisors, upon the completion of work experience) are an important addition to any student's portfolio. This can accompany their resume when applying for jobs, TAFE college enrolment, scholarships or bursaries

Work experience provides students with an in-depth knowledge of an industry area within the work force. Experience in the working environment enables students to understand the occupation, roles, duties, education and training requirements as well as the employment opportunities for a particular job. This can assist in determining if they are genuinely interested in pursuing this area of industry, training or qualification. These work experience forms are available from our website.

### **Work experience and timelines are listed on the school website.**

(Contact the school directly or refer to the school newsletter and website for exact dates).

- Year 10/11/12 Work Experience can range over a number of days per term, or as agreed upon by the employer or the school. (5 days)
- Year 11 Work Experience (5 days)
- Year 10 Work Experience (5 days)

Work Experience is also recommended for all students regardless of their pathway. Students also have the option to complete work experience in the school holidays.



# YEAR 11 and 12 Subjects at Kirwan High

## Mathematics

### General

- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## The Arts

### General

- Dance
- Drama
- Music
- Visual Art

### Applied

- Aboriginal & Torres Strait Islander Visual Arts Industry Work Certificate II
- Visual Arts Certificate II

### Academy

- Creative Arts – Instrumental Music

## Science

### General

- Biology
- Chemistry
- Marine Science
- Physics
- Psychology

### Applied

- Science in Practice

### Vocational Education

- Aquaculture – Certificate II & Sampling and Measurement – Certificate II (Dual certificate)

## English

### General

- English
- Literature

### Applied

- Essential English

## Business and Industry

### General

- Design

### Applied

- Industrial Graphics Skills

### Vocational Education

- Automotive Vocational Preparation Certificate II
- Aviation (Remote Pilot) Certificate III
- Business Certificate II
- Business Certificate III
- Construction Pathways Certificate II
- Cookery Certificate III
- Engineering Pathways Certificate II
- Electrotechnology Certificate II
- Events Certificate III
- Furniture Making Pathways Certificate II
- Health Services Assistance Certificate III & Health Support Services Certificate II (Dual Certificate)
- Hospitality Certificate II
- Trade Training Program - Resources and Infrastructure Work Preparation Certificate II, Engineering Pathways Certificate II & Automotive Vocational Preparation Certificate II (Tri certificate)
- Salon Assistant (Barbering) Certificate II
- School Based Education Support Certificate III
- Tourism Certificate II

## Information Technologies

### General

- Digital Solutions

### Vocational Education

- Applied Digital Technologies Certificate II
- Information Technology Certificate III (eSports)

## Health and Physical Education

### General

- Health
- Physical Education

### Vocational Education

- Fitness Certificate III & Sport and Recreation Certificate II (Dual Certificate)
- Sports Coaching Certificate II
- Sport & Recreation Certificate II, Sport & Recreation Certificate III (Dual Certificate)
- Sport & Recreation Certificate II, Sport & Recreation Certificate III (Rugby League) (Dual Certificate)

### Academy

- Sports Academies

## Humanities/Languages

### General

- Ancient History
- Geography
- Japanese
- Legal Studies
- Modern History
- Philosophy & Reason

# HOW TO USE THIS BOOK

This book is designed to provide you with important information to help you decide on subject selection for Senior School.

READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE GUIDANCE OFFICERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.

**REMEMBER:** Whatever subjects you choose, doing your personal best has to be your objective and it needs to start from Day 1 of the school year.

## **SUBJECT SELECTION DEADLINES:**

There is a planned subject selection parent/teacher/student night for Year 10 students going into Year 11 on Wednesday 24<sup>th</sup> July at 6.00 pm. All existing Year 10 students must complete their Year 11 subject selection **NO LATER THAN FRIDAY 23 AUGUST 2024**. New students must complete their subject selection upon enrolment. All students should engage in relevant Senior Education and Training (SET) Planning activities to be prepared for Year 11 and 12. Students and parents must adhere to all relevant subject selection deadlines.

## **SUBJECT FEES:**

A fee statement for 2024 subject selections will be issued by 14 October 2024; Sports Academy and Creative Arts Academy fees must be paid IN FULL by 14 October 2024; All other 2025 subject and VET certificates selected require a 50% pre-payment by 1<sup>st</sup> of November 2024.

## **SUBJECT CHANGES:**

Students may change subjects at certain times of the year only. Opportunities for subject changes in Year 11 and 12 are extremely limited and are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Student Counter. Students who wish to make a subject change outside of the allocated opportunities must do so through the Executive Principal.

When selecting subjects, students are advised to discuss their selection of subjects with their parents, teachers, the school Administration, Head of Student Services or the Guidance Officers. Each Year 10 student will have a SET Plan interview in Term 3 from 5<sup>th</sup> August 2024. Parents/Carers are encouraged to attend.

## How Can Guidance Officers Help?

Guidance Officers can help you to:

- Research information on careers and provide you with career information resources
- Choose subjects related to your career options
- Inform you about the necessary pre-requisite subjects and criteria required by tertiary institutions (Universities, TAFE, Business Colleges, etc.) for specific courses
- Define career pathways which will help you to successfully reach your career aspirations
- Contact institutions and employees for further information.

## Why Stay at School?

When thinking about options beyond Year 10, consider the advantages of continuing to Years 11 and 12.

- **You are more likely to find the job that you want.**

Young people seeking employment are usually advantaged by completing Years 11 and 12, since employers are continuing to expect higher levels of education from job applicants.

- **It is a good base for further study.**

Years 11 and 12 provide a foundation for further studies in colleges/TAFE, universities and for a variety of other learning opportunities.

- **You can develop your social and personal skills.**

Those who choose to stay on at school are offered a range of experiences, which help students mature personally and socially – qualities which will enhance your future work, study and life prospects.

- **It is a chance to do what you like best!**

Students are able to select many subjects and activities in Years 11 and 12, which cater for their individual interests.

- Young people must be either **EARNING** or **LEARNING** until 17 years of age.

Students must complete **COMPULSORY** schooling which is: complete Year 10 or turn 16, whichever comes first. Thereafter, after their 17<sup>th</sup> birthday, they need to be earning or learning. This means that they could attend TEC NQ, TAFE, work, Traineeship, Apprenticeship or school.

## What To Expect If You Do Stay On

- **Will there be time for your out-of-school interests?**

One of the main problems for Year 11 and 12 students is to strike a balance between study, family commitments, work commitments, sporting and social activities. It is not a good idea to totally exclude any of these activities, so it is up to you to decide on the best balance.

- **Can you work part-time?**

Once you turn 15 you may be interested in looking for a part-time job. Handled properly, these jobs can add a new dimension to your life, broaden your experience, and, of course, increase your spending power without affecting your studies. However, working too many hours a week may affect your studies particularly if you are doing a demanding academic course.

- **How much will your workload increase?**

As you have progressed through school you will have noticed that over the years the work has increased in both quantity and difficulty. You will certainly notice the difference in Year 11. Obviously that means greater effort and much more time spent in studying. You should expect to do a minimum of two hours study per night.

- **What will people expect from you?**

Part of the process of getting older is that more is expected of you. Perhaps you have already noticed this within your family. Years 11 and 12 are no exceptions – there will be more demands, so your time will have to be managed very efficiently to meet deadlines

# SUBJECT SELECTION

The subjects you choose for Year 11 will have an important effect on you whether you continue studying after Year 12 or obtain employment. So consider not only what you like to do, but also what you are best at or most suited to. Knowing and understanding your interests, achievements and aims will help when you start to select subjects.

## ***What do you know about the subjects on offer?***

Knowing details about your possible subject options is essential. Talk to teachers, look at the books and materials used in the subjects, read all subject selection materials produced by the school, and find out how the subjects are taught and assessed.

- Check out the subjects needed for courses or occupations which interest you.
- Because subject selections are important, ask for help from a number of people, including parents, teachers and guidance officers.

## ***Are there other possibilities?***

If you are interested in a subject that we do not offer talk to us and we may be able to arrange enrolment with Distance Education.

## **FACTORS YOU SHOULD TAKE INTO ACCOUNT WHEN MAKING COURSE/SUBJECT DECISIONS**

In selecting subjects for Years 11/12, care should be exercised so you pick suitable subjects for your needs. In so doing, you will cover all career options and choose well-balanced courses you will enjoy doing. Perhaps you could apply the following five steps Decision Making Model to the selection process.

**Clarify in your own mind and write down just what decision you are trying to make.**

### **1. GET THE QUESTION STRAIGHT**

- Which subjects do I really have to make decisions about?
- By when do I have to make that decision?
- What are my real options?

### **2. GET THE FACTS**

- What are my abilities as shown by my past achievements?
- What subjects have I enjoyed in Year 10?
- What are the prerequisites for University courses or careers I am considering?
- Have I read the subject descriptions in this handbook?
- Have I consulted with people eg other students who have previously selected these subjects, the Guidance Officer, teachers, my parents/guardians?
- Am I prepared to make the commitment those subjects require eg. Study, excursions, work experience?

### **3. WEIGH UP THE FACTS**

- What are the most important considerations?
- What are the consequences of each alternative?
- You must list a number of choices and compare the advantages and disadvantages of each.

### **4. MAKE A DECISION**

Choose your subjects. This is best done after a period of time during which your unconscious mind has had time to weigh up the facts – for difficult choices it is an advantage to set a time limit and make the decision at that time.

### **5. CHECK THE RESULTS**

- Do these subjects suit my situations?
- Are they possible to achieve reasonable results in?
- Check with some of the people previously mentioned to see if your choices are suitable.

### **6. QCE**

- Am I eligible for the Queensland Certificate of Education?
- Do I have more than 20 QCE credits?

**NOTE** Information regarding the many possible career options involved in your decision making can be obtained through consultation with the Guidance Officers.

# STUDENT WELLBEING

The Student Wellbeing Department's key purpose is to provide every student with opportunities to meet their potential. We aim to create a school community in which all student members feel that they belong, that they are safe and that they are worthwhile citizens.

Led by the 6 Year Level Heads of Student Services, these team members liaise with the School Based Youth Health Nurse, School Based Police Officer, Chaplain, Defence School Mentor, Youth Support Coordinator, Engagement Team, Guidance Officers, Community Education Counsellors, as well as our Administration and Leadership Team. These people make up our Wellbeing Team.

The Student Wellbeing Department essentially focuses on the development of a positive and proactive pastoral care program which is led by the Heads of Student Services and delivered by teachers and support staff.

## ISSUES WHICH ARE OF INTEGRAL IMPORTANCE TO THIS DEPARTMENT INCLUDE:

- an emphasis on the notion of service and leadership
- the Extended House Group Program
- the development of a positive community in each year level, and the school as a whole. This will include the facilitation of activities and events for each year level
- the assurance that Kirwan High is a safe, caring and happy place for all members of the school community
- the monitoring of absences and non-achieving students, and the creation of success plans for such students
- an emphasis on the continued implementation of PBL (Positive Behaviour Learning)
- the development of enthusiastic and committed teacher teams for each year level and house to assist the Head of Student Service in his/her duties

The Student Wellbeing Department has high expectations of students and believes that if students and staff feel that they belong and that they are a part of 'something both worthwhile and great', they will be successful. The Wellbeing Department oversees a comprehensive range of programs to foster a sense of school community and to ensure every student 'belongs' at Kirwan High.

We want the very best school we can possibly have so that our students enter the world with confidence, high self-esteem and pride. We want our students to be well rounded and socially responsible citizens who believe in their own potential. We want all of our students to be on a pathway that will lead them to success.

## PROGRAMS LED BY THE STUDENT WELLBEING DEPARTMENT INCLUDE:

<ul style="list-style-type: none"> <li>• Kirwan State High School Student Leadership Program</li> <li>• Anti-bullying Workshops</li> <li>• Leadership through Service –The Cure Starts Now, YWAM and House Group</li> <li>• Fundraising Reach for the Stars</li> <li>• Power Up</li> <li>• Student Voice and the Student Representative Council</li> <li>• Green Frogs (Recycling and Repurposing Program)</li> </ul>	<ul style="list-style-type: none"> <li>• Pink Shirts (Creating positive lunchtime spirit)</li> <li>• Friends Program</li> <li>• The HUB (Lunchtime activities, lunch and breakfast club)</li> <li>• Art Journaling</li> <li>• Strength Program for Junior Boys</li> <li>• Shine Program for Junior Girls</li> <li>• Rock &amp; Water Program</li> <li>• Deadly Choices</li> </ul>
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# Mathematics



- Essential Mathematics
- General Mathematics
- Mathematics Methods
- Specialist Mathematics

# Essential Mathematics

## Applied senior subject

Applied

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

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

## Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Examination – short response</li> </ul>

**FEES - Included in Resource Scheme Fee (\$300)**



# Mathematical Methods

## General senior subject

General

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"> <li>• Surds, algebra, functions and probability</li> <li>• Surds and quadratic functions</li> <li>• Binomial expansion and cubic functions</li> <li>• Functions and relations</li> <li>• Trigonometric functions</li> <li>• Probability</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Logarithms and logarithmic functions</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation</li> </ul>	<b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further applications of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete random variables</li> </ul>	<b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"> <li>• Further integration</li> <li>• Trigonometry</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling and proportions</li> <li>• Interval estimates for proportions</li> </ul>

## Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20%			
Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination – short response	15%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative external assessment (EA): 50%			
• Examination – combination response			

**FEES - Included in Resource Scheme Fee (\$300)**

# Specialist Mathematics

## General senior subject

General

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

## Pathways

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

## Objectives

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

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

## Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Introduction to proof</li> <li>• Vectors in the plane</li> <li>• Algebra of vectors in two dimensions</li> <li>• Matrices</li> </ul>	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"> <li>• Complex numbers</li> <li>• Complex arithmetic and algebra</li> <li>• Circle and geometric proofs</li> <li>• Trigonometry and functions</li> <li>• Matrices and transformations</li> </ul>	<b>Further complex numbers, proof, vectors and matrices Mathematical</b> <ul style="list-style-type: none"> <li>• Further complex numbers</li> <li>• Mathematical induction and trigonometric proofs</li> <li>• Vectors in two and three dimensions</li> <li>• Vector calculus</li> <li>• Further matrices</li> </ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>• Integration techniques</li> <li>• Applications of integral calculus</li> <li>• Rates of change and differential equations</li> <li>• Modelling motion</li> <li>• Statistical inference</li> </ul>

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20%			
Problem-solving and modelling task			
Summative internal assessment 2 (IA2):	15%	Summative internal assessment 3 (IA3):	15%
• Examination – short response		• Examination – short response	
Summative external assessment (EA): 50%			
• Examination – combination response			

**FEES - Included in Resource Scheme Fee (\$300)**



# English



- English
- Essential English
- Literature

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

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

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

### 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 a particular purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>• Conversations about issues in texts</li> <li>• Conversations about concepts in texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination – extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination – extended response	25%

**FEES - Included in Resource Scheme Fee (\$300)**



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

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

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

## Pathways

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

## Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to texts</li> <li>• Creating texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to texts</li> <li>• Creating texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Spoken response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response – Written response</li> </ul>

**FEES - Included in Resource Scheme Fee (\$300)**

# Literature

## General senior subject

General

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

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

### Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Intertextuality</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other – genre, concepts and contexts</li> <li>• Ways literary texts connect with each other – style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

**FEES - Included in Resource Scheme Fee (\$300)**

# Humanities and Languages



- Ancient History
- Geography
- French
- Japanese
- Modern History
- Philosophy and Reason

# Ancient History

## General senior subject

General

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.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Students should be achieving a B or higher in Year 10 English in order to study Ancient History. Please see the HOD Humanities and Languages for advice if you are not achieving this result.

### Pathways

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

### Objectives

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

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

## Structure

A proposed course could include

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Features of ancient society</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Personality from the Ancient World 1</li> <li>• Personality from the Ancient World 2</li> </ul> <p>For example: Hatshepsut, Agrippina, Hannibal, Alexander the Great, Per</p>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Macedonian Empire from Philip II to Alexander III</li> <li>• Fifth Century Athens (BCE)</li> </ul>	<b>People, power and authority</b> <ul style="list-style-type: none"> <li>• Ancient Rome – Imperial Rome until the fall of the Western Roman Empire</li> <li>• Julius Caesar</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination – short responses	25%

**FEES - Included in Resource Scheme Fee (\$300)**



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

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe.

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

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Additionally, it contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Students should be achieving a B or higher in Year 10 English in order to study Geography. Please see the HOD Humanities and Languages for advice if you are not achieving this result.

## Pathways

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

## Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>Natural hazard zones</li> <li>Ecological hazard zones</li> </ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>Responding to challenges facing a place in Australia</li> <li>Managing the challenges facing a megacity</li> </ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>Land cover transformations and climate change</li> <li>Responding to local land cover transformations</li> </ul>	<b>Managing population change</b> <ul style="list-style-type: none"> <li>Population challenges in Australia</li> <li>Global population change</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Data report	25%
Summative internal assessment 2 (IA2): • Field report	25%	Summative external assessment (EA): • Examination — combination response	25%

**FEES - Included in Resource Scheme Fee (\$300)**



# Japanese

## General senior subject

General

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.

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

Students should have been successful in year 10 Japanese when selecting this course. For advice, please contact Head of Department – Humanities and Languages.

## Pathways

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

## Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらしー <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers</li> <li>• Peers</li> <li>• Education</li> </ul>	私達の世界をたんけんする – <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel and exploration</li> <li>• Social customs</li> <li>• Japanese influences around the world</li> </ul>	私達の社会、文化とアイデンティティ – <b>Our society; culture and identity</b> <ul style="list-style-type: none"> <li>• Lifestyles and leisure</li> <li>• The arts, entertainment and sports</li> <li>• Groups in society</li> </ul>	私の現在と将来 – <b>My present; my future</b> <ul style="list-style-type: none"> <li>• The present</li> <li>• Future choices</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination – extended response	25%	Summative external assessment (EA): • Examination – combination response	25%

**FEES - Included in Resource Scheme Fee (\$300)**

# Legal Studies

## General senior subject

General

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.

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

Students should be achieving a B or higher in Year 10 English in order to study Legal Studies. Please see the HOD Humanities and Languages for advice if you are not achieving this result.

## Pathways

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

## Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>Legal foundations</li> <li>Criminal investigation process</li> <li>Criminal trial process</li> <li>Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>Civil law foundations</li> <li>Contractual obligations</li> <li>Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>Governance in Australia</li> <li>Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>Human rights</li> <li>Australia's legal response to international law and human rights</li> <li>Human rights in Australian contexts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – combination response	25%	Summative internal assessment 3 (IA3): • Investigation – analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation – inquiry report	25%	Summative external assessment (EA): • Examination – combination response	25%

**FEES - Included in Resource Scheme Fee (\$300)**

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.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Students should be achieving a B or higher in Year 10 English in order to study Modern History. Please see HOD Humanities and languages for advice if you are not achieving this result.

## Pathways

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

## Objectives

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

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

## Structure

A proposed course outline is shown here:

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• A Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)</li> <li>• Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)</li> <li>• Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place)</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)</li> <li>• United States of America, 1917–1945</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Genocides and ethnic cleansings since the 1930s (Holocaust begins)</li> <li>• Unit 4, Topic 8: Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination – short response	25%

**FEES - Included in Resource Scheme Fee (\$300)**

# Philosophy & Reason

## General senior subject

General

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields.

Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

Students should be achieving a B or higher in Year 10 English in order to study Philosophy. Please see the HOD Humanities and Languages for advice if you are not achieving this result.

### Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

### Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Fundamentals of reason</b> <ul style="list-style-type: none"> <li>Fundamentals of reason</li> </ul>	<b>Reason in philosophy</b> <ul style="list-style-type: none"> <li>Philosophy of religion</li> <li>Philosophy of science</li> <li>Philosophy of mind.</li> </ul>	<b>Moral philosophy and schools of thought</b> <ul style="list-style-type: none"> <li>Moral philosophy</li> <li>Philosophical schools of thought</li> </ul>	<b>Social and political philosophy</b> <ul style="list-style-type: none"> <li>Rights</li> <li>Political philosophy</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – extended response	25%	Summative internal assessment 3 (IA3): • Analytical essay	25%
Summative internal assessment 2 (IA2): • Analytical essay	25%	Summative external assessment (EA): • Examination – extended response	25%

**FEES - Included in Resource Scheme Fee (\$300)**



# Digital Technologies



- Applied Digital Technologies Certificate II
- Digital Solutions
- Information Technology Certificate III (eSports)

# Applied Digital Technologies–Certificate II

(One year Course)

Vocational Education

Voc Ed

## INTRODUCTION

The technology of the 21st century is rapidly evolving. This entry level qualification provides the foundation skills and knowledge to use digital technologies in any industry. This subject will provide students with a sophisticated understanding of digital technology and its uses.

To successfully complete the qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twelve units of competency in this course. Students will be assessed through their written training diary entries, short answer responses, practical assignments and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

No previous Digital Technologies studies required to complete senior studies.

## COURSE OUTLINE

	Focus
<b>Unit 1</b> Using technology wisely – word processing, WHS and sustainability	<b>Using technology wisely</b> – word processing, WHS and sustainability - This unit will develop students' skills in word processing, students' knowledge of the WHS necessary to carry out their own work and skills and knowledge required to effectively measure resource use and carry out improvements.
<b>Unit 2</b> Navigating technology	<b>Navigating digital technology</b> -This unit will explore and investigate aspects of using digital technology including operating a personal computer, using, communicating and searching on the internet, using digital devices and using computer operating systems.
<b>Unit 3</b> Using applications	<b>Using applications</b> - This unit will build on students' knowledge of word processing and allow students to transfer this knowledge to other applications and integrate data between applications.
<b>Unit 4</b> Communicate and work in IT	<b>Communicate and work in Digital Technology</b> - This unit will develop students' ability to work and communicate effectively within information technology environments and use equipment and software. It will teach them how to support those who provide digital technology advice and support to clients, including the communication of comprehensive technical information.

<b>Unit 5</b> Capture images	<b>Capture images</b> - This unit will develop students' knowledge and skills of the use of digital camera technology, including setting up for photos, types of photos and composition instruction.
<b>Unit 6</b> Edit images	<b>Edit images</b> - This unit will develop students' knowledge and skills of editing and manipulating images captured digitally and preparing them for export.
<b>Unit 7</b> Maintain IT	<b>Maintain Digital Technology</b> - This unit will develop students' skills and knowledge in the area of maintenance. This includes maintaining inventories, system integrity and equipment.
<b>Unit 8</b> Digital Media packages	<b>Create digital media packages</b> - This unit will develop students' skills and knowledge in the area of creating digital media packages. There will be a focus on combining and incorporating graphics, moving images, text and sound.

## POSSIBLE CAREER PATHWAYS

- This subject helps you become digital technology enabled for any career path
- Further study possible to achieve:
- Cert III Information Technology
- Cert IV Information Technology
- Cert IV Information Technology Support
- Cert IV Web-Based Technologies

**FEES - Included in Resource Scheme Fee (\$300)**



# Information Technology-Certificate III (eSports)

(Two year course)

Vocational Education

Voc Ed

## INTRODUCTION

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general digital technologies (DIG). The subject delves into a range of digital technologies with an eSports lens. Students working at this level will support information technology activities in the workplace across a wide range of digital technology areas, including providing systems administration, programming, animation, web development, and managing information.

To successfully complete the qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twelve units of competency in this course. Students will be assessed through practical assignments and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

No previous Digital Technologies studies required to complete senior studies.

## COURSE OUTLINE

Year 11	Focus
Term 1	<b>Web development</b> Using web-authoring tools to create, modify and test simple web pages and websites to share game statistics, promote game platforms and teams.
Term 2	<b>Game Programming</b> Introductory programming tasks used in the development of a game.
Term 3	<b>Animation and the gaming industry</b> Using industry-current software to create 2D and 3D animations that are interactive by nature.
Term 4	<b>Working in a team</b> Working and communicating effectively as part of permanent or project-based teams in a workplace as part of the gaming industry.

Year 12	Focus
Term 1	<b>Administering a system for eSports</b> Installing operating system (OS) software and making adjustments. Troubleshooting problems and conducting diagnostic tests on a range of platforms. Implementing components of systems backup, restore, security and licensing in a stand-alone or client server environment.
Term 2	<b>Creative and critical thinking</b> This unit describes skills and knowledge required to develop the habit of thinking in a more creative way through looking at things differently, musing, testing, experimenting and challenging existing thought patterns. Students will be developing these thinking skills while brainstorming, researching and designing online environments and games.
Term 3	<b>Video Editing</b> Preparing video assets designed to promote eSports games or eSports teams. Developing video promotional materials designed to enhance and improve the gaming industry.
Term 4	<b>eSports analysis</b> Analysing game models and platforms. Managing data and personally identifiable information in the gaming environment.

## POSSIBLE CAREER PATHWAYS

- This subject helps you become digital technology enabled for any career path
- Further study possible to achieve Certificate IV or Diploma Information Technology
- Digital Technology Technician
- Game developer
- Animator
- Helpdesk Officer
- User Support Specialist
- Client Support Officer
- Network Administrator

**FEES - Included in Resource Scheme Fee (\$300).**

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Creating with code</b> <ul style="list-style-type: none"> <li>• Understanding digital problems</li> <li>• User experiences and interfaces</li> <li>• Algorithms and programming techniques</li> <li>• Programmed solutions</li> </ul>	<b>Application and data solutions</b> <ul style="list-style-type: none"> <li>• Data-driven problems and solution requirements</li> <li>• Data and programming techniques</li> <li>• Prototype data solutions</li> </ul>	<b>Digital innovation</b> <ul style="list-style-type: none"> <li>• Interactions between users, data and digital systems</li> <li>• Real-world problems and solution requirements</li> <li>• Innovative digital solutions</li> </ul>	<b>Digital impacts</b> <ul style="list-style-type: none"> <li>• Digital methods for exchanging data</li> <li>• Complex digital data exchange problems and solution requirements</li> <li>• Prototype digital data exchanges</li> </ul>

## Assessment

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

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

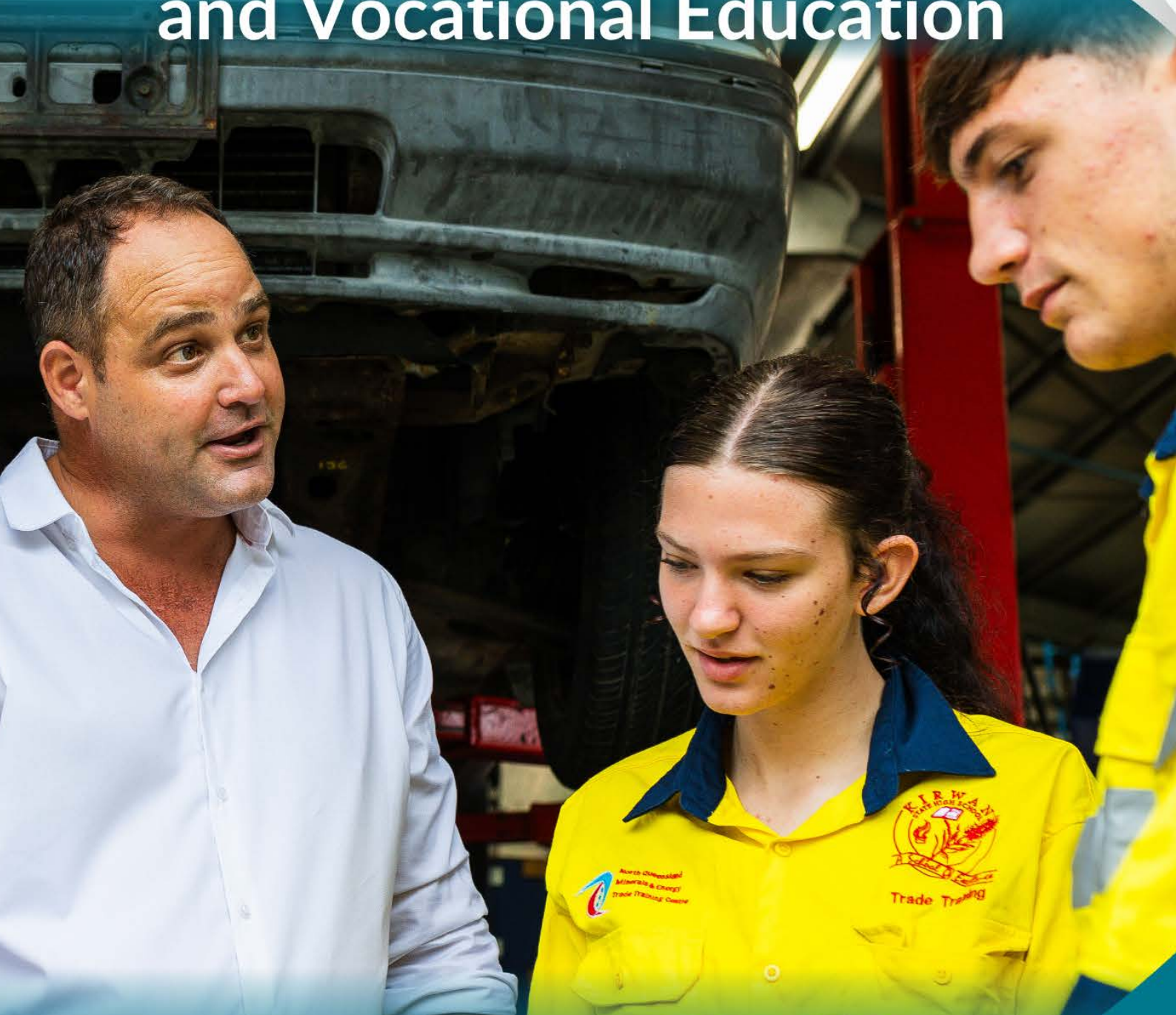
### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	25%
• Investigation – technical proposal		• Project – folio	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Project – digital solution		• Examination	

**FEES - Included in Resource Scheme Fee (\$300)**



# Design and Technologies and Vocational Education



- Automotive Vocational Preparation Certificate I
- Aviation (Remote Pilot) Certificate III
- Business Certificate II
- Business Certificate III
- Construction Pathways Certificate II
- Cookery Certificate II
- Design
- Early Childhood Education Certificate III
- Electrotechnology Certificate II
- Engineering Pathways Certificate II
- Events Certificate III
- Furniture Making Pathways Certificate III
- Health Services Assistance Certificate III and Health Support Services Certificate II (Dual Certificate)
- Hospitality Certificate II
- Industrial Graphics Skills
- Resources and Infrastructure Work Preparation Certificate II, Engineering Pathways Certificate II and Automotive Vocational Preparation Certificate II (Tri Certificate)
- Salon Assistant (Barbering) Certificate II
- Tourism Certificate II



# Automotive Vocational Preparation – Certificate II

(One year course)

Vocational Education

Voc Ed

This subject is designed to develop the student's skills and knowledge of the assembly and maintenance of various components of light vehicles, single and multiple cylinder internal combustion engines. This qualification has a focus on environmental impacts and workplace health and safety and is designed for students that plan to seek employment in a fitting, mechanics or diesel fitting trade. This will also benefit students who want to understand the basics surrounding mechanics and servicing to maintain and carry out maintenance on their own vehicles.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twelve units of competency in this course. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

## COURSE OUTLINE:

One Year Certificate	Focus
<b>Term 1</b> Final Drive, Differentials and Braking Systems	Students are required to disassemble and reassemble differentials and braking systems. The assessment and delivery of this project focuses on three units relating to workplace health and safety, Environmental and sustainability best practice and workplace activities.
<b>Term 2</b> Single Cylinder Internal Combustion Engine	Students are required to disassemble and reassemble single cylinder four stroke engines with the correct valve timing and run on a test bench. The assessment and delivery of this project focuses on three units relating to mechanical measuring devices, tools and equipment and dismantling and assembling single cylinder four stroke petrol engines.
<b>Term 3</b> Multiple Cylinder Internal Combustion Engine	Students are required to disassemble and reassemble multi cylinder four stroke engines and tag a number of components to identify multiple systems. Students will reassemble the engine with the correct valve timing and run on a test bench. The assessment and delivery of this project focuses on three units relating to identifying, removing and tagging engine system components and communication in an automotive workshop.
<b>Term 4</b> Electronic Systems	This project requires students to remove and tag a number of electronic components from various automotive systems. Key terms and electrical laws relating to volts, amps, ohms, and resistance are covered. The assessment and delivery of this project focuses on three units relating to identifying and removing and tagging electrical components and resolving routine problems in an Automotive workplace.
<b>Certificate II in Automotive Vocational Preparation - Qualification Complete</b>	

## POSSIBLE CAREER PATHWAYS

- Small Motor
- Light Vehicle Mechanic
- Diesel Fitter
- Fitter and Turner
- Hydraulic Fitter

FEES - Subject fees apply - see Subject Selection Form

# Aviation (Remote Pilot) –Certificate III (External RTO)

## (One Year Course)

### Vocational Education

Voc Ed

#### INTRODUCTION

The Australian Global Institute, partners with Kirwan State High School, to deliver the Certificate III in Aviation this course is delivered and assessed by staff at Kirwan State High School under the guidance of AGI.

These qualifications are delivered over a one year period and introduce students to the exciting new world of commercial drone aviation flying. Students will complete the certificate III in Aviation qualification where they will learn how to professionally and commercially fly their drone by completing the nationally accredited qualification.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for the 14 units of competency embedded in this certificate. The program is focused on job outcomes where drone usage will rapidly expand over the next decade with the need for dedicated quality commercial drone pilots or skills to enhance job performance and career pathways. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

Year 11/12	Focus
<b>Term 1</b> Introduction to remote pilot aircraft systems	<p>Students are required to undertake simulations linking to mental, social and personal-management abilities to safely manage duties of flight operations. It includes performing and recording operational inspections as well as an understanding of energy source requirements for RPAS.</p> <p>The assessment and delivery of this aspect of the course focuses on four units relating to managing human factors in remote pilot aircraft systems, performing operational inspections on remote operated systems, managing remote pilot aircraft systems energy source requirements and applying the principles of air law to remote pilot aircraft systems operations.</p>
<b>Term 2</b> Remote pilot aircraft systems	<p>Students are required to identify and complete documentation related to the operation of Remote pilot aircrafts in compliance with relevant regulatory requirements and national operating standards. Students will undertake simulations and practical experience related to the operation of aRPA and regulatory flight system testing and operational procedures.</p> <p>The assessment and delivery of this aspect of the course focuses on four units relating to applying situational awareness in remote pilot aircraft systems operations, completing a Notice to Airmen (NOTAM), controlling remote pilot aircraft systems on the ground and launching, controlling and recovering a remotely piloted aircraft.</p>

<p><b>Term 3</b></p> <p>Routine aviation operations</p>	<p>Students are required to practically demonstrate the skills and knowledge required to operate and manage remote pilot aircraft systems (RPAS) in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.</p> <p>Students will undertake simulations and practical experience related to navigating RPAS in visual line of sight, applying lost link and radio communication procedures, executing arrival and operating procedures and managing RPAS and multi-rotor RPAS in normal and abnormal flight.</p> <p>The assessment and delivery of this aspect of the course focuses on four units relating to operating and managing remote pilot aircraft systems, navigating remote pilot aircraft systems, operating multi-rotor remote pilot aircraft systems and operating aeronautical radios.</p>
<p><b>Term 4</b></p> <p>Night visual line of sight and extended visual line of sight operations</p>	<p>Students develop the skills and knowledge required to operate remote pilot aircraft systems (RPAS) flight under night visual line of sight (NVLOS) and during extended visual line of sight (EVLOS) in compliance with the relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.</p> <p>The assessment and delivery of this aspect of the course focuses on two units relating to operating remote pilot aircraft systems under night visual line of sight and operating remote pilot aircraft systems in extended visual line of sight.</p>
<p><b>Certificate III in Aviation (Remote Pilot) - Qualification Complete</b></p>	

#### POSSIBLE CAREER PATHWAYS

- Aerial photography
- Remote aerial surveying or inspections

**FEES - Subject fees apply - see Subject Selection Form.**

# Business – Certificate II in Workplace Skills

(One year course)

Vocational Education

Voc Ed

## INTRODUCTION

This course is designed to provide vocational education and training necessary to gain a nationally recognised accreditation whilst developing basic knowledge and skills across a number of business roles. This course encompasses the development of skills and knowledge for effective communication, plan and apply time management, sound teamwork and competent use of business technology. Furthermore, workplace health and safety, environmentally sustainable practices and develop and apply thinking and problem-solving skills underpin all aspects of the course. This course would benefit students who would like to seek post school employment as a clerical or administrative worker across all industries.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the ten units of competency in this course. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activities. Work experience placements for this course is highly encouraged however not a requirement to obtain the qualification.

## COURSE OUTLINE

One Year Certificate	Focus
<b>Term 1</b> Business Venture: Work effectively with others and apply communication skills in a business environment.	Students will learn and develop the knowledge and skills required to work effectively within a commercial or business environment. This includes working effectively in a business environment and communicating in the workplace to support team and customer outcomes. Students will be required to participate in a business venture (e.g. Mother's Day Fundraiser, participation in the Swimming carnival selling drinks and food, Café participation) to demonstrate their ability.
<b>Term 2</b> Participate in sustainable workplace practices;  Develop and apply thinking and problem-solving skills.	Students are required to describe the skills and knowledge required To measure, support and find opportunities to improve the sustainability of work practices. Students will be able to demonstrate their skills and knowledge to complete the tasks in a workplace or simulated environment where the conditions are typical of those in a working environment. Students will investigate problem solving, prepare and ask questions, solve basic workplace issues and seek feedback on questions and problem solving.

<b>Term 3</b> Contribute to the health and safety of self and others; using digital devices to produce a number of documents relating to WHS and workplace Operating basic digital devices.	Students are required to digitally produce a variety of text documents. As part of this, students will demonstrate how to start up and use a range of basic functions on a personal digital device. This is linked to workplace health and safety where students will undertake an audit of the school and facilities including identifying workplace legislations and procedures.
<b>Term 4</b> Use business software applications and plan and apply time management skills in a work environment.	Students will demonstrate skills to select and prepare to use technology; input and processing information or data (Excel, Publisher, email). Students will also demonstrate finalising and storing documents and data on home drives and school's online platforms.
<b>BSB20120 Certificate II in Workplace Skills - Qualification Complete</b>	

### POSSIBLE CAREER PATHWAYS

This course can lead to jobs such as:

- Government Roles
- Receptionist
- Clerical Assistant
- Office Assistant
- Call Centre Operator
- Administration Assistant.

**FEES - Included in Resource Scheme Fee (\$300)**

# Business – Certificate III (External RTO)

(Two year course)

Vocational Education

Voc Ed

## INTRODUCTION

Binnacle's 'Business in Schools' program incorporates the nationally recognised qualification: Certificate III in Business. The program covers the skills and knowledge required of a worker entering the Business Services industry and/or pursuing further tertiary business pathways (e.g. Certificate IV, Diploma and Bachelor of Business). This learning will take place in a range of settings, including the classroom (knowledge and project planning) and outdoors (project delivery). This course is achieved by students working alongside an experienced Business Teacher. To successfully complete the qualification, students must demonstrate a satisfactory level of skills and knowledge required for each of the thirteen units of competency in this course. Assessment activities include the completion of practical and knowledge tasks throughout the program. Many of the practical tasks will be observed while delivering projects. All assessment tasks and resources are online 24/7 and each term has a specific number of assessment tasks. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

## COURSE OUTLINE

Year 11	Focus
Term 1  Enrolment Procedures  Introduction to the course	Students are required to complete an introduction to the Business Services and Travel/Tourism Industries, engage in a range of introductory activities in their Binnacle lounge including enrolling into the course. The topics covered in this term will include an introduction to entrepreneurship and business as well as personal finances. The specific project requirements will be researching business topics.
Term 2  Research activity and group presentation  Using Software application	Students are required to plan, conduct and present research using the internet within an organisational context. Students are also required to select and use software and organise electronic information and data. Topic covers a range of essential business practices and prepare a presentation to deliver to your colleagues.
Term 3  Workplace Health and Safety  Sustainable work practices	Throughout this term, students will participate in two (2) projects requiring prior completion of knowledge assessment tasks for achievement of two competencies. Students will apply the skills and knowledge required to assist with implementing and monitoring an organisation's work health and safety and sustainable work practices in the workplace including policies, procedures and programs as part of a small work team.

<b>Term 4</b>  Work effectively with individual differences in the Workplace  Use effective wellbeing methods in the workplace	Students are required to complete three (3) projects this term for the achievement of three competencies. It describes the skills and knowledge required to recognise and interact productively with diverse groups of individuals in the workplace and how to use effective communication. It covers responding to and working effectively with individual differences that might be encountered during the course of work. Students will also engage in activities to support personal wellbeing in the workplace.
<b>Year 12</b>	<b>Focus</b>
<b>Term 5</b>	Students will apply and describe the skills and knowledge required to develop, maintain and enhance understanding of personal finance matters, including taxation, superannuation and insurance.
<b>Term 6</b>  Working in a Team & Apply Critical Thinking Skills in a Team	This term students will apply skills and knowledge required to work effectively as part of project-based teams in a workplace within an industry. Students will also have the opportunity to apply critical thinking skills within a team environment.
<b>Term 7</b>  Plan and Develop Business Documents Plan, Draft and Finalise Promotional Material  Producing & Creating Electronic Documents  Deliver a Service to Customers	This term students will apply skills and knowledge required to design and produce various business documents. It includes selecting and using a range of functions on a variety of computer applications. This project focuses on the consolidation of knowledge and skills students have developed throughout the course - including teamwork, organisational skills, entrepreneurship and customer
<b>Certificate III Business - Qualification Complete</b>	

## POSSIBLE CAREER PATHWAYS

- Business owner
- Accountant/Financial Advisor
- Marketing and Event Management
- Business Manager
- Customer Service Manager

**FEES - Subject fees apply - see Subject Selection Form.**

# Construction Pathways – Certificate II

(One year course)

Vocational Education

Voc Ed

## INTRODUCTION

This subject is designed to develop the student's skills and knowledge of the various sectors of the construction industry. This qualification has a focus on workplace health and safety and allows students to obtain a White Card for the construction industry. This course would benefit students who would like to seek post school employment in a trade relating to construction or students that wish to develop their knowledge and skills of construction activities.

To successfully complete qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twelve units of competency in this course. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however they are not a requirement to obtain the qualification.

## COURSE OUTLINE

One Year Certificate	Focus
<b>Term 1</b> Mitre Box	Students are required to build a mitre box to develop their skills and knowledge of basic hand tools used to manufacture and assemble a mitre box. This project focuses on three units; workplace health and safety, communication in the work place and hand tools.
<b>Term 2</b> Dog Kennel Framing	Students are required to construct wall frames and assemble wall frames to Australian standards and best practices using a range of portable power and pneumatic construction tools for their major project. This project focuses on three units relating to carrying out measurements, reading plans as well as handling material.
<b>Term 3</b> Dog Kennel Floor and wall tiling	Students are required to prepare wall and floor surfaces for the dog kennel project including wet area preparation to meet current building codes and industry standards. This project focuses on three units relating to preparing surfaces to tile, using tiling tools while working effectively and sustainably.
<b>Term 4</b> Dog Kennel Roofing	This practical activity requires students to prepare trusses for roofing of the Dog Kennel. Students will fasten roof sheets as well finish off the kennel by fitting flashing and seeling to meet building codes and standards. This project focuses on three units relating to planning of work schedule, handle construction materials and basic levelling Procedures.
Certificate II in Construction Vocational Preparation - Qualification Complete	

## POSSIBLE CAREER PATHWAYS

- Building - Carpentry, Concreting, Block/Brick laying
- Plumbing
- Plastering
- Painting
- Surveying

**FEES** - Subject fees apply - see Subject Selection Form.



# Cookery – Certificate II

(One year course)

Vocational Education

Voc Ed

## INTRODUCTION

Cookery is the ideal subject for students interested in a career as a cook or looking for an introduction to kitchens. The course covers basic kitchen skills, which include knife handling, cutting techniques, food preparation, cooking and presentation of food.

The course will ready students for either full or part time employment in the Hospitality industry and provide them with a nationally recognized qualification and upon completion of all practical and theory components of the course; students will obtain 4 points towards their QCE.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the 13 units of competency in this course. Students will be assessed through written short answer responses and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however they are not a requirement to obtain the qualification.

Students are to successfully complete all theoretical and practical components for each of the 13 competencies. It is essential that students are able to demonstrate safe working practices, hygienic practices for food safety, be punctual, be a team player, take pride in their work and be self-motivated.

## COURSE OUTLINE

One Year Certificate	Focus
<b>Term 1</b> Hygiene and Basic Cookery skills	Students will learn about legislative requirements to produce food in a hygienic commercial catering environment. Students will learn skills to use food preparation equipment correctly and cook recipes using basic cookery methods and techniques. These projects focus on short answer responses, multiple choice and practical activities to show underpinning knowledge.
<b>Term 2</b> Salads, appetisers and sandwiches and Workplace Health and Safety	Students will create and present classical and modern salads, appetisers and sandwiches. They will incorporate workplace health and safety in the kitchen and strengthen hygiene knowledge around ready to eat foods. These projects focus on short answer responses, multiple choice and practical activities to show underpinning knowledge.
<b>Term 3</b> Stock rotation, communication and Advanced Hygiene	Students will learn how to communicate with internal and external customers when receiving and storing food under the correct legislative requirements. These skills will be used when completing the advanced hygiene unit of work. These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.

<b>Term 4</b>  Advanced cookery and industry skills	Students will create complex recipes using techniques learnt in previous modules. They will incorporate new food items including eggs,vegetables, fruit and farinaceous products and produce these for multiple guests in the Outback café, school functions and work experience. These projects focus on short answer responses, multiple choice andpractical activities, case studies to show underpinning knowledge.
<b>Certificate II in Kitchen Operations - Qualification Complete</b>	

## CAREER PATHS

Possible career pathways include:

- hospitals/nursing homes catering assistant
- hotels/motels kitchen hand
- restaurants/bistros kitchen hand
- reception centre kitchens
- catering company assistant

**FEES – Subject fees apply - see Subject Selection Form.**

# Design

## General senior subject

General

Design 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 practiced and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students 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 prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

## 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
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> <ul style="list-style-type: none"> <li>• Experiencing design</li> <li>• Design process</li> <li>• Design styles</li> </ul>	<b>Commercial design</b> <ul style="list-style-type: none"> <li>• Explore — client needs and wants</li> <li>• Develop — collaborative design</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design</b> <ul style="list-style-type: none"> <li>• Explore — sustainable design opportunities</li> <li>• Develop — redesign</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

**FEES - Included in Resource Scheme Fee (\$300)**

# Engineering Pathways – Certificate II

## (External RTO)

(One year course) Vocational Education

Voc Ed

### INTRODUCTION

This subject is ideal for students who have an interest in any of the metal trades. Engineering Pathways is a course focusing on developing students' knowledge and skills of metal trades and their capacity to work safely in this area. Furthermore, students will develop their knowledge and skill in relation to welding processes and the machining and forming of metal. This course would be beneficial for students who plan to seek post school employment in a metal fabrication related trade however also caters for those who wish to learn basic metal manufacturing skills without wanting to do a trade. To successfully complete qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twelve units of competency in this course. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

### COURSE OUTLINE:

One Year Certificate	Focus
<b>Term 1</b>  Drill Gauge Hand tools project	This project requires students to complete a safety induction in the workshop and manufacture a drill gauge from 5 mm mild steel plate using only hand tools and a drill press off a dimensioned plan. This project focuses on three units relating to workplace health and safety, using hand tools and working in a team.
<b>Term 2</b>  Sheet Metal Tool Carrier Project & Manual Metal Arc Welding	This project requires students to manufacture a Carry All Toolbox from 0.9 mm Zinc sheet steel using hand tools and a pan break tin snips and some portable power tools. Students will also utilize Manual Metal Arc Welders to complete 6 welds to develop their skills in relation to Metal Arc Welding. This term focuses on four units relating to portable power tools, fabrication equipment, Use electric welding machines, organising, and communicating information.
<b>Semester 2</b>  Collapsible Camp BBQ	This project requires students to manufacture a collapsible camp BBQ from a number of different thicknesses of mild steel using a range of workshop machines hand tool, power tools and electric welding machines. This project focuses on three units relating to environmental sustainability, developing a carrier plan and using workshop machines.
<b>Certificate II in Engineering Pathways- Qualification Complete</b>	

### POSSIBLE CAREER PATHWAYS

- Boilermaking
- Fitting and Turning
- Plumbing
- Automotive industry
- Sheet metal fabrication
- Welding

**FEES - Subject fees apply - see Subject Selection Form.**

# Electrotechnology (Career Start) – Certificate II

## (External RTO)

(One year course) Vocational Education

Voc Ed

### INTRODUCTION – This subject is application only

The Gold Coast Trades College partners with Kirwan State High School, to deliver the Certificate II in Electrotechnology (career start) this course is delivered and assessed by a Gold Coast Trades College trainer virtually on Campus at Kirwan State High School under the guidance of Kirwan State High School teachers.

All students that select this course will be required to be timetabled in it on the extension academy line to allow weekly 2.5-hour virtual sessions to occur P3 and P4 on Thursdays. Students will complete 3 days of practical training in week 10 of each term on campus at Kirwan State High School. There are limited numbers in this qualification, all students applying for this course will be required to select general mathematics and complete a literacy and numeracy test for the Gold Coast Trades College to complete their application.

These qualifications are delivered over a one-year period and introduce students to the exciting new world electro technology and kickstart employment opportunities in the electrical sector.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for the 13 units of competency or 410 weighting points described in the UEE22020 Electrotechnology training package. The program is focused on job outcomes in the electrical sector. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

Year 11/12	Focus
<b>Term 1</b>	<p>Students are required to complete the requirements for three units of competency with a focus on:</p> <ul style="list-style-type: none"> <li>• Applying workplace health and safety regulations, codes and practices in the workplace.</li> <li>• Analysing static and dynamic parameters of electrical equipment</li> <li>• The operation of application software</li> </ul> <p>Students will be required to participate in ten two and a half hour virtual sessions commencing at 12:15pm and finishing at 2:45pm on Thursdays, to be facilitated by classroom teacher and delivered virtually by the Gold Coast Trades College Trainers. Students will be required to complete three days of block practical assessment in week 10 of this term on campus at Kirwan State High School.</p>
<b>Term 2</b>	<p>Students are required to complete the requirements for four units of competency with a focus on:</p> <ul style="list-style-type: none"> <li>• Solving problems in single path circuits</li> </ul>

	<ul style="list-style-type: none"> <li>• Using routine plant equipment and technologies in an energy sector environment.</li> <li>• Fabricate, assemble and dismantle utility industry components.</li> <li>• Fix and secure electrotechnology equipment</li> </ul> <p>Students will be required to participate in ten two and a half hour virtual sessions commencing at 12:15pm and finishing at 2:45pm on Thursdays, to be facilitated by classroom teacher and delivered virtually by the Gold Coast Trades College Trainers. Students will be required to complete three days of block practical assessment in week 10 of this term on campus at Kirwan State High School.</p>
<b>Term 3</b>	<p>Students are required to complete the requirements for three units of competency with a focus on:</p> <ul style="list-style-type: none"> <li>• Providing solutions and reporting on routine electrotechnology problems</li> <li>• Providing basic sustainable energy solutions for energy management in residential premises</li> <li>• Identifying and selecting components, accessories and materials for energy sector work activities</li> </ul> <p>Students will be required to participate in ten two and a half hour virtual sessions commencing at 12:15pm and finishing at 2:45pm on Thursdays, to be facilitated by classroom teacher and delivered virtually by the Gold Coast Trades College Trainers. Students will be required to complete three days of block practical assessment in week 10 of this term on campus at Kirwan State High School.</p>
<b>Term 4</b>	<p>Students are required to complete the requirements for three units of competency with a focus on:</p> <ul style="list-style-type: none"> <li>• Carrying out routine work activities in the energy sector</li> <li>• Delivering service to customers</li> <li>• Preparing to work safely in the construction industry (white card)</li> </ul> <p>Students will be required to participate in 5 two and a half hour virtual sessions commencing at 12:15pm and finishing at 2:45pm on Thursdays, to be facilitated by classroom teacher and delivered virtually by the Gold Coast Trades College Trainers. Students will be required to complete three days of block practical assessment in week 5 of this term on campus at Kirwan State High School.</p>
<b>Certificate II in Electrotechnology (career start) - Qualification Complete</b>	

## POSSIBLE CAREER PATHWAYS

- Electrical contractor
- Auto electrician
- Air con/refrigeration mechanic
- Computer aided automation
- technician
- Lighting designer
- Solar Installer

**FEES - Subject fees apply - see Subject Selection Form.**

# Events – Certificate III

(2 Year Course)

Vocational Education

Voc Ed

## INTRODUCTION

This course is ideal for students who want to work in the events industry as an events manager, festival manager, sports events manager, arts events manager, corporate events manager or similar. Students will develop knowledge of the events industry and acquire a range of management, budgetary and event specific skills including the selection of appropriate venues, development of event concepts, IT skills for events, business administration, risk management, operational planning and event specific project management. Successful completion of this course will credit students' eight points towards their Queensland Certificate of Education.

Events are diverse in nature and this qualification provides a pathway to work for event or exhibition organisations operating in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

## COURSE OUTLINE:

Year 11	Focus
Term 1	<p>Students will engage in the Events Industry, sourcing and using information to create a folio of work that they can use as a resource for future school events. Working at our first event for the year, the students will use these new skills and then report on these identifying key elements and skills required in the Events Industry.</p> <p>This project focuses \ on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.</p>
Term 2	<p>Students will learn about the legislative requirements, skills and knowledge required to use workplace health and safety in the Events Industry. They will gain an understanding of employee and employer responsibilities including risk assessment and consultation processes.</p> <p>These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.</p>
Term 3	<p>Students will work alongside the Townsville City Council at their annual Seniors Function. Assisting with and learning new skills around event coordination, ticketing and registration of guests on a large scale.</p> <p>These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.</p>
Term 4	<p>Students will reflect on and use new skills at Kirwan High Schools end of year Events celebrating student achievement. Students will show underpinning knowledge including event coordination, ticketing and registration of guests on a large scale.</p> <p>These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.</p>



<b>Year 12</b>	<b>Focus</b>
<b>Term 1</b>	Students will gain an understanding of the financial processes in running an event, working within a team to develop Spread sheets, cost analysis and how to price an event for guests and stakeholders and presenting their findings to the broader group. These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.
<b>Term 2</b>	Students will research their own event, using their new knowledge to plan and promote this within our school community. These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.
<b>Term 3</b>	Students will gain an understanding of working with different social and cultural groups in the Events Industry. They will use these skills in a simulated environment to show how they would interact with the specific needs of these customers. These projects focus on short answer responses, multiple choice and practical activities and case studies to show underpinning knowledge.
<b>Term 4</b>	Student will show how they will implement their new skills whilst providing service to clients in the Events and Hospitality Industry during the Awards season at Kirwan High. These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.
<b>Certificate III in Events - Qualification Complete</b>	

## **POSSIBLE CAREER PATHWAYS**

This program is an ideal choice if students would like to gain skills, knowledge and experience in different aspects of hospitality, events, business and tourism before undertaking further study or future career decisions.

The Hospitality units are an excellent introduction and valuable experience to have for part-time employment; the Events and Business units will provide organizational and coordination skills; while the Tourism units will give an insight into the Tourism Industry and future employment prospects.

These careers could include: event coordinator, venue coordinator, conference coordinator, and exhibitions coordinator.

### **What additional studies could this course lead to?**

Diploma of Hospitality Management

Diploma of Tourism

Diploma of Events

**FEES – Subject fees apply - see Subject Selection Form.**

Year 12	Focus
<b>Term 1</b>	Students will gain an understanding of the financial processes in running an event, working within a team to develop Spread sheets, cost analysis and how to price an event for guests and stakeholders and presenting their findings to the broader group. These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.
<b>Term 2</b>	Students will research their own event, using their new knowledge to plan and promote this within our school community These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.
<b>Term 3</b>	Students will gain an understanding of working with different social and cultural groups in the Events Industry. They will use these skills in a simulated environment to show how they would interact with the specific needs of these customers. These projects focus on short answer responses, multiple choice and practical activities and case studies to show underpinning knowledge.
<b>Term 4</b>	Student will show how they will implement their new skills whilst providing service to clients in the Events and Hospitality Industry during the Awards season at Kirwan High. These projects focus on short answer responses, multiple choice, practical activities and case studies to show underpinning knowledge.
<b>Certificate III in Events - Qualification Complete</b>	

### POSSIBLE CAREER PATHWAYS

This program is an ideal choice if students would like to gain skills, knowledge and experience in different aspects of hospitality, events, business and tourism before undertaking further study or future career decisions.

The Hospitality units are an excellent introduction and valuable experience to have for part-time employment; the Events and Business units will provide organizational and coordination skills; while the Tourism units will give an insight into the Tourism Industry and future employment prospects.

These careers could include: event coordinator, venue coordinator, conference coordinator, and exhibitions coordinator.

### What additional studies could this course lead to?

Diploma of Hospitality Management

Diploma of Tourism

Diploma of Events

**FEES – Subject fees apply - see Subject Selection Form.**

# Furniture Making Pathways – Certificate II

(One year course)

Vocational Education

Voc Ed

## INTRODUCTION

This qualification provides students with the opportunity to develop a range of furniture making skills which will enhance the students' employment prospects for apprenticeships, traineeships or general employment in the furniture and or in cabinetry manufacturing and installation industry. Students will learn how to use a range of hand and power tools along with fixed machinery and general furniture making skills in a simulated training environment.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twelve units of competency in this course. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

## COURSE OUTLINE:

One Year Certificate	Focus
<b>Term 1</b> Keep Sake Box with a Joinery and Timber Inlay focus	Students are required to utilise a range of hand and power tools to construct a Keep Sake Box. Power tools and fixed machinery will be used to cut dove tail joints along with timber inlays to be incorporated in the project. Students will focus on three units of competency Relating to workshop safety, using hand/power tools and Timber Joinery Techniques.
<b>Term 2</b> Hall Table with Draws, Cupboard and Shelving	Students are required to utilise a range of hand and power tools to construct a Hall Table that contains drawers, cupboards, shelving, fixtures and fittings. Power tools and fixed machinery will be used to complete all components of this project. Students will focus on three units of competency relating to environmental best practices, measurements and calculations and undertaking a basic furniture making project.
<b>Term 3</b> Hall Table with Draws, Cupboard and Shelving	Students are required to utilise a range of hand and power tools to construct a Hall Table that contains drawers, cupboards, shelving, fixtures and fittings. Power tools and fixed machinery will be used To complete all components of this project. Students will focus on three units of competency relating to assembling furnishing components, joining furniture materials and applying domestic surface coatings.
<b>Term 4</b> Laminated Resin Cutting Board	Students are required to utilise a range of hand and power tools to construct a Laminated Resin Cutting Board. Power tools and fixed machinery will be used to complete all components of this project. Students will focus on three units of competency relating to identifying materials for furnishing production, working in a team and developing a career plan.
<b>Certificate II in Furniture Making Pathways - Qualification Complete</b>	

## POSSIBLE CAREER PATHWAYS

- Plastering
- Cabinet Maker
- Painting
- Carpentry

FEES - Subject fees apply - see Subject Selection Form

## Dual Qualification: Health Services Assistance

- Health Support Services – Certificate II
- Health Services Assistance – Certificate III

(External RTO)

(Two year course) Vocational Education

Voc Ed

### INTRODUCTION

This qualification is conducted within a partnership arrangement with Connect'n'Grow and external Registered Training Organisation (RTO). This qualification will lead students to a diverse range of pathway options within the Health Industry. This qualification provides students with skills and knowledge in assisting allied health professional staff.

This qualification will provide students with knowledge and skills to effectively engage with clients of diverse cultures, in particular Aboriginal and Torres Strait Island clients.

Health Services Assistance assist professional staff by visiting clients, preparing written and verbal reports, and helping with personal care that clients or carers may not be able to attend to. They work under the direction of professional staff such as social workers, physiotherapists, speech pathologists, occupational therapists and diversional therapists. Successful completion of this course will provide students with eight credit points towards their Queensland Certificate of Education.

To successfully complete qualification, students must demonstrate a satisfactory level of skills and knowledge required for each of the twenty-one units of competency in this course. Students will be assessed through written short answer responses and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

### COURSE OUTLINE:

Year 11	Focus
<b>Term 1</b> Deliver a service to customers, work with diverse people and contribute to team effectiveness	<p>Students will gain knowledge of the diversity of clients they may access within the health context. Focus areas will be on communication and understanding of the cultural backgrounds of their clients.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"><li>• concept of Aboriginal and/or Torres Strait Islander cultural safety in the community services and health context, and its relationship with:<ul style="list-style-type: none"><li>○ cultural awareness</li><li>○ cultural competence</li></ul></li><li>• the diversity of Aboriginal and/or Torres Strait Islander cultures</li><li>• historical, social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people and their engagement with community services and health systems, including:<ul style="list-style-type: none"><li>○ impact of European settlement</li><li>○ loss of land and culture</li><li>○ racism and discrimination</li><li>○ past and present power relations</li></ul></li><li>• ways to involve Aboriginal and/or Torres Strait Islander people in the planning and delivery of services and programs.</li></ul>

<b>Term 2</b> Workplace health and safety, infection prevention and control policies and procedures	Students are required to learn and practice health hygiene to prevent infection. These modules focus on three units relating to workplace health and safety, infection prevention and control policies and procedures in the workplace
<b>Term 3</b> First point of contact, communication in the health or community services and organize and complete daily work activities	Students are required to be the first point of contact within a health and community centre and organise and complete daily work activities. This module focuses on three units relating to being the first point of contact in a health or community centre and being able to organise and complete daily work activities.
<b>Term 4</b> The use of business equipment and resources	Students are required to learn the use of business equipment and resources such as photocopying, printing and business technology. This module focuses on three units relating to the use of business equipment, processing and maintaining workplace information, the use of business technology and continual work on working effectively with others.
<b>Certificate II in Health Support Services - Qualification Complete</b>	
<b>Year 12</b>	<b>Focus</b>
<b>Term 1</b> Recognise healthy body systems and interpret and apply medical terminology	Students are required to learn and practice what a healthy body system is as well as interpret and apply medical terminology while conducting health assessments. These modules focus on three units relating to health body systems and medical terminology.
<b>Term 2</b> Provide individualised support and maintain a high standard of service	Students are required to learn and implement individualised support for clients in a health and community centre. These modules focus on three units relating to providing individualise support, organise personal work priorities, development, and maintaining a high standard of service.
<b>Term 3</b> Promote Aboriginal and/or Torres Strait Islander cultural safety	Students are required to learn and promote Aboriginal and Torres Strait Islander culture safety. These modules focus on two units relating to work placement and building and promoting cultural safety.
<b>Certificate III in Health Services Assistance - Qualification Complete</b>	

## POSSIBLE CAREER PATHWAYS

- Therapy assistant
- Podiatry assistant
- Physiotherapy assistant
- Speech Pathology assistant
- Occupational therapy assistant
- Allied health assistant

**FEES - Subject fees apply - see Subject Selection Form.**

# Hospitality – Certificate II

(One year course)

Vocational Education

Voc Ed

## INTRODUCTION

Certificate II in Hospitality is ideal for students who have an interest in the hospitality industry and in particular the front of house preparation and service of food and beverages. This certificate focuses on developing a deep understanding of knowledge and skills applicable in the service industry of Hospitality.

This course will ready students for either full or part time employment in the Hospitality industry and provide them with a nationally recognised qualification upon completion of all practical and theory components of the course.

Students are to successfully complete all theoretical and practical components for each of the twelve competencies. Important: It is essential that students are able to demonstrate safe working practices, hygienic practices for food safety, be punctual, be a team player, take pride in their work and be self-motivated.

## COURSE OUTLINE

One Year Certificate	Focus
<b>Term 1</b>  Hygienic and Safe Work Practices  Provide Responsible Service of Alcohol.  Prepare and Serve Espresso Coffee	Students will learn about legislative requirements, skills and knowledge required to use personal hygiene and safe work practices in a hospitality environment. Students will use these skills to then use food and beverage preparation equipment correctly and hygienically, prepare and serve espresso coffee and work safely in our school café. An important part of beverage service is being responsible with serving alcohol and students will learn the legislation surrounding this and how to apply refusal techniques where required. These projects focus on short answer responses, multiple choice and practical activities to demonstrate underpinning knowledge.
<b>Term 2</b>  Participate in Environmentally Sustainable Work Practices.  Interact with and Work effectively with others in a socially and culturally diverse environment  Create Simple dishes	While continuing to practice their skills in service of espresso coffee, students will learn how to practice environmentally sustainable work practices in food and beverage establishments. Students will learn about the relevant legislation around discrimination, privacy and equal opportunity in a workplace and how to interact with internal and external customers. They will then practice these skills in practical situations and develop group presentations. Utilising Hygienic skills, the student will prepare and serve simple dishes from our outback café and school functions. These projects focus on short answer responses, multiple choice, case studies and practical activities to demonstrate underpinning knowledge.
<b>Term 3</b>  Prepare and serve non-alcoholic beverages  Serve food and beverage.  Source and use information on the hospitality industry	Students will also learn about the preparation of non-alcoholic beverages as well as serving food and beverages in a range of establishments. While continuing to practice their skills in service of food and beverages and espresso coffee, students will learn how to source and use relevant hospitality information and put this into practice. These projects focus on short answer responses, multiple choice and practical activities to demonstrate underpinning knowledge.

<b>Term 4</b>  Use Hospitality Skills effectively	Students will combine all skills and knowledge learned over the year to run our school café and work at events and awards nights demonstrating knowledge from all areas of study. The assessment and delivery of this project focuses on completion of their work log, multiple choice and practical activities to show underpinning knowledge.
<b>Certificate II in Hospitality - Qualification Complete</b>	

## CAREER PATHS

Possible career pathways include:

- bar attendant
- bottle shop attendant
- catering assistant
- food and beverage attendant
- housekeeping attendant
- porter
- receptionist
- front office assistant
- gaming attendant

**FEES – Subject fees apply - see Subject Selection Form**

# Industrial Graphics Skills

## Applied senior subject

Applied

Industrial Graphics Skills includes the study of drafting industry practices and production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by drafting enterprises to manage production processes and the associated manufacture or construction of products from raw materials. Production processes include the drafting skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

## Pathways

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

## Objectives

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

- Demonstrate practices, skills and procedures
- Interpret client briefs and technical information
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills and procedures, and drawings
- Adapt plans, skills and procedures



## Structure

The Industrial Graphics Skills course is designed around core and elective topics.

### Elective Units

- Graphics for the engineering industry
- Graphics for the furnishing industry
- Drafting for residential building
- Computer-aided drafting - modelling

## Assessment

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the students exit result, and consists of four instruments, including:

- At least two projects
- At least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of a teacher-identified production skills and procedures.
A project consists of: <ul style="list-style-type: none"><li>• drawings drafted using the skills and procedures in 5–7 production processes</li><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li></ul>	Students demonstrate the drafting skills and procedures used in 3–5 production processes and document their work in a multimodal response (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.

**FEES - Included in Resource Scheme Fee (\$300)**

## Tri Qualification: Trade Training Program

- Resource and Infrastructure Work Preparation – Certificate II (Year 11)
- Engineering Pathways – Certificate II (Year 11)
- Automotive Vocational Preparation – Certificate II (Year 12)

(External RTO) (2 year course)

Vocational Education

Voc Ed

**INTRODUCTION** - This subject is by application only.

The Trade Training Program engages the students in a rigorous and rewarding training program that is valued and respected by industry.

Students who participate in this course will receive three qualifications: Certificate II in Engineering Pathways, Certificate II in Automotive Vocational Preparation and Certificate II in Resources and Infrastructure Work Preparation. The Trade Training Program is ideal for students who have a strong interest in post school employment within the resources sector. Engineering, Automotive and Resources and Infrastructure are courses that focus on developing knowledge, skills and safety aspects related to Resources, Metal and Automotive Trades.

Kirwan State High School works in partnership with the Australasian Drilling Institute (Registered Training Organisation) to deliver the Certificate II in Resources and Infrastructure Work Preparation qualification.

To successfully complete these qualifications, students must demonstrate a satisfactory level of the skills and knowledge required for each of the 12 units of competency in the Automotive Vocational Preparation qualification, the 12 units of competency in the Engineering Pathways qualification and the 9 units of competency in the Resources and Infrastructure Work Preparation qualification. Students will be assessed through their written short answer responses to modules and observations that will be carried out whilst they participate in simulated work activities.

Work experience placements for this course are compulsory and students are required to complete 3 weeks of work experience per year for the duration of this course.

### COURSE OUTLINE

Year 11	Focus
<b>Term 1</b> Drill Gauge Hand tools project	This project requires students to complete a safety induction in the workshop and manufacture a drill gauge from 5 mm mild steel plate using only hand tools and a drill press off a dimensioned plan. This project focuses on three units relating to workplace health and safety, Using hand tools and working in a team.
<b>Term 2</b> Final Drive, Differentials and Braking Systems	Students are required to disassemble and reassemble differentials and braking systems. The assessment and delivery of this project focuses on three units relating to workplace health and safety, Environmental and sustainability best practice and workplace activities.

<b>Term 3</b> Sheet Metal Tool Carrier Project & Manual Metal Arc Welding	This project requires students to manufacture a Carry All toolbox from 0.9 mm Zinc sheet steel using hand tools and a pan break tin snips and some portable power tools. Students will also utilize a Manual Metal Arc Welder to complete 6 welds to develop their skills in relation to Metal Arc Welding.
<b>Term 4</b> Single Cylinder Internal Combustion Engine	Students are required to disassemble and reassemble single cylinder fourstroke engines with the correct valve timing and run on a test bench.
<b>Year 11</b>	<b>Certificate II in Resources in Infrastructure</b>
<b>Term 1,2,3,4</b>	Throughout Year 11, the Trade Training students will be released periodically to complete their Certificate II in Resources and Infrastructure qualification through the registered training organisation, Australasian Drilling Institute. These sessions will be delivered by qualified trainers from the Australasian Drilling Institute. Students are required to attend two excursions and a 3 day camp to complete their competencies. This program has a strong emphasis on workplace health and safety and environmental heritage concerns. All students will complete a First Aid Certificate qualification through participation in this course.
<b>Certificate II in Resources and Infrastructure- Qualification complete</b>	

<b>Year 12</b>	<b>Focus</b>
<b>Term 1</b> Boat Anchor and Collapsible Camp BBQ	This project requires students to manufacture an anchor and a collapsible camp BBQ from a number of different thicknesses of mild steel using a range of workshop machines hand tool, power tools and electric welding machines.
<b>Term 2</b> Multiple Cylinder Internal Combustion Engine	Students are required to disassemble and reassemble multi cylinder four stroke engines and tag a number of components to identify multiple systems. Students will reassemble the engine with the correct valve timing and run on a test bench. This project focuses on three units relating to identifying, removing and tagging engine system components and communication in an automotive workshop.
<b>Term 3</b> Lathe and Milling Machining	Students are required to machine a bearing punch and a 24mm Metric thread for the vice project on the lathe and milling machines. The tolerances for this project are four hundredths of a millimetre. This project focuses on three units relating to environmental sustainability, developing a carrier plan and using workshop machines.
<b>Certificate II Engineering Pathways – Qualification complete</b>	
<b>Term 4</b> Electrics	This project requires students to remove and tag a number of electronic components from various automotive systems. Key terms and electrical laws relating to volts, amps, ohms and resistance are covered. This project focuses on three units relating to identifying and removing and tagging electrical components and resolving routine problems in an Automotive workplace.
<b>Certificate II in Automotive Vocational Preparation – Qualification complete</b>	

#### POSSIBLE CAREER PATHWAYS:

Boiler making, Fitting and Turning, Plumbing, Automotive industry, Roofing, Sheet metal fabrication, Structural cladding, Welding, Diesel Fitting, Fitter and Turner, Hydraulic Fitter

**FEES - Subject fees apply - see Subject Selection Form.**

# Salon Assistant (Barbering) – Certificate II

(One- year course)

Vocational Education

Voc Ed

## INTRODUCTION

The Certificate II Salon Assistant is a preparatory qualification that provides a range of basic skills and knowledge used in hairdressing salons by individuals assisting with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from the teacher, who is a qualified hairdresser.

Students will engage with a team of Master barbers monthly, who will provide students with the skills to be part of the barber team. Students will learn technical skills and knowledge to provide a limited range of barbering services to clients. Students will also be taught to provide client services by ensuring a safe working environment and performing a limited range of client services. This will include client consultation, applying skills and knowledge to sell products and services, haircutting using tracks and carving, hair design, maintaining beards, and moustaches, and provide head, neck and shoulder massages for relaxation.

This training covers the required skills and hands-on practical experience that is needed to achieve the basic entry level requirements to be a qualified barber. This qualification is suitable for an Australian Apprenticeship pathway in Barbering and Hairdressing.

## COURSE OUTLINE

One Year Certificate	Focus
<b>Term 1</b> <b>Industry research, WHS and Introductory salon skills</b>	Students will gain knowledge of salon workplace health and safety and new skills in shampooing and wash basin services whilst researching and using hairdressing industry information.
<b>Term 2</b> <b>Maintaining equipment and customer service skills</b>	Learning how to maintain tools and expert customer service skills will be paired with conducting financial transactions and preparing clients for customer services in a salon.
<b>Term 3</b> <b>Workplace communication and client relations</b>	Students will complete communication within the team and complying with organisational requirements within in a personal services environment including the recommending of products and services for customers.
<b>Term 4</b> <b>Massage, Basic hair cutting and braiding skills</b>	Utilising skills from previous units' students will learn how to provide neck and shoulder massages, braid hair and gain introductory clipper skills in a salon environment.
<b>Certificate II in Salon assistant - Qualification Complete</b>	

## CAREER PATHS

- Salon Assistant
- Barbering
- Hairdressing

**FEES – Subject fees apply - see Subject Selection Form**

# School Based Education Support – Certificate III

(Two year course)

Vocational Education

Voc Ed

## INTRODUCTION:

This course is ideal for students who want to work in an education setting. Students will develop knowledge and skills to be able to work in both public and independent schools, providing assistance and support to teachers and students under broad based supervision.

Schools are diverse in nature and this qualification provides a pathway to work in educational facilities, including teaching (Further study required) teacher aides and office administration positions.

Students are to successfully complete all theoretical and practical components for each of the 15 competencies. It is essential that students are able to demonstrate safe working practices, be punctual, be a team player, take pride in their work and be self-motivated.

Successful completion of this course will credit students' eight points towards their Queensland Certificate of Education.

## COURSE OUTLINE:

Year 11	Focus
Term 1	Students will learn about meeting legal and ethical requirements in an education support environment; they will complete knowledge questions and roleplays to gain knowledge and then put this into action as part of logging their 100 placement hours in the classroom. In planning for lessons and incorporation of safety considerations in education, students will identify hazards and complete a risk assessment and evacuation to assist in maintaining a safe classroom at all times.
Term 2	Students will show how they can work effectively with colleagues and students alike. Responding to questions and learning about different student needs, they will put this into practice in the classroom under the supervision of experienced teachers. They will complete their Vocational placement in the classroom with a reflective journal (identify biases, use inclusive work practices, respond to students displaying signs of distress, frustration, anger, work collaboratively, seek feedback, etc.). Students will also collate professional email correspondence with their supervising teacher.
Term 3	In setting up and creating sustainable learning areas, students will take a proactive approach in the classroom – organising educational spaces, ensuring safety, and providing resources that support diverse learning needs. This unit also emphasises the importance of ongoing maintenance and adaptability to enhance student engagement and learning outcomes. Students will then review policy and procedures to prepare activities and learning resources for students contribute to their 100 hours of placement.
Term 4	In Term 4, students will respond to knowledge questions encouraging Aboriginal and Torres Strait Islander peoples' cultures in education settings. Students will engage in workshops with Community Education Counsellors (or other identified staff) regarding supporting identified students in the school and contribute to their log book of 100 hours of work placement.

<b>Year 12</b>	<b>Focus</b>
<b>Term 1</b>	Students will understand the stages of physical, social, emotional, cognitive and language development; curriculum planning; and types of support needed to support students with diverse and different learning styles and abilities. Students will be able to make reasonable adjustments to cater for students needs focusing on Inclusive education policies and knowledge. Students will contribute to their log book of 100 hours of work placement for CHCEDS034.
<b>Term 2</b>	Understanding literacy and numeracy (roles of foundation levels, progression, skill development, etc.) is an important component of student learning. Students will learn how to identify student needs, modify resources, support literacy/numeracy programs, select and implement activities, adjust strategies, provide feedback to students, and evaluate student Progress. For practical assessment, students will support at least 2 students to read, write and use oral language as well as to work mathematically according to their needs. Students will contribute to their log book of 100 hours of work placement for CHCEDS034.
<b>Term 3</b>	Students will develop key knowledge and skills in the area of learning support through exploration of roles, policies, collaborative communication, phases of learning, reasons for additional support, types of support strategies, features of inclusive education, ILP's, safety considerations, and indicators of risk. They will engage in case study responses and role plays as education support workers identifying barriers to learning and will support at least 2 students by contributing to and implementing support strategies. Students will contribute to their log book of 100 hours of work placement for CHCEDS034.
<b>Term 4</b>	Students will complete their First Aid Certificate (based on knowledge test and observations in simulated emergency scenarios).
<b>Certificate III in School based education support – Qualification Complete</b>	

### **POSSIBLE CAREER PATHWAYS:**

This program is an ideal choice if students would like to gain skills, knowledge and experience in different aspects of education before undertaking further study or future career decisions.

This is an excellent introduction and valuable experience to have for employment;

These careers could include: Education assistant, Education Support officer, Education aide, Teaching assistant, Teacher Aide

### **What additional studies could this course lead to?**

- Certificate IV in school-based education support

**FEES – Subject fees apply – see Subject Selection Form**

# Tourism – Certificate II

(One year course)

Vocational Education

Voc Ed

## INTRODUCTION

This subject provides entry level training for those students seeking employment in the Tourism Industry. This qualification reflects the role of individuals who have a defined and limited range of tourism operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. This course is designed for students who have a strong interest in the Tourism Industry.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the eleven units of competency in this course. Students will be assessed through their written short answer responses to units of work, case study scenarios and observations carried out whilst they participate in simulated work activities.

## COURSE OUTLINE

One Year Certificate	Focus
<b>Term 1</b>  Introduction to the Tourism Industry	Students are required to source and use current and emerging information on the tourism and travel industry. This includes industry structures, technology, laws and ethical issues specifically relevant to the tourism and travel industry. Tourism and travel personnel integrate this essential knowledge on a daily basis to work effectively in the industry.
<b>Term 2</b>  Customer relations and diversity	Students are required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity, and to address cross-cultural misunderstandings should they arise. This cluster includes interpreting local Australian Indigenous culture.
<b>Term 3</b>  Tourism displays, commentary and staging events	Students are required to complete a range of tasks associated with setting up and staging public activities and events. It also involves the delivery of information to a group using basic group communication and presentation techniques (prepared or scripted by others). In addition, observing and reporting the condition of collections (tourist attractions), and to identify possible threats to these objects in the collections is included.
<b>Term 4</b>  Tourism work health and safety	Students are required to incorporate safe work practices into their own workplace activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety (WHS) management practices, and applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.
<b>Certificate II in Tourism - Qualification Complete</b>	

## POSSIBLE CAREER PATHWAYS

Tour Guide

Front Desk Receptionist

Retail Tourist Operator or Assistant

Guide/ Assistant in Eco-Tourism

Tourism Marketing

**FEES - Included in Resource Scheme Fee (\$300)**



# HPE and Sport



- *Fitness Certificate III and Sport and Recreation Certificate II (Dual Certificate)*
- *Health*
- *Physical Education*
- *Sports Coaching Certificate II*
- *Sport and Recreation Certificate II and Sport and Recreation III (Dual Certificate)*
- *Sport and Recreation Certificate II and Sport and Recreation III (NRL) (Dual Certificate)*



## Dual Qualification: Fitness

- Sport and Recreation – Certificate II
- Fitness - Certificate III

(External RTO)

(Two year course)

Vocational Education

Voc Ed

### INTRODUCTION

Kirwan SHS works in partnership with Binnacle (Registered Training Organisation) to deliver the Certificate III in Fitness and Certificate II in Sport and Recreation program. This subject develops student skills and knowledge in planning and delivering community fitness programs, exercise programs for specific clients and undertaking client health screening and assessments. This qualification has a focus on workplace health and safety, providing quality service to clients and is designed for students who plan to seek employment within the sport, fitness and recreation industry.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twenty-one units of competency in this course. Students will be assessed through written short answer responses and observations carried out whilst they participate in simulated work activities. Work experience placements for this course is highly encouraged however not a requirement to obtain the qualification.

### COURSE OUTLINE:

Year 11	Focus
<b>Term 1</b> Workplace Health and Safety in Sport, Fitness and Recreation (SFR) industry	Students are required to complete workplace health and safety documents necessary for the running of community fitness sessions. These tasks focus on three units of topic, SFR industry knowledge, workplace health and safety, and community coaching.
<b>Term 2</b> Community Fitness Programs	Students are required to develop community fitness programs, workplace health and safety documents, and acquire their first aid. This project focuses on three units relating community fitness programs, policies and procedures and first aid.
<b>Term 3</b> Anatomy and Physiology	Students are required to identify components of body systems, anatomical terminology when communicating with clients. This project focuses on two units relating to anatomy and physiology of the human body and cardiovascular training.
<b>Term 4</b> Client Screening and Health Assessments	Students are required to provide a quality service to clients, through planning and delivering exercise programs and apply knowledge of anatomy and physiology to programming. This project focuses on five units of topic, client screening and health assessments, body composition and fitness testing, anatomy and physiology, plan and deliver exercise programs, and movement and mobility.
<b>Certificate II in Sport and Recreation - Qualification Complete</b>	

<b>Year 12</b>	<b>Focus</b>
<b>Term 5</b> Gym Programs	Students are required to develop gym programs for adult clients and be able to provide healthy eating information. This project focuses on two units of topic, nutrition and anatomy and physiology.
<b>Term 6</b> Specific Populations	Students will develop gym programs for specific cliental groups, such as older adults. This project focuses on three units of topic, specific population, older clients, and client conditions.
<b>Term 7</b> Programming for Specific Populations	Students are required to recognise and apply exercise considerations for specific populations, instruct exercise programs and incorporate anatomy and physiology principles into fitness programming. This project focuses on two units of topic, specific populations and community fitness programs.
<b>Certificate III in Fitness – Qualification Complete</b>	

### **POSSIBLE CAREER PATHWAYS**

Group Fitness Instructor  
Gym/Exercise Instructor  
Club Level Official  
Club Level Coach, Assistant or Sports Trainer

**FEES - Subject fees apply - see Subject Selection Form.**

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

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.

### Pathways

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.

### Objectives

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

- recognise and describe information about health-related topics and issues.
- comprehend and use health approaches and frameworks.
- analyse and interpret information about health-related topics and issues.
- critique information to distinguish determinants that influence health status.
- organise information for particular purposes.
- investigate and synthesise information to develop action strategies.
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion.
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>• Alcohol (elective)</li> <li>• Body image (elective)</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>• Homelessness (elective)</li> <li>• Road safety (elective)</li> <li>• Anxiety (elective)</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>Investigation – action research</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>Investigation – analytical exposition</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>Examination – extended response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>Examination</li></ul>	25%

**FEES - Included in Resource Scheme Fee (\$300)**

# Physical Education

## General senior subject

General

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.

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity – barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project – folio	25%	Summative internal assessment 3 (IA3): • Project – folio	30%
Summative internal assessment 2 (IA2): • Investigation – report	20%	Summative external assessment (EA): • Examination – combination response	25%

**FEES - Included in Resource Scheme Fee (\$300)**

# Sports Coaching – Certificate II

(One year course)

Vocational Education

Voc Ed

## INTRODUCTION

This subject is designed to develop to student's skills and knowledge and understanding of the sporting industry, as well as equip students with the basic skills to conduct engaging coaching sessions to foundation level participants in specific sports coaching sessions. Students choosing this subject should have an interest in pursuing a career in the sport or fitness industries.

To successfully complete this qualification, student must demonstrate a satisfactory level of the skills and knowledge required for each of the 7 units of competency in this course. Students will be assessed through written short answer responses, session plans and observations carried out whilst they participate in simulated coaching activities. Work experience placements for this course are highly encouraged however they are not a requirement to obtain the qualification.

## COURSE OUTLINE:

One Year Certificate	Focus
<b>Term 1</b> CPR and First Aid, Work Health and Safety	Students are required to understand work safe practices and develop the skills and knowledge necessary to provide first aid response to a casualty in an emergency situation. This project focuses on two units relating to participating in work health and safety (WHS) management practices and CPR and first aid.
<b>Term 2</b> Working in a Community Coaching Role	Students are required to explore the skills and knowledge necessary to meet Australian sport industry expectations of a community coach, including meeting legal and ethical standards, as well as job responsibilities and working with others. This project focuses on two units relating to conducting three sport specific sessions with foundation level participants under supervision.
<b>Term 3</b> Conduct non- instructional sport, fitness or recreation sessions, Conduct Tenpin Bowling Coaching Sessions with Foundation Level Participants	Students are required to plan and conduct non-instructional sport, fitness or recreation sessions, whilst ensuring the welfare and satisfaction of participants, and develop and maintain group cooperation and interaction. Students are also required to coach foundation level participants in tenpin bowling. This project focuses on two units relating to conducting three sport sessions under supervision.
<b>Term 4</b> Instruct Water Safety and Survival Skills	Students are required to instruct water safety and survival skills both to children and adults using drills, activities and games. This project focuses on one unit relating to three lesson plans that cumulatively incorporate numerous water safety and survival skills.
<b>Certificate II in Sports Coaching Preparation - Qualification Complete</b>	

## POSSIBLE CAREER PATHWAYS

- Assistant Coach
- Personal Trainer

**FEES - Included in Resource Scheme Fee (\$300)**



# Dual Qualification: Sport and Recreation

- Sport and Recreation - Certificate II
- Sport and Recreation – Certificate III  
(External RTO) (Two year course) Vocational Education

Voc Ed

## INTRODUCTION

Kirwan SHS works in partnership with Binnacle (Registered Training Organisation) to deliver the Certificate III in Sport and Recreation and Certificate II in Sport and Recreation program. This subject develops student skills and knowledge in planning and delivering community sporting programs, exercise programs for specific groups and undertake client health screening and assessments. This qualification has a focus on workplace health and safety, providing quality service to clients and is designed for students who plan to seek employment within the Sport, Fitness and Recreation industry.

To successfully complete qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the 21 units of competency in this course. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activity's. Students will also plan and conduct a series of community fitness sessions where they will develop their coaching abilities. Work experience placements for this course are highly encouraged however they are not a requirement to obtain the qualification.

## COURSE OUTLINE

Year 11	Focus
<b>Term 1</b> Workplace Health and Safety in Sport, Fitness and Recreation (SFR) industry	Students are required to complete workplace health and safety documents necessary for the running of community fitness sessions. These tasks focus on three units of topic, SFR industry knowledge, workplace health and safety, and community coaching.
<b>Term 2</b> Community Programs	Students are required to develop community fitness programs, workplace health and safety documents, and acquire their first aid. These projects focus on three units relating community fitness programs, policies and procedures and first aid.
<b>Term 3</b> Providing Quality Service and Conducting Modified Games	Students are required to provide a quality service to clients, through planning and delivering modified sporting programs for participants within their community. This project focuses on four units of topic – client screening and health assessments, body composition and fitness testing, plan and deliver exercise programs, and movement and mobility.
<b>Term 4</b> Introduction to Coaching & Coaching Program	Students are required to develop their skills regarding delivering community sporting programs through the participation in numerous coaching modules. Students will learn how to utilise a variety of social media tools to enhance participant engagement and participation. Students will also participate in Emergency Situation Training, before completing the First Aid Certificate course.
<b>Certificate II in Sport and Recreation - Qualification Complete</b>	

<b>Year 12</b>	<b>Focus</b>
<b>Term 5</b> Knowledge of Coaching Principles & Community Coaching Principles	Students are required to continue the development of their coaching knowledge and principles, before completing a Community Coaching/Officiating General Principles course. Students will also conduct a series of coaching activities as well as an officiating course.
<b>Term 6</b> Plan & Conduct Sport Programs – Sport Activity Sessions	Students will plan and conduct numerous sporting activity sessions, utilising media tools to enhance participation, engagement and collaborate with other instructors.
<b>Term 7</b> Plan & Conduct Sport Programs – Community Sports Program	Students will plan a series of sports programs that will be presented to the community. Students will also be required to organise a series of schedules that will enhance their ability to facilitate groups & conduct planned sessions.
<b>Term 8</b> First Aid	Students will renew their CPR qualification.
<b>Certificate III in Sport and Recreation – Qualification Complete</b>	

### **POSSIBLE CAREER PATHWAYS**

The Certificate III in Sport & Recreation and Certificate II in Sport & Recreation will predominately be used by students to gain employment in the Sport & Recreation Industry. Students will be able to undertake a Certificate IV in Sport & Recreation if they choose.

**FEES - Subject fees apply - see Subject Selection Form.**

# Sport Coaching (Rugby League Program)

- **Sport Coaching – Certificate II**  
**(External RTO) (one year course)**

## Vocational Education

Voc Ed

### INTRODUCTION

Kirwan SHS works in partnership with Binnacle (Registered Training Organisation) to deliver the Certificate II in Sports Coaching to support rugby league students for QCE attainment. This subject is designed to develop to student's skills and knowledge and understanding of the sporting industry, as well as equip students with the basic skills to conduct engaging coaching sessions to foundation level participants in specific sports coaching sessions. Students choosing this subject should have an interest in pursuing a career in the sport or fitness industries.

To successfully complete qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the 7 units of competency in this course. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activity's. Students will also plan and conduct a series of community Rugby League sessions where they will develop their coaching abilities as well as officiating. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

### COURSE OUTLINE:

Year 11	Focus
<b>Term 1</b> Introduction to Coaching	Students are required to provide a quality service to clients, through planning and delivering modified Rugby League programs for participants within their community.
<b>Term 2</b> Community Sports Program	Students are required to develop community fitness programs and deliver to develop their coaching capabilities. This project focuses on units relating community fitness and Rugby League programs for junior participants.
<b>Term 3</b> Providing Quality Service and Conducting Modified Games	Students are required to provide a quality service to clients, through planning and delivering modified Rugby League programs for participants within their community. This project focuses on four units of topic – client screening and health assessments, body composition and fitness testing, plan and deliver exercise programs, and movement and mobility.
<b>Term 4</b> Introduction to Coaching & Coaching Program	Students are required to develop their skills regarding delivering community Rugby League programs through the participation in numerous coaching modules. Students will learn how to utilise a variety of social media tools to enhance participant engagement and participation. Students will also participate in Emergency Situation Training, before completing the First Aid Certificate course.
<b>Certificate II in Sport and Recreation - Qualification Complete</b>	

<b>Year 12</b>	<b>Focus</b>
<b>Term 5</b> Knowledge of Coaching Principles & Community Coaching Principles	Students are required to continue the development of their Rugby League coaching knowledge and principles, before completing a Rugby League Coaching/Officiating General Principles course. Students will also conduct a series of coaching activities as well as an officiating course.
<b>Term 6</b> Plan & Conduct Sport Programs – Sport Activity Sessions	Students will plan and conduct numerous Rugby League activity sessions, utilising media tools to enhance participation, engagement and collaborate with other instructors.
<b>Term 7</b> Plan & Conduct Sport Programs – Community Sports Program	Students will plan a series of Rugby League programs that will be presented to the community. Students will also be required to organise a series of schedules that will enhance their ability to facilitate groups & conduct planned Rugby League sessions.
<b>Term 8</b> First Aid	Students will renew their CPR qualification.
<b>Certificate III in Sport and Recreation – Qualification Complete</b>	

### **POSSIBLE CAREER PATHWAYS**

The Certificate II in Sports Coaching will predominately be used by students to gain employment in the Sport & Recreation Industry. This qualification provides a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry.

**FEES - Subject fees apply - see Subject Selection Form.**

### INTRODUCTION

The aim of the Kirwan High Sports Academy is to provide passionate sports students the opportunity to improve their performance and excel in their chosen sport. Sports Academy students will develop their individual, physical, technical, tactical and psychological skills in their chosen sport.

In Years 11 and 12 students may elect to be a part of one (1) of the following Specific Sports Academies or participate in a General Sports Academy program.

- AFL
- BASKETBALL
- VOLLEYBALL
- FOOTBALL
- GENERAL
- HOCKEY
- NETBALL
- RUGBY LEAGUE
- TOUCH

The General Sports Academy program is available to students wanting to improve their physical performance capability in individual sports or in other sports that are not part of the Sports Academy program.

### COURSE OUTLINE

In each Sports Academy program students spend a large portion of time in the development and refinement of the core skills fundamental to their sport. This is achieved through deliberate, purposeful practice and the provision of meaningful feedback from coaches.

Aside from physical performance development, students will engage in the following key academy components.

- Sports Psychology
- Mental Health
- Nutrition
- Movement fundamentals
- Video Analysis / GPS devices
- Community Service
- Public Speaking
- Fitness testing

The Sports Academy provides students with cutting edge and comprehensive programs with performance opportunities at the local, state, national and international level.

### EXPECTATIONS

- Academy students are expected to represent the school in any team they are selected for and are to participate in all school sporting carnivals. Student are also encouraged to participate in local sporting competitions;
- Students are expected to participate in all practical, theoretical and workshop activities required of the program. If injured, students are expected to bring a note. For injuries that may keep the student from participation over time, students should consult a doctor or appropriate medical professional and manage the injury;
- Failure to consistently participate in the sports programs will result in a parent interview or a possible cancellation of enrolment in the program;
- Students should always be courteous and respectful and their behaviour should be of the highest standard when travelling and representing the school. Students will be expected to sign a Sports Academy contract;
- Students will be expected to sign a Sports Academy contract and maintain a satisfactory or above standard for effort and behaviour across all of their subjects each semester.
-

- Students are expected to maintain a green or yellow level of engagement. Students on red level of engagement will not be allowed to represent the school in sporting activities without Deputy Principal approval. This will also place their position in the Sports Academy at risk.

### **ACADEMY COACHING STAFF**

Kirwan State High School has qualified and experienced teachers who manage the academy programs and coach the athletes in both technical and tactical aspects. Academy coaches maintain close relationships with the Regional Directors of Coaching who provide ongoing coaching support and program advice. Practice sessions are often presented by or supported by the Director of Coaching or other recognised and respected officials.

### **COURSE REQUIREMENTS**

All sports students should have appropriate sporting equipment required by each specific program. All students must wear the correct sports academy uniform. Including sports specific footwear.

### **PRE-REQUISITES**

Students wanting to enrol in the sports Academy will participate in a training/trial day where they will undergo a variety of fitness tests and participate in sport specific drills. Students must be able to demonstrate a base level of fitness and possess the core skills required of their sport.

### **ASSESSMENT**

All sports Academy students will participate in performance reviews each term and will also complete written assessments and oral presentations throughout their course of study.

### **FEES**

A Sports Academy subject fee applies (see Subject Selection form) and must be paid in full upon selection of the subject.



# Science



- Aquaculture - Certificate II and Sampling and Measurement Certificate II (Dual Certificate)
- Biology
- Chemistry
- Physics
- Psychology
- Science in Practice

## Dual Qualification:

- Aquaculture – Certificate II
- Sampling and Measurement – Certificate II

(Two year course)

Vocational Education

Voc Ed

### INTRODUCTION

This subject is designed to develop student's skills and knowledge in relation to aquaculture and sampling and measurement. The qualification has a focus on workplace health and safety, raising and caring for live marine animals, using laboratory equipment in water and soil testing, breeding live feedstock and operating a small vessel (boat). This qualification also gives students pathway options into laboratory, production and field operations within the aquaculture, manufacturing, resources, environmental and construction sector. It will provide students with a broad range of transferrable skills and knowledge relevant to work in these fields.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the twelve units of competency in the Aquaculture qualification, and eight units of competency in the Sampling and Measurement qualification. Students will be assessed through their written short answer responses to modules and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however not a requirement to obtain the qualification.

### COURSE OUTLINE

Year 11	Focus
<b>Term 1</b> Introduction to Aquaculture and Produce Live-Feed Cultures	Students are required to communicate and work effectively in the seafood industry, identify workplace health and safety policies and procedures, measure resource usage and identify environmental issues. They are also required to routinely establish, produce and harvest live-feed (artemia) cultures according to facility work procedures, using equipment appropriately and making general observations.
<b>Term 2</b> Employment and Business Opportunities	Students are required to investigate business ideas within the seafood industry, identifying workplace health and safety requirements, permits and licenses, environmental impacts and employment opportunities.
<b>Term 3</b> Handle Stock and Monitor Environmental Conditions	Students are required to investigate growth rates of barramundi under differing stocking densities. They will handle stock routinely to measure growth rates and observe any behavioural or health changes. Water quality testing is completed throughout to ensure the environmental conditions are safe.
<b>Term 4</b> Operate a Small Vessel (boat)	Students are required to prepare, operate, maintain, store and secure small vessels. The operation is restricted to the basic use, maneuvering and loading of the vessel, as well as a basic understanding navigation buoys and markers.



<b>Year 12</b>	<b>Focus</b>
<b>Term 1</b> Sharks and Sustainability	Students are required to communicate and work effectively in the seafood industry, identify human impacts to sustainability and well as identify environmental issues of shark populations
<b>Term 2</b> Feed Stock and Perform Basic Tests	Students are required to investigate growth rates of barramundi under differing amounts of protein in their food. They will do a range of stock feeding activities, including undertaking observations that relate to the feeding of stock. Water quality testing is completed throughout to ensure the environmental conditions are safe.
<b>Term 3</b> Disease Control	Students are required to understand how to treat common diseases and actual or potential outbreaks that might threaten cultured or held stock. This will involve using microscopes and fish dissections.
<b>Term 4</b> Boating Equipment and Maintenance	Students are required to prepare, operate, maintain, store and secure small vessels. They are also required to inspect and clean aquatic work equipment including the ability to report on damage/maintenance issues and record cleaning activities.
<b>Certificate II in Aquaculture &amp; Certificate II in Sampling and Measurement – Qualification complete</b>	

#### **POSSIBLE CAREER PATHWAYS**

- Aquaculture farming
- Hatchery technician
- Biological science technician
- Fish research assistant
- Mineral assayer
- Samplers and testers
- Production personnel
- Plant operators
- Sample couriers

**FEES - Subject fees apply - see Subject Selection Form.**

# Biology

## General senior subject

General

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.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Exchange of nutrients and wastes</li> <li>Cellular energy, gas exchange and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>Homeostasis</li> <li>Infectious disease and epidemiology</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>Biodiversity and populations</li> <li>Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>Genetics and heredity</li> <li>Continuity of life on Earth</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

**FEES - Included in Resource Scheme Fee (\$300)**

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.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals – structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions – reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

**FEES - Included in Resource Scheme Fee (\$300)**

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

Students develop a sense of wonder and curiosity about the complexity of marine life and respect for all living things and the environment. They gain an appreciation of global stewardship associated with the marine environment; making judgements about their effective management; evaluating the impacts of environmental issues. They develop an understanding of the interrelatedness of marine systems including processes of persistence and change.

### Pathways

A course of study in Marine Science can establish a basis for further education and

employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Oceanography</b> <ul style="list-style-type: none"> <li>• An ocean planet</li> <li>• The dynamic shore</li> </ul>	<b>Marine biology</b> <ul style="list-style-type: none"> <li>• Marine ecology and biodiversity</li> <li>• Marine environmental management</li> </ul>	<b>Marine systems – connections and change</b> <ul style="list-style-type: none"> <li>• The reef and beyond</li> <li>• Changes on the reef</li> </ul>	<b>Ocean issues and resource management</b> <ul style="list-style-type: none"> <li>• Oceans of the future</li> <li>• Managing fisheries</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

**FEES - Included in Resource Scheme Fee (\$300)**

# Physics

## General senior subject

General

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 matter 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.

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

**FEES - Included in Resource Scheme Fee (\$300)**

# Science in Practice

## Applied senior subject

General

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

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines – Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

### Pathways

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

### Objectives

By the conclusion of the course of study students should:

- Describe and explain scientific facts, concepts and phenomena in a range of situations
- Describe and explain scientific skills, techniques, methods and risks
- Analyse data, situations and relationships
- Apply scientific knowledge, understanding and skills to generate solutions
- Communicate using scientific terminology, diagrams, conventions and symbols
- Plan scientific activities and investigations
- Evaluate reliability and validity of plans and procedures, and data and information
- Draw conclusions, and make decisions and recommendations using scientific evidence

## Structure

The Science in Practice course is designed around core topics and at least three electives.

Core Topics	Electives
<ul style="list-style-type: none"><li>• Scientific literacy and working scientifically</li><li>• Workplace health and safety</li><li>• Communication and self-management</li></ul>	<ul style="list-style-type: none"><li>• Science for the workplace</li><li>• Resources, energy and sustainability</li><li>• Health and lifestyles</li><li>• Environments</li><li>• Discovery and change</li></ul>

## Assessment

For Science 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 one investigation based on primary data.
- A range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	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 data they have been given.	A response to a series of tasks relating to a single topic in a molecule of work.	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.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal - non-presentation : 8 A4 pages max (or equivalent) - presentation: 3–6 minutes</li> <li>performance: continuous class-time</li> <li>product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal – non presentation: 10 A4 pages max (or equivalent) - presentation: 4– 7 minutes.</li> </ul>	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> <li>written: 200–300 words</li> <li>spoken: 1½ –2½ minutes</li> <li>multimodal – non presentation: 6 A4 pages max (or equivalent) - presentation: 2–3 minutes</li> <li>performance: continuous class time</li> <li>test: <ul style="list-style-type: none"> <li>20–30 minutes</li> <li>50–250 words per item</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>60–90 minutes</li> <li>50–250 word per item</li> </ul>

**FEES - Included in Resource Scheme Fee (\$300)**

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>The role of the brain</li> <li>Cognitive development</li> <li>Consciousness, attention and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>Intelligence</li> <li>Diagnosis</li> <li>Psychological disorders and treatments</li> <li>Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>Brain function</li> <li>Sensation and perception</li> <li>Memory</li> <li>Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>Social psychology</li> <li>Interpersonal processes</li> <li>Attitudes</li> <li>Cross-cultural psychology</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

**FEES - Included in Resource Scheme Fee (\$300)**

# Psychology

## General senior subject

General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students' develop an interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues. They appreciate the complex interactions, involving multiple parallel processes that continually influence human behaviour and understand that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations.

Students' develop their ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence. They critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence and communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

### 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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
• Data test		• Research investigation	
Summative internal assessment 2 (IA2):	20%		
• Student experiment			
Summative external assessment (EA): 50%			
• Examination			

**FEES - Included in Resource Scheme Fee (\$300)**



# The Arts



- Aboriginal and Torres Strait Islander Cultural Arts Industry Work Certificate II
- Dance
- Drama
- Instrumental Music
- Music
- Visual Art
- Visual Arts Certificate II



# Aboriginal and Torres Strait Islander Visual Arts Industry Work – Certificate II

(Two Year Course)

Vocational Education

Voc Ed

## INTRODUCTION

This certificate course will focus on basic art-making skills that underpin visual arts and crafts practice of the Aboriginal and Torres Strait Islander Cultures. An Aboriginal and Torres Strait Islander referencing group has been established to work with educators to ensure that appropriate cultural knowledge is being delivered throughout the program.

To successfully complete this qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the nine units of competency in this course. Students will be assessed through their written responses to making experiments and observations are carried out whilst they participate in simulated work activities.

## COURSE OUTLINE:

Year 11	Focus
<b>Term 1-</b> Elders Time	Students will engage with significant Elders and the Aboriginal and Torres Strait Islander Community and they will be able to describe significant elements of Aboriginal and Torres Strait Islander Culture and explore beliefsystems and how they impact their day to day lives.
<b>Term 2-</b> Cairns Indigenous Arts Fair	Students actively engage in a globally recognised Aboriginal and Torres Strait Islander visual arts industry event, the Cairns Indigenous Art Fair. Students research prominent art centres that contribute to this event by exhibiting their artwork. Finally, students draw inspiration from what they have learned and create a small painting responding to the stimulus "Senseof Place – Representing my country".
<b>Term 3 –</b> Ghost Netting	Students will complete a sculpture made of Ghost Net that contributes to acommunity event such as CIAF market place or a marine waste exhibition opportunity.
<b>Term 4 –</b> Folio Review	Students will review the year's work, finalising any submissions, in additionto completing their Workplace Health and Safety Workbook.
Year 12	Focus
<b>Term 1 –</b> Young Indigenous Printmakers	Students participate in sessions with professional Indigenous artists whodemonstrate traditional and contemporary printmaking techniques. Students will attend a workshop with a Master Printmaker, IndigenousArtist/s and produce a series of prints of their own design.
<b>Term 2 –</b> Spirit of NAIDOC	Students will engage with the year's current NAIDOC theme to create works in a range of medias/styles. Students actively participate in the preparation and staging of globally recognised Aboriginal and Torres Strait Islander Industry Arts, the Kirwan State High School NAIDOC Week Parade.
<b>Term 3 –</b> Rite of Passage	Students will produce an artwork choosing one of more of their strongest elective styles choosing either painting, drawing or printmaking. They will create a narrative about themselves and their personal cultural background.
<b>Term 4 –</b> Folio Review	Students will review their work from the course, to produce a folio of their creative outcomes.

### **POSSIBLE CAREER PATHWAYS**

- Entry into the Diploma of Visual Arts – Great Barrier Reef TAFE
- Retail assistant/marketing
- Craft/market supplier/assistant
- Community arts workshop assistant
- Traineeship in Gallery
- Artist

**FEES - Included in Resource Scheme Fee (\$300)**

## COURSE OUTLINE

Kirwan High's Instrumental Music program is now very well established both at Kirwan, and Within the local community. Instrumental music is a key component of the Creative Arts Academy.

The Instrumental Music Program is offered in seven areas:

- Woodwind
- Brass
- Percussion
- Strings
- Vocal
- Guitar
- Keyboard

When students reach a competent standard of playing they will be expected to participate in one or more of the school **Ensembles**.

They are as follows:

Primary Ensembles	Secondary Ensembles
<ul style="list-style-type: none"><li>• Wind Symphony</li><li>• Concert Band</li><li>• Enigma Orchestra</li><li>• Vivace Orchestra</li><li>• Kirwan Choir</li><li>• Keyboard Ensemble</li><li>• Percussion Ensemble</li></ul>	<ul style="list-style-type: none"><li>• Rock Band</li><li>• Big Band</li></ul>

As this is a voluntary program, it is expected that **all** students involved in the program will show exemplary levels of behaviour and commitment to the development of their musical abilities and the program as a whole.

## COURSE REQUIREMENTS

- Students will be required to attend lessons each week and participate in at least one large ensemble. A limited number of instruments are available from the school on a loan basis.
- Students will be encouraged to become involved in concerts, workshops, competitions and tours throughout Australia and overseas.
- Students will be expected to sign a Creative Arts Academy contract and maintain an A or B standard for effort and behaviour across all of their subjects each semester.

## FEES

**An Instrumental Music fee applies (see Instrumental Music application form) and must be paid in full upon selection of the subject.**

This fee allows the department to:

- Purchase new sheet music for ensembles and lessons
- Purchase new instruments
- Maintain current instrument fleet
- Provide transport to performance opportunities
- Enter into the local Eisteddfod
- Photocopy required music
- Access industry experts and participation in a range of performance opportunities and workshops.

# Dance

## General senior subject

General

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and

collaboratively. They develop aesthetic and kinesthetic intelligence, and personal and social skills.

## Pathways

A course of study in Dance establishes a basis for further education and employment across many fields, both in the arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	<b>Moving statements</b> How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	<b>Moving my way</b> How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style – personal viewpoints and influences on genre

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Performance</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — dance work</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Choreography</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

## FEES

This subject is covered under the school resource scheme.

# Drama

## General senior subject

General

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 establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Performance</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — practice-led project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project — dramatic concept</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

### FEES

This subject is covered under the school resource scheme.

# Music

## General senior subject

General

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 study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

## Objectives

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

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

## Structure

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



## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Performance</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Composition</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination</li></ul>			

### FEES

A Creative Arts Academy subject fee applies (see Subject Selection form) and must be paid in full upon selection of the subject.

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.

## Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning. -

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation – inquiry phase 1	20%	Summative internal assessment 3 (IA3): • Project – inquiry phase 3	30%
Summative internal assessment 2 (IA2): • Project – inquiry phase 2	20%		
Summative external assessment (EA): 25% • Examination			

### FEES

**A subject fee applies (see Subject Selection Form) and must be paid in full upon selection of the subject.**

This fee covers the cost of art materials, photocopying of resources, ICT software and hardware upgrades, access to other industry workshop opportunities.

# Visual Arts – Certificate II

## (Two Year Course)

Voc Ed

### INTRODUCTION

This certificate courses will focus on units of Design but may include other units based on Art and Craft. This is a flexible and practical course created to give students an awareness and appreciation of a wide variety of Design disciplines, principles and communication using design language and terms. The course is structured to link to other school faculties, the general community and the business world. The design course also prepares students who may wish to pursue a design related field such as Architecture, Industrial Design, Environmental Design, Fashion Design, Commercial Art and others.

To successfully complete qualification, students must demonstrate a satisfactory level of the skills and knowledge required for each of the 9 units of competency in this course. Students will be assessed through their written bookwork to making experiments and observations carried out whilst they participate in simulated work activities. Work experience placements for this course are highly encouraged however are not a requirement to obtain the qualification.

### COURSE OUTLINE

YEAR 11	FOCUS
<b>Term 1:</b> Breville Product Re- Design	Students will learn the basics of drawing, focusing on the elements and principles of Design. Students will apply techniques to produce a product re-design.
<b>Term 2:</b> Gouache Postcard	Students will learn basic painting skills and techniques in order to produce a gouache postcard.
<b>Term 3:</b> Event Poster	Students are introduced to Lino Printmaking. Students will develop and apply their introduction to digital imaging skills as well as their physical printmaking skills to produce an Event Poster.
<b>Term 4:</b> CD Design	Students will continue to develop their digital imaging skills in order to produce a CD Design.
YEAR 12	FOCUS
<b>Term 1:</b> Personal Branding	Students will revisit their digital imaging skills and produce a personal branding folio.
<b>Term 2:</b> Artisan Ceramic Bowls	Students will learn basic ceramic and hand building techniques in order to craft their own artisan bowl.
<b>Term 3:</b> Mini Zine	Students will revisit painting and drawing techniques to produce their own mini-zine.
<b>Term 4:</b> Folio Review	Students will review their work from the course, to produce a folio of their creative outcomes.

### POSSIBLE CAREER PATHWAYS

- QCE entry into New Media Arts – James Cook University (supported by folio of works)
- Photo imaging assistant/trainee
- Artist
- Advertising
- Community arts workshop assistant
- Trainee in ceramics studio
- Graphic designer
- Branding or marketing trainee

**FEES - A subject fee applies (see Subject Selection Form) and must be paid in full upon selection of the subject**

## NOTES