SENIOR SECONDARY SUBJECT INFORMATION 2027 - 2028

PRINCIPAL'S WELCOME

Entering your final phase of Senior Schooling in Years 11 and 12 is an exciting time in your lives and for your parents and caregivers as it is a time to shape life's pathways. For some, this will mean an *Academic Pathway* where Tertiary aimed studies and learning are sought. For others, it will mean an *Enterprise Pathway* where students will hone their skills for traineeships, apprenticeships and employment. At Woree State High School, we value both pathways equally and are proud to be part of our students' development and decision making that lead them to their successful futures.

Woree State High School has a proud tradition in the development of fine young Australians who contribute significantly to the local and global community in which we live. Our school has a commitment to quality curriculum and quality teaching.

At Woree State High School, we strive to develop the 21st century skills to support students as lifelong learners, valued employees, innovators, entrepreneurs and engaged and responsible global citizens. As you will see in this handbook, we offer a wide and varied range of subjects that will equip our students with the knowledge and skills for their future.

An experienced Student Support Services Team provide an excellent service to students. Central to this is the development of attributes such as emotional resilience, independent learning skills, intrinsic motivation and time management.

We are extremely confident that Woree State High School will provide the opportunity for all Senior Secondary students to successfully transition to their future pathways.

Maurice Andrejic
Principal

NOTE: All information is correct and true at time of publication October 2026.

Table of Contents

PRINCIPAL'S WELCOME 3
INFORMATION FOR PARENTS AND STUDENTS 6
SUBJECT SELECTIONS 8
NOTES AND GUIDELINES FOR SUBJECT SELECTION 9
TYPES OF SUBJECTS OFFERED 10
VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS 12
CHOOSING A COURSE OF STUDY 13
QCE INTRODUCTION 14
YEARS 11 AND 12 SUBJECT RECOMMENDED ACHIEVEMENT LEVELS 19
DIVERSE LEARNING PROGRAM 21
MATHEMATICS 22
- Essential Mathematics 22
- General Mathematics 24
- Mathematical Methods 26

ENGLISH 28
- English 28
- Essential English 30

HUMANITIES & BUSINESS 32
- Aboriginal & Torres Strait Islander Studies 32
- Ancient History 33
- Business 35
- Legal Studies 37
- Social & Community Studies 39
- Tourism 41

DESIGN & TECHNOLOGIES 43
- Furnishing Skills 43

HEALTH & PHYSICAL EDUCATION 45
- Physical Education 45
- Sport and Recreation 46

SCIENCE 48
- Aquatic Practices 48
- Biology 50
- Chemistry 52
- Marine Science 54
- Physics 56
- Science in Practice 58

DIGITAL TECHNOLOGIES & THE ARTS 60
- Digital Solutions 60
- Drama in Practice 62
- Information & Communication Technology 64

Media Arts in Practice 65
Music in Practice 67
Music 69
Visual Art 71
Visual Arts in Practice 73
VOCATIONAL EDUCATION & TRAINING 75
CPC20220 Certificate II in Construction Pathways 76
MEM20422 Certificate II in Engineering Pathways 78
Certificate I in Hospitality (SIT10222) 80
Certificate II in Hospitality (SIT20322) 82
Certificate III in Hospitality (SIT30622) 84
Certificate II in Tourism (SIT20125) 86
Certificate II in Outdoor Recreation (SIS20419) 88
Certificate II in Active Volunteering (CHC24015) - 12 90
Certificate II in Health Support Services (HLT23221) – 11 92
Certificate III in Health Services Assistance (HLT33115) – 12 92
SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching – Binnacle Training RTO 31319 94
Rugby League Program 96
SIS30521 Certificate III in Sport Coaching + SIS20321 Certificate II in Sport Coaching – Binnacle Training RTO 31319 96
VET in Schools (VETiS) 98
GLOSSARY 99

INFORMATION FOR PARENTS AND STUDENTS

Senior Education Profile

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

- Senior Statement
- 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

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.

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.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) Eligibility

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

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

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

English Requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
Satisfactory completion will require students to attain a result that is equivalent to a 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.

What is an ATAR?

Planning on going to University? You will need an Australian Tertiary Admission Rank (ATAR).

Primary mechanism used nationally for tertiary admissions
Indicates a student's position relative to other students

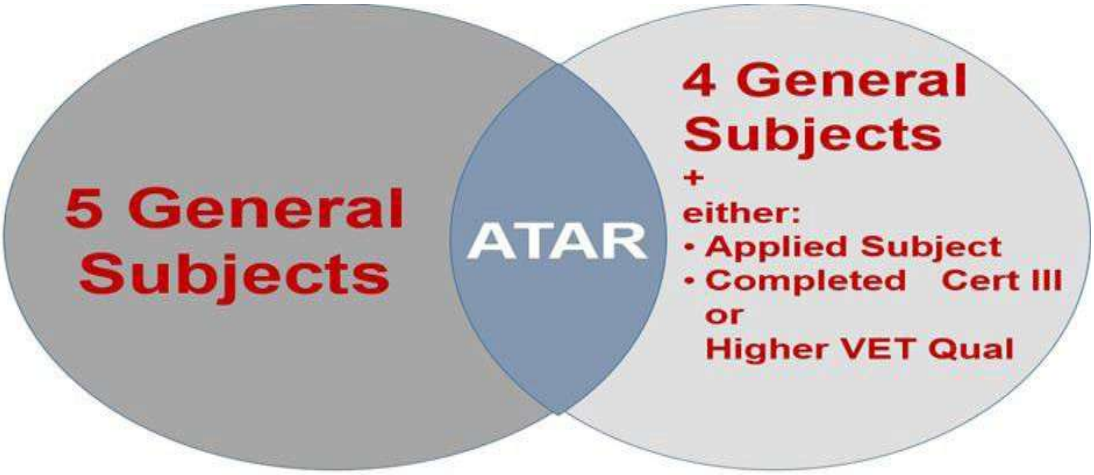
2,000 point scale from 99.95 down to 0.00
ATARs less than 30.00 will be expressed as *"30 and below"*

Will be calculated by QTAC for entry into courses from 2021
Will be the new standard pathway for Qld Year 12 students

How will you become eligible for an ATAR?

The calculation of an ATAR will be based on a student's:

- Best five General subject results **OR**
- Best results in a combination of four General Subject results plus an Applied Subject result or a Certificate III or higher VET Qualification.
- It must include satisfactory completion of a QCAA English subject.



Examples of Study Patterns for ATAR

- English
- Mathematical Methods
- Specialist Mathematics
- Physics
- Chemistry

- Essential English
- Physical Education
- Ancient History
- Legal Studies
- Drama

- English
- Legal Studies
- Visual Art
- Drama
- Certificate III Health Services Assistance

SUBJECT SELECTIONS

Whilst it is understood that student goals and aspirations may change over the course of the next two years, subject selection is something that must occur only after consultation with parents, students and Head of Senior Schooling. There may be scope for some future changes to be made as long as the requirements of the QCE are met and that all consequences of changes are considered.

The following need to be considered carefully:

1. Academic Pathway

This pathway prepares students for university entrance or further study in a specific field. At Woree State High School, students on this pathway must study 5 – 6 subjects, 4 of which must be General Subjects; **one subject MUST be an ENGLISH subject**. They must also meet all Recommended Achievement Levels for entry to each subject. To gain entrance to a university or tertiary institution students will need an ATAR score. The ATAR score will be calculated by:

- the best five General subjects results or
- the best results in a combination of 4 General subject results plus 1 Applied subject result **OR** 1 Certificate III or higher VET qualification

2. Academic & Enterprise Pathway

This pathway combines General, Applied and VET courses. It provides students with many pathways for further study, career and work options on successful completion of Year 12. Students choosing this pathway must:

- Meet QCE requirements: students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements
- Choose a minimum of 6 subjects (General, Applied or VET)

3. Enterprise Pathway

An enterprise Pathway provides students with many pathways for career and work options on successful completion of Year 12. Students choosing this pathway must:

- choose a minimum of 6 subjects (General, Applied or VET)
- meet QCE requirements: students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements

4. Choosing Senior Subjects

At Woree State High School, we understand how crucial it is for each student to make the best decision in selecting senior subjects. Students should choose subjects:

- that they enjoy
- in which they have shown ability or aptitude
- in which they have experienced success
- which will develop skills, knowledge and attitudes useful throughout their lives
- which optimise opportunities to reach their potential
- which are prerequisites for tertiary or further studies

5. Recommended Achievement Levels for Senior Subjects

Woree State High School works to ensure that students make realistic, goal-oriented subject selections for their senior studies and to avoid unnecessary subject changes as a consequence of subject selections for which they do not possess the underlying skills and/or knowledge base.

As such, a range of Year 11 subjects have Year 10 achievement levels that generally relate to standards of achievement in Year 10 subjects of: English, Mathematics, Science and History.

Students are only recommended to select these Year 11 subjects if they meet the identified Year 10 Recommended Achievement Levels. Students who have not achieved mandatory Year 10 Recommended Achievement Levels for Year 11 subjects they wish to study MUST discuss their selections with the relevant Heads of Department.

6. Subject Changes

Students will work over Years 11 and 12 towards the attainment of a QCE. Changing a subject during this time will have a major impact on meeting the requirements to be awarded a QCE. It is now more important than ever that students make appropriate subject selections from the commencement of Year 11 and avoid unnecessary subject changes. Subjects selected for Senior are to be studied for at least 4 semesters (2 years).

NOTES AND GUIDELINES FOR SUBJECT SELECTION

Year 11 and 12 subjects cover a greater volume of work than Junior Secondary subjects. More importantly, students are expected to develop a critical and evaluative approach to their studies. A greater assignment load also demands increased ability to work independently and without prompting from teachers. In summary, this means a higher level of **personal responsibility** is needed for a student to succeed.

The time that needs to be spent on homework and assignments is greater in Years 11 and 12 than in the junior school. Two - three hours study per night would be expected, to do well overall.

As developing adults, extra-curricular activities often increase, (e.g. part-time jobs, sporting events, social events, religious/cultural activities), which will all make demands on your time. It is critical that you keep a **balance** between these factors and school that is **right for you.** It is a good idea to discuss how you will use your time most effectively. A common agreement needs to be reached with your parents/carers.

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

a. Have a good knowledge of ***study skills*** (the school can assist with strategies).
b. Set ***realistic but ambitious goals***. Goals can be of three types:
   - **short-term goals**, e.g. getting an assignment in on time
   - **middle-term goals**, e.g. improving your Level of Achievement in one (or more) subjects over a semester
   - **long-term goals**, e.g. to perform well enough at school to go to university or secure an apprenticeship or traineeship

All senior students should consider their own personal goals. Years 11 and 12 represent an exciting challenge and an important investment in your future. It is part of the Guidance Officer's role to provide ongoing support to students on their journey through senior schooling. Should you experience a medical or other difficulty during Year 11 or 12, please meet with the Guidance Officer as **Access Arrangement and Reasonable Adjustments (AARA)** may be applicable.

The subjects in this booklet represent the subject offerings for **Years 11 and 12 in 2027/2028**.

Students should keep the following points and questions in mind:

1. How well have you coped with related subjects in Year 10?
2. Do you want to gain an ATAR at the completion of Year 12? If you do, then you MUST choose subjects that will count towards your ATAR.
3. If you have ideas of the tertiary courses you are aiming for, then check prerequisite subjects necessary to get into those courses in 2029.
4. If you have no ideas of what tertiary courses you are interested in, or even if you want to go to university, then where possible choose subjects that keep many options open. Speak with the Head of Senior Schooling or the Guidance Officer for advice.
5. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.
   - 20 credits from contributing courses of study, including: General or Applied subjects, VET qualifications, non-Queensland studies or recognised studies.
   - 3 subjects must be studied over 4 consecutive semesters
   - a level of literacy must be attained
   - a level of numeracy must be attained
6. If you know that you definitely do not want to do a Tertiary Course after Year 12, and instead you want to acquire the skills that may help you get a job, then a selection of Applied subjects, Short Courses, VET courses and/or a School Based Traineeship or Apprenticeship may be appropriate for you. Please remember that these qualifications can assist with accessing higher education in later years.
7. After considering all the factors above, also try to choose subjects you are best at and enjoy the most. Make your final two senior years of school enjoyable as well as challenging.
8. All subjects offered to Year 11 and 12 students at Woree State High School will appear on your Senior Statement.
9. Some subjects are offered on more than one line. Each subject may be studied only once.
10. Students entering a School Based Traineeship or Apprenticeship are advised to select a revised workload of between three and five subjects, in consultation with the Guidance Officer and the Head of Senior Schooling.
11. Read **carefully** all the subject descriptions in this booklet. Further enquiries regarding the subjects should be directed to the relevant Heads of Departments or to the Guidance Officer.

TYPES OF SUBJECTS OFFERED

General Subjects

General subjects are suited to students who are interested in pathways beyond Senior Secondary Schooling that lead primarily to tertiary studies and to pathways for Vocational Education and Training and work. General subjects include Extension subjects.

General Subjects Course Overview

General subjects 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.

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

Faculty Heads of Department 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.

Woree SHS reports satisfactory completion of Units 1 and 2 to the QCAA, and reports levels of achievement to students and parents/carers using grades.

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.

The three summative internal assessments will be endorsed by the QCAA before they are used.

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 student's overall subject result. **For most subjects this is 25%; for Mathematics and Science subjects it is 50%.**

Instrument-specific Marking Guides

Each subject has an instrument-specific marking guide (ISMG) 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, teachers will discuss the ISMG 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 to the student's overall subject result and is not privileged over summative internal assessment.

Applied and Applied (Essential) Subjects

Applied and Applied (Essential) subjects are suited to students who are primarily interested in pathways beyond Senior Secondary Schooling that lead to vocational education and training or work.

Applied Subjects Course Overview

Applied subjects are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

Assessment

Applied subjects use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment an instrument-specific standards matrix (marking guide) is shared with students and used as a tool for making judgments about the quality of students' responses.

Essential English and Essential Mathematics — Common Internal Assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Woree SHS develops *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.

Short Course Subjects

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

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

Short Course Subjects course overview

Short Course Subjects are one-unit courses of study. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short courses are available in:

- Literacy
- Numeracy

Assessment

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

VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS

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.

These subjects offer the opportunity for Year 11 and 12 students to gain a nationally recognised qualification in Certificate courses whilst still at school. These qualifications are valued by industry.

Students must obtain a Unique Student Identifier (USI) number to enrol in these Certificate courses. Visit www.usi.gov.au to obtain a USI number.

These courses:

- Carry a National Accreditation at a specific level of competence
- Result in the issue of a specific Certificate upon successful completion of all the Units of Competency
- Are recorded on the Senior Statement and the School Exit Statement
- Contribute to credits for the QCE (up to 8 credits for a Certificate III course) (Please see QCAA website for variations to credit points for different certificates) http://www.qcaa.qld.edu.au
- Can be delivered by any registered RTO – Woree State High School/TAFE/private provider
- May streamline into Higher Certificates or Diplomas
- Certificate III courses can contribute to ATAR ranking

Reasons to choose VET:

- It prepares students for lifelong learning, essential for a productive post school life
- It gives students practical opportunities to explore career paths
- The qualifications are highly regarded by industry
- VET subjects are taught by teachers with relevant industry knowledge, experience and currency to teach VET
- VET supports a seamless transition from school to employment and further education
- It caters for all students - those seeking university entrance, seeking employment specific skills and those at risk of not completing school
- VET options provide **flexible pathways**
- Helps secure student commitment to completing their QCE
- Certificate programs can articulate into Diplomas (conditions may apply)
- Diplomas can articulate into University studies

School Based Apprenticeships/Traineeships (SATs)

Students can seek a School Based Apprenticeship or Traineeship. These are advertised throughout the year to students through the Student Portal. If successful, the student's school program is adjusted to suit the apprenticeship/traineeship. See the VET Coordinator for further details.

School-based Apprenticeships and Traineeships (SATs) are available in a wide range of industry areas such as telecommunications, fitness, sport and recreation, information technology and wholesale/retail, as well as the traditional areas such as building and construction, engineering and hospitality.

SATs allow students to train and do paid work in their chosen field while they are still at school studying for the Senior Statement.

As well as paid work students will gain extra training to build on the skills learned at work and at school. This training may occur at school, at work or at a TAFE or a private provider.

A SAT can be an attractive option for students who have demonstrated that they have the maturity needed to manage this combination of learning, training and work.

You may have the opportunity to complete both Year 12 and a School-Based Traineeship or start a School-Based Apprenticeship. Be sure that you understand that apprenticeships and traineeships are **legally binding** formal agreements. When you sign these you are agreeing to particular work and training requirements as is your host employer. Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.

It is important to realise that a SAT will most likely require you to work during school holidays.

Students interested in SATs should see the Head of Senior Schooling. They need to complete their normal subject selection, choosing six (6) subjects for Year 11 and 12. Any adjustments to a student's program of study will be negotiated as part of the preparation for undertaking a school-based traineeship or apprenticeship.

VETiS (VET in Schools)

External Registered Training Organisations (RTO) e.g. TAFE, provide a range of Certificate courses available to secondary students. These courses are advertised through the Student Portal. Students can apply to study these through the VET Coordinator's Office in J Space (NB Cost may apply).

CHOOSING A COURSE OF STUDY

Career Pathway

When choosing a career pathway it is important to remember that all learning and all subjects have value. It is also important to note that all subjects provide a variety of skills that will equip students for entry to the workforce either after Year 12 or after further training or study.

Students can choose from three pathways: Academic, Academic and Enterprise, Enterprise. An Academic Pathway is a pathway of study that prepares a student to gain university entrance for further study in a specialised field upon the successful completion of subjects to a set standard in Years 11 and 12. An Academic and Enterprise pathway prepares students for both the workforce and/or university entrance after further study following the successful completion of year 12. An Enterprise Pathway is a pathway of study that prepares a student for entrance directly to the workforce. Students who are uncertain about the pathway most appropriate to their interests and abilities are advised to consult the Guidance Officer or our Heads of Departments before making their subject selections.

ACADEMIC PATHWAY	ACADEMIC & ENTERPRISE PATHWAY	ENTERPRISE PATHWAY
• Students choose this pathway in preparation for university entrance • Students must complete at least 5 General subjects; or 4 General subjects plus one Applied subject or a VET qualification at AQF Certificate III or higher • Students must complete one English subject • Students must complete 3 internal assessments and sit one external assessment for each general subject • Students must meet the QCE requirements: students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements For students who plan on going to University or an institution for further study after completing Year 12.	• Students choosing this pathway are preparing for both the workforce and further study. They may have an academic career in mind but are unable to meet the requirements for an ATAR • Students must investigate the prerequisites for their career and choose subjects that will lead to their success • Students must meet the QCE requirements: students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements • Students must enrol in 6 subjects. They may choose any combination of General, Applied or VET courses For students who are considering both work and/or further study after successfully completing Year 12.	• Students choosing this pathway are more likely to go into the workforce, secure an apprenticeship / traineeship or continue their education at TAFE. • Students must meet the literacy and numeracy requirements • Students must meet the QCE requirements: students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements • Students must enrol in 6 subjects. They may choose any combination of General, Applied or VET courses • Students choosing this pathway must still satisfy the prerequisite subject requirements and need to have developed good study habits. For students who plan to undertake an Apprenticeship or Traineeship while at school. They may also consider undertaking a TAFE course or entering the work force after the successful completion of Year 12.

QLD CERTIFICATE OF INDIVIDUAL ACHIEVEMENT - QCIA (special entry only)	The Queensland Certificate of Individual Achievement (QCIA) is designed to cater for students with a verified disability, and those who are receiving support via the school's Diverse Learning Program.

QCE INTRODUCTION

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised Senior Secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

The QCE demonstrates to employers, tertiary institutions and the wider community that school leavers have met the set standard by completing a learning program with sufficient breadth and depth.

For more detailed information refer to QCAA website : www.qcaa.qld.edu.au

About the QCE

A wide range of learning can contribute towards the QCE, including:

- Senior school subjects
- Vocational education and training (VET)
- Workplace learning recognised by the QCAA
- University subjects undertaken while at school.

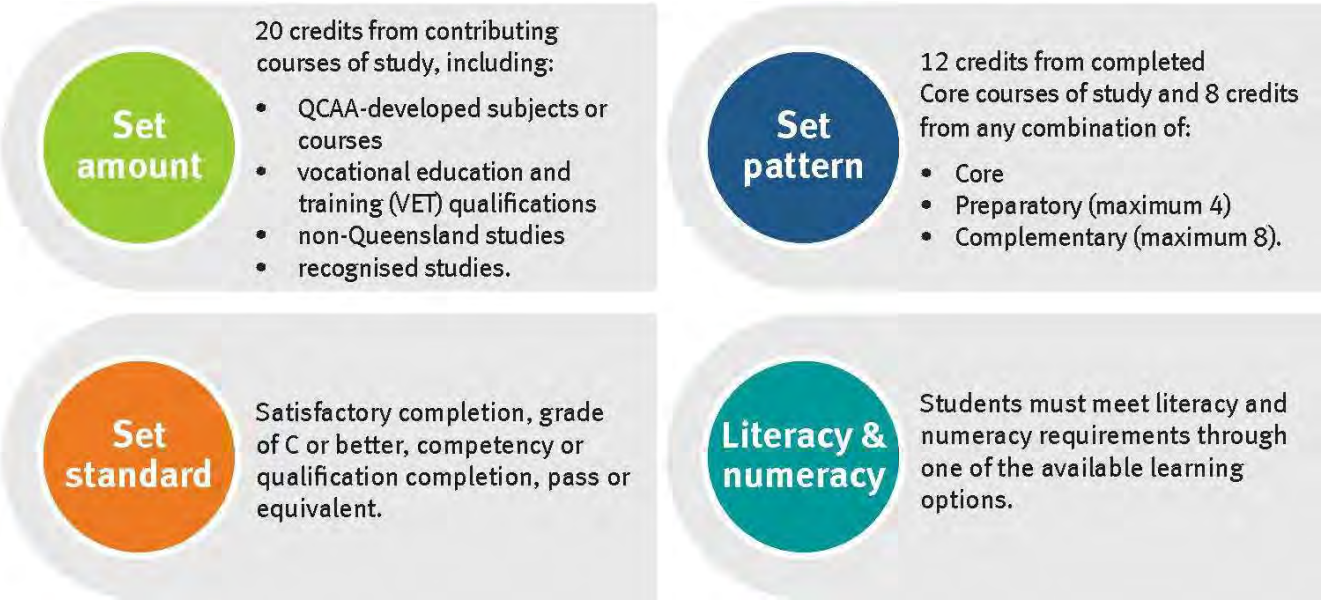
Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE.

Planning for a QCE

The Senior Education and Training Plan (SET Plan) helps each student plan and structure their senior learning around their abilities, interests and ambitions. The SET Plan is a map of what, where and how a student will study during their senior phase of learning — usually Years 10, 11 and 12. Planning should be finalised by the end of Year 10 and is agreed between the student, their parents or carers and the school. The SET Plan should be regularly reviewed by schools, students and parents or carers, and updated as required.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



How the QCE Works

The qualification is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs. This allows students to tailor their senior pathway to suit their interests and support their future goals.

The QCE is achievable for students and recognises a broad range of learning, including:

- senior school subjects
- vocational education and training (VET)
- workplace and community learning, and
- university subjects undertaken while at school.

Achievements in different types of learning attract different credit values, with credit being assigned when a minimum standard of achievement is reached.

Students who do not achieve a QCE at the end of Year 12 can continue to work towards one for up to seven years after leaving school through the completion of additional learning, such as VET courses, traineeships or recognised workplace programs. Once eligible, the Queensland Curriculum and Assessment Authority (QCAA) will award the student a QCE, together with a Statement of Results, in the following July or December.

Courses of Study

A wide variety of courses of study may contribute towards the QCE. These are organised into four categories:

Core courses are usually undertaken by students during the senior phase of learning and include Authority and Authority-registered subjects. **A minimum of 12 credits must come from completed Core courses of study, with at least one of these from studies completed at school.**

- **Core: At least 12 credits must come from completed Core courses of study**

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorized as Core	as recognised by QCAA

Preparatory courses are generally used as stepping stones to further study or training. They include VET certificate I qualifications and literacy or numeracy short courses developed by the QCAA. **A maximum of 4 credits from preparatory courses can count towards the QCE.**

- **Preparatory: A maximum of 4 credits can come from Preparatory courses of study**

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorized as Core	as recognised by QCAA

Enrichment courses provide students with opportunities to develop their skills and knowledge at a higher level. These include recognised certificates and awards, structured workplace or community-based learning programs, learning projects, accredited VET courses, and some Authority extension subjects and non-QCAA school based courses. A maximum of 8 credits from enrichment courses can count towards the QCE.

Advanced courses go beyond the scope and depth of typical senior secondary schooling and include university courses and diploma or advanced diploma programs undertaken while at school. A maximum of 8 credits from advanced courses can count towards the QCE.

QCE literacy and numeracy requirements

The literacy and numeracy requirements for a QCE meet standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

Learning options to meet literacy and numeracy requirements for a QCE.

Courses of study	Literacy	Numeracy	Set standard
Applied (including Essential)	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential English	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Grade of C or better in a Unit 3 and 4 pair
General	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • English • English as an Additional Language • Literature	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • General Mathematics • Mathematical Methods • Specialist Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Grade of C or better in a Unit 3 and 4 pair
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Grade of C or better

QCE Credit

Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority.
The QCE completed Core requirement is 12 credits of the total 20 credits to meet the set amount of learning needed to be issued a QCE.

QCE Credit allocation for Core courses:

General and Applied subjects

QCAA syllabus	Set standard	QCE credits	Notes
Applied subject		**4 (maximum credit available)**	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met. Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.
Unit 2	Satisfactory	1	
Units 3 and 4	Grade of C or better	2	
General subject		**4 (maximum credit available)**	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met. Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.
Unit 2	Satisfactory	1	
Units 3 and 4	Grade of C or better	2	

VET - maximums

VET qualification	Requirements	QCE credits	Notes
Certificate II	**Recommended hours**	**4 (maximum credit available)**	
	Not applicable	4	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning.
Certificate III and IV	**Recommended hours**	**8 (maximum credit available)**	
	440 hours or more	8	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning. QCE credit for VET qualifications is based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.
	385–439 hours	7	
	330–384 hours	6	
	Fewer than 330 hours	5	
School-based apprenticeship		**6 (maximum credit available)**	
VET qualification	Maximum training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship • four years — up to 33.3% of the competencies • three years — up to 40% of the competencies • two years — up to 50% of the competencies.	Up to 2	School-based apprenticeship VET qualifications do **not** contribute to the completed Core requirement of the QCE, as they cannot be completed while at school.
On-the-job	minimum 50 days (375 hours) per 12 months from date of commencement (a minimum of 7.5 hours per week averaged over each 3-month period)	Up to 4 (2 credits for each 50 days completed each 12 months)	QCE credits may contribute to the completed Core requirement when a student completes all the on-the-job hours while at school. Partial credit may apply (1 credit for 25 days completed). The Queensland Government, Department of Employment, Small Business and Training provides further information about school- based apprenticeships and traineeships.
	Electrotechnology minimum 80 days (600 hours) per 12 months	Up to 4 (2 credits for each 80 days completed each 12 months)	
School-based traineeships		**8 (maximum credit available)**	
	As outlined with the relevant VET certificate level.	Up to 8	No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.

Student Learning Accounts and Monitoring Progress

When a student is registered with the QCAA (usually in Year 10) — a learning account is created for them. The student's learning account records:

- their school subject enrolments (all eligible learning undertaken during the senior phase of learning);
- where and when learning takes place; and
- the results of any completed studies, which contribute to the QCE. These details are provided by the school and/or other learning providers.

Students are given a LUI (learner unique identifier) and a password for their learning account, which they can access any time via the Student Connect website at www.studentconnect.qcaa.qld.edu.au. Students can track their progress towards a QCE, vocational certificate or QCIA.

The Senior Education Profile (SEP)

The Senior Education Profile may comprise of:

a) **Queensland Certificate of Education -** Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate — their learning account remains open, regardless of their age (however, credits expire after 9 years). The QCAA will award a QCE in the following July or December, once a person becomes eligible.

b) **Senior Statement -** The Senior Statement is a transcript of the learning account for all students completing Year 12 at a Queensland school. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland. Students who complete Year 12 will receive a Senior Statement in December of that year.

c) **Statement of Results -** After finishing Year 12, students will automatically receive a Statement of Results, if they become eligible for the award of a QCE or undertake a Senior External Examination. A Statement of Results is a cumulative transcript of their learning account. These are issued in July and December. Students leaving early (before the Year 12 finishing day), and who are eligible for the award of a QCE, will receive a Statement of Results when the QCE is issued. Students leaving early (before the Year 12 finishing day) without qualifying for the award of a QCE may apply for a Statement of Results after the quality assurance processes have been completed.

d) **Queensland Certificate of Individual Achievement -** The QCIA reports the learning achievements of students who are on individual learning programs. The QCIA adds to the suite of certificates that the QCAA issues, and ensures that the educational achievement of all students can be recorded on a quality certificate.

YEARS 11 AND 12 SUBJECT RECOMMENDED ACHIEVEMENT LEVELS

FACULTY / SUBJECTS	RECOMMENDED ACHIEVEMENT LEVELS
General / Applied / VET	
MATHEMATICS	
Essential Mathematics	NIL
General Mathematics	C Achievement in Year 10 Mathematics
Mathematical Methods	B Achievement in Year 10 Mathematics
ENGLISH	
English	B Achievement in Year 10 English
Essential English	NIL
SCIENCE	
Aquatic Practices	NIL
Biology	B Achievement in Year 10 Science and English **AND** C Achievement in Year 10 Mathematics
Chemistry	B Achievement in Year 10 Science, Mathematics and study Mathematical Methods
Marine Science	B Achievement in Year 10 Science and English **AND** C Achievement in Year 10 Mathematics
Physics	B Achievement in Year 10 Science, Mathematics and study Mathematical Methods
HUMANITIES AND BUSINESS	
Aboriginal & Torres Strait Islander Studies	C Achievement in Year 10 English
Ancient History	C Achievement in Year 10 English and History
Business	C Achievement in Year 10 English
Legal Studies	C Achievement in Year 10 English
Social and Community Studies	NIL
Tourism	NIL
Certificate II in Tourism SIT20125	Must have a USI
HEALTH AND PHYSICAL EDUCATION	
Physical Education	B Achievement in Year 10 Health and Physical Education **AND** C Achievement in Year 10 English
Sport & Recreation	NIL
Certificate II in Health Support Services HLT23221 RTO#40518	D Achievement in Year 10 English (ENG) Must have a USI
Certificate III in Health Services Assistance HLT33115 RTO#40518	Must have completed Certificate II in Health Support Services Must have a USI
Rugby League Program SIS30521 Certificate III in Sport Coaching + SIS20321 Certificate II in Sport Coaching RTO#31319	C Achievement in Year 10 English Must have a USI
SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching RTO#31319	C Achievement in Year 10 English Must have a USI
DIGITAL TECHNOLOGIES & THE ARTS	
Digital Solutions	C Achievement in Year 10 Mathematics **AND** Recommended completion of Year 10 Digital Technologies
Drama in Practice	NIL
Information and Communication Technology	NIL
Media Arts in Practice	NIL
Music	C Achievement in Year 10 English and Music
Music in Practice	NIL

Visual Art	C Achievement in Year 10 English and Visual Art
Visual Arts in Practice	NIL
DESIGN & THE TECHNOLOGIES	
Furnishing Skills	NIL
CPC20220 Certificate II in Construction Pathways RTO#31193	Must have a USI
MEM20422 Certificate II in Engineering Pathways RTO#31193	Expression of Interest (EOI) must be submitted to the HOD Must meet *Good Standing* requirements Must have a USI
Certificate II in Hospitality SIT20322	Expression of Interest (EOI) must be submitted to the HOD Must meet *Good Standing* requirements Must have a USI
Certificate III in Hospitality SIT30622	Expression of Interest (EOI) must be submitted to the HOD Must meet *Good Standing* requirements Must have a USI
VET COURSES	
Certificate II in Outdoor Recreation SIS20419 RTO#40548	Must have a USI
Certificate II in Active Volunteering CHC24015 RTO#40548	Year 12 only Must have a USI

All subjects offered will depend on class sizes as determined by the principal.

DIVERSE LEARNING PROGRAM

Supported Learning	**Contact person:** Mrs Samantha Ilic

Students who access support through the DLF have made choices with their support team about individual pathway options.

Planning pathways for transition from school to life after school begins formally in Year 10. Student programs are monitored and discussions around student futures begin when young people are transitioning into Senior Secondary Education. Students with verified disabilities are allocated a Case Manager who ensures the individual learning needs of students are met.

Diverse Learning teaching staff develop individualised programs for students who access education programs at Woree State High School. The student's study program will be negotiated with the Deputy Principal Inclusion (DPI) and with the student's case manager. An appointment with the Case Manager is essential so as to plan a student's program prior to the commencement of the school year.

Pathways

Diverse Learning Program students may elect to enrol in senior schooling in one of the following ways:

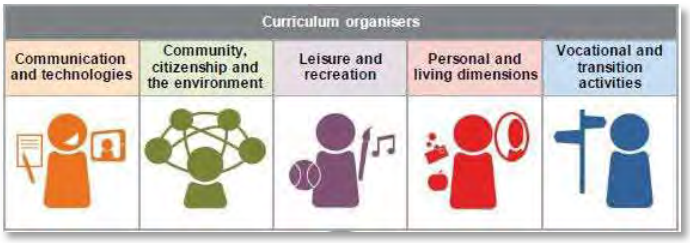
- **Full mainstream subject load** – Queensland Certificate of Education (QCE) or Australian Tertiary Admission Rank (ATAR) eligibility
- **A combination of both Diverse Learning Program subjects and mainstream subjects** – Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)
- **Enrolled solely in subjects delivered by Diverse Learning Program** – Queensland Certificate of Individual Achievement (QCIA) eligibility

Senior Diverse Learning staff (case managers, teachers and teacher aides) will support students in all of the above senior pathways.

Queensland Certificate of Individual Achievement (QCIA): the QCIA reports the learning achievements of students who are on individualised learning programs. The QCIA adds to the suite of certificates that the QCAA issues, and ensures that the educational achievement of all students can be recorded on a quality certificate.

The Senior Diverse Learning Program has been developed using the Australian Curriculum, the Curriculum to Classroom programs, the QCAA Guidelines for individual learning, as well as the implementation of teaching strategies relating to the learning needs of students with disabilities.

The **Diverse Learning Program** uses the following QCAA Curriculum Organisers which are taken from the *Guidelines for individual learning* (GIL):



- **Communication and technologies (CT)** includes literacy and communication; language comprehension and use; and operation of digital and other technologies
- **Community, citizenship and the environment (CCE)** contains community access and humanities based content about the local and wider communities
- **Leisure and recreation (LR)** incorporates hydrotherapy; health and physical education; visual and media technologies; and performing arts – dance, drama, music, movement
- Personal and living dimensions (PLD) covers personal and social development; safety; meal preparation; aspects of first aid; and everyday numeracy skills
- Vocational and transition activities (VTA) explores options for living independently and interdependently; work experience possibilities; enterprise programs; volunteering skills; transport training; study skills (homework, assignment, exam support); and home management skills

Essential Mathematics

Applied Senior Subject	**Contact person:** Mr Mark Stubbs
Recommended Achievement Levels: NIL	**Timetable Code: MAE**

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in 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, drawing 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 may include

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

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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): • Problem-solving and modelling task	25%	Summative internal assessment 3 (IA3): • Problem-solving and modelling task	25%
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	25%	Summative internal assessment (IA4): • Examination – short response	25%

Subject running will depend on student numbers as determined by the Principal.

General Mathematics

General Senior Subject	Contact person: Mr Mark Stubbs
Recommended Achievement Levels: C Achievement in Year 10 Mathematics	Timetable Code: MAG

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

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 may include

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

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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			

Mathematical Methods

General Senior Subject	Contact person: Mr Mark Stubbs
Recommended Achievement Levels: B Achievement in Year 10 Mathematics	Timetable Code: MAM

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithmic and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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	15%	Summative internal assessment 3 (IA3): • Examination	15%
Summative external assessment (EA): 50% • Examination – combination response			

English	
General Senior Subject	**Contact person:** Ms Mel Geyle
Recommended Achievement Levels: B Achievement in Year 10 English	**Timetable Code: ENG**

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 particular purposes

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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%

Subject running will depend on student numbers as determined by the Principal.

Essential English

Applied Senior Subject	Contact person: Ms Mel Geyle
Recommended Achievement Levels: NIL	**Timetable Code: ENE**

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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

Subject running will depend on student numbers as determined by the Principal.

Aboriginal & Torres Strait Islander Studies

General Senior Subject	Contact person: Mrs Brooke Byars
Recommended Achievement Levels: C Achievement in Year 10 English	Timetable Code: ATI

Aboriginal & Torres Strait Islander Studies is a study of the First Peoples of Australia and the First Nations Peoples of the Torres Strait, the oldest living, continuous cultures in the world. Aboriginal & Torres Strait Islander Studies is fundamental to an understanding of the history of this continent. Students are made aware of the diversity and sophistication of Aboriginal cultures and Torres Strait Islander cultures while considering the social, cultural and political relationships between First Nations Australians and non–First Nations Australians in historical and contemporary contexts. This approach can inform critical understandings of the past and present, whilst providing students with opportunities to consider possible futures.

Aboriginal & Torres Strait Islander Studies is relevant for all students — both First Nations Australian students and their non–First Nations peers. It provides opportunities for cultural affirmation of culture and identity for First Nations Australian students and ensures that all students engage with the voices and perspectives of First Nations Australians across time and place. Students will learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples and recognise this as an essential component of reconciliation.

A holistic approach that highlights worldviews of Aboriginal peoples and Torres Strait Islander peoples is essential for student learning and engagement in the subject. Each aspect of culture, society and history is connected with all other aspects. This enables all students to consider how connectedness is fundamental to the identity and wellbeing of First Nations Australians.

An inquiry approach to learning is also important throughout this course of study. Aboriginal & Torres Strait Islander Studies allows students to develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. This contributes to the development of a range of transferable thinking and processing skills that will assist students to live and work successfully in the 21st century.

Pathways

A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

Objectives

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

- define and use terminology
- demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies
- interpret information from sources
- analyse viewpoints and perspectives
- evaluate the significance of cultural interactions
- create responses that communicate meaning to suit purpose

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identity and connections • Cultures, identities and connections	**Continuity, change and influences** • Resistance • Social and political change	**Responses and contributions** • Rights and freedoms • Land rights	**Moving forward, looking back** • Resilience • Reconciliation and recognition

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short response	25%

Subject running will depend on student numbers as determined by the Principal.

Ancient History

General Senior Subject	Contact person: Mrs Brooke Byars
Recommended Achievement Levels: C Achievement in Year 10 English	Timetable Code: AHS

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion.

Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

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. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

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, issues and concepts
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the ancient world** Schools select two of the following historical periods to study in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant – First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	**People, power and authority** Schools select one of the following historical periods to study in this unit: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome – the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome – the Augustan Age • Ancient Rome – Imperial Rome until the fall of the Western Roman Empire • Ancient Rome – the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA will nominate one topic that will be the basis for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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%

Subject running will depend on student numbers as determined by the Principal.

Business

General Senior Subject	Contact person: Mrs Brooke Byars
Recommended Achievement Levels: C Achievement in Year 10 English	Timetable Code: BUS

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government.

Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology- focused and innovation-driven world.

Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored.

Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies.

Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities.

Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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): • Feasibility report	25%
Summative internal assessment 2 (IA2): • Business report	25%	Summative external assessment (EA): • Examination – combination response	25%

Subject running will depend on student numbers as determined by the Principal.

Legal Studies

General Senior Subject	Contact person: Mrs Brooke Byars
Recommended Achievement Levels: C Achievement in Year 10 English	Timetable Code: LEG

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation.

Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students' question, explore and discuss tensions between changing social values, justice and equitable outcomes.

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

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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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 — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Subject running will depend on student numbers as determined by the Principal.

Social & Community Studies

Applied Senior Subject	Contact person: Mrs Brooke Byars
Recommended Achievement Levels: NIL	**Timetable Code: SCS**

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Structure may include

Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Subject running will depend on student numbers as determined by the Principal.

Tourism

Applied Senior Subject	Contact person: Mrs Brooke Byars
Recommended Achievement Levels: NIL	**Timetable Code: TOU**

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

Pathways

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

Objectives

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

Structure may include

Tourism is a four-unit course of study. This syllabus contains five QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Tourism are:

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	**Product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Subject running will depend on student numbers as determined by the Principal.

Furnishing Skills

Applied Senior Subject	**Contact person:** Mrs Chantal Bennett
Recommended Achievement Levels: NIL	**Timetable Code: FUR**

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. 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 customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedure, and products
- adapt plans, skills and procedures

Safety/Subject Requirements

Safety is a major concern in Design and The Technologies and students must adhere to Department Policy in order to participate. The following requirements are **MANDATORY** with no exception

- FOOTWEAR (closed in & impervious leather footwear) providing adequate protection must be worn at all times.
- SAFETY Glasses must be worn at all times.
- SHIRTS must be tucked in at all times.
- LOOSE CLOTHING, HAIR OR JEWELLERY must be secured.
- PERSONAL PROTECTIVE EQUIPMENT (Face Shields, Earmuffs & Gloves) must be worn under teacher direction.

Structure may include

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Cabinet-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Subject running will depend on student numbers as determined by the Principal.

Physical Education

General Senior Subject	Contact person: Mrs Trish Goodwin
Recommended Achievement Levels: B Achievement in Year 10 Health and Physical Education **and** C Achievement in Year 10 English	**Timetable Code: PED**

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning in a physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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%

Subject running will depend on student numbers as determined by the Principal.

Sport and Recreation

Applied Senior Subject	**Contact person:** Mrs Trish Goodwin
Recommended Achievement Levels: NIL	**Timetable Code: REC**

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

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

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes

Structure may include

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

Assessment

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

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

Subject running will depend on student numbers as determined by the Principal.

Aquatic Practices

Applied Senior Subject	Contact person: Mr Alan Bradshaw
Recommended Achievement Levels: NIL	Timetable Code: AQP

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings.

Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities.

Projects and investigations are key features of Aquatic Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes.

Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike aquatic contexts.

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real- world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical aquatic situations.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

Structure may include

Aquatic Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Subject running will depend on student numbers as determined by the Principal.

Biology

General Senior Subject	Contact person: Mr Alan Bradshaw
Recommended Achievement Levels: B Achievement in Year 10 Science and English **and** C Achievement in Year 10 Mathematics	**Timetable Code: BIO**

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis – thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination – combination response</td></tr>
</table>

Subject running will depend on student numbers as determined by the Principal.

Chemistry

General Senior Subject	Contact person: Mr Alan Bradshaw
Recommended Achievement Levels: **Must study Mathematical Methods** B Achievement in Year 10 Science and Mathematics	**Timetable Code: CHM**

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

Chemistry aims to develop students':

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

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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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

Summative assessments

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</table>

Subject running will depend on student numbers as determined by the Principal.

Marine Science

General Senior Subject	Contact person: Mr Alan Bradshaw
Recommended Achievement Levels: B Achievement in Year 10 Science and English **and** C Achievement in Year 10 Mathematics	**Timetable Code: MRN**

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 management, 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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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

Summative assessments

<table>
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Subject running will depend on student numbers as determined by the Principal.

Physics

General Senior Subject	Contact person: Mr Alan Bradshaw
Recommended Achievement Levels: Must study Mathematical Methods B Achievement in Year 10 Science and Mathematics	**Timetable Code: PHY**

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects.

Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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</table>

Subject running will depend on student numbers as determined by the Principal.

Science in Practice

Applied Senior Subject	Contact person: Mr Alan Bradshaw
Recommended Achievement Levels: NIL	Timetable Code: SCP

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

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 ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

Structure may include

Science in Practice is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Subject running will depend on student numbers as determined by the Principal.

Digital Solutions

General Senior Subject	Contact person: Mr Joshua Wass
Recommended Achievement Levels: C Achievement in Year 10 Mathematics	Timetable Code: DIS

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate 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, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

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

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect

people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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): • Technical proposal	20%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	30%	Summative external assessment (EA): • Examination – combination response	25%

Subject running will depend on student numbers as determined by the Principal.

If subject is not able to be offered onsite, alternative delivery options will be investigated eg. Distance Education.

Drama in Practice

Applied Senior Subject	Contact person: Mr Joshua Wass
Recommended Achievement Levels: NIL	Timetable Code: DRP

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Drama exists wherever people present their experiences, ideas and feelings through reenacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works

Structure may include

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	**Performance** Performance (live or recorded): up to 4 minutes

Subject running will depend on student numbers as determined by the Principal.

Information & Communication Technology

Applied Senior Subject	Contact person: Mr Joshua Wass
Recommended Achievement Levels: NIL	Timetable Code: ICJ

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding 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 and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products

Structure may include

Information & Communication Technology is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

Media Arts in Practice

Applied Senior Subject	Contact person: Mr Joshua Wass
Recommended Achievement Levels: NIL	Timetable Code: MAP

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

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

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art- making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks

Structure may include

Media Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are:

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	**Design product** Design product must represent: • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

Subject running will depend on student numbers as determined by the Principal.

Music in Practice

Applied Senior Subject	Contact person: Mr Joshua Wass
Recommended Achievement Levels: NIL	Timetable Code: MUP

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

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

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

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills.

They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills.

Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project- based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works

Structure may include

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Subject running will depend on student numbers as determined by the Principal.

Music

General Senior Subject	Contact person: Mr Joshua Wass
Recommended Achievement Levels: C Achievement in Year 10 Music	Timetable Code: MUS

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing.

Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual 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.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

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 may include

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

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – extended response</td></tr>
</table>

Subject running will depend on student numbers as determined by the Principal.

If subject is not able to be offered onsite, alternative delivery options will be investigated eg. Distance Education.

Visual Art

General Senior Subject	Contact person: Joshua Wass
Recommended Achievement Levels: C Achievement in Year 10 English and Visual Art	**Timetable Code: ART**

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 may include

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: student-directed

Assessment

Unit 1 and 2 are formative with satisfactory results contributing to obtaining a QCE.

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

Summative assessments

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

Subject running will depend on student numbers as determined by the Principal.

Visual Arts in Practice

Applied Senior Subject	**Contact person:** Mr Joshua Wass
Recommended Achievement Levels: NIL	**Timetable Code: VAP**

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing

or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks.

Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation

or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art- making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks

Structure may include

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR **Prototype artwork** • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	**Resolved artwork** • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

Subject running will depend on student numbers as determined by the Principal.

VOCATIONAL EDUCATION & TRAINING

All Vocational Education Subjects offered are subject to availability of Qualified Teaching Staff & Resources.

Enrolment into a VET course after **the start date may lead to Statement of Attainment/s only, rather than the complete qualification.**

All information is correct at time of publication but subject to change.

Unique Student Identifier (USI)

If you are undertaking nationally recognised training delivered by a registered training organisation you **MUST** have a Unique Student Identifier (USI). Your USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. To obtain a qualification or a Statement of Attainment (SOA) all students studying a VET course must have a Unique Student Identifier (USI).

If a student has not obtained a USI within the first 2 weeks of a course commencing at Woree State High School, they will be removed from that course.

For more information visit: www.usi.gov.au.

Recognition of Prior learning (RPL)

Recognition of prior learning (RPL) is about the skills and knowledge you've gained through work and life experiences. If you're thinking about studying or training, think first about what skills you already have. You may be able to reduce the time it takes to get your qualification. Your skills will be assessed against industry standards. This is done by an RPL assessor. You may be asked to:

- perform tasks or jobs
- talk about and explain how you do those jobs
- provide samples of your work.

A visit to your workplace may be organised so you can demonstrate your abilities. You may have to provide job descriptions, references or performance appraisals. The assessor will consider your skills and knowledge and match them against a suitable qualification.

For more information visit: https://www.qld.gov.au/education/career/pages/rpl.html

Structured Work Placement (SWP)

Students are expected to complete a block of work experience during Year 11 and Year 12 as this provides opportunities for students to acquire workplace competencies that are highly valued by employers. Students can receive **recognition of prior learning** for any part-time, paid or unpaid work they have done or are currently doing.

The time taken for work experience will vary according the subject specifications.

This has implications for students providing appropriate footwear (safety boots), clothing (shoes, hat, sun protection or as required) and transport to and from the workplace.

CPC20220 Certificate II in Construction Pathways

Contact person: Mrs Chantal Bennett	**Department Head:** Design and The Technologies
Email: cbenn75@eq.edu.au	**Timetable Code: VCP**

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing).

Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing.

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200 payable to Blue Dog prior to commencement of the course.

For eligibility requirements, refer to the Blue Dog Training website:

https://bluedogtraining.com.au/en-au/for-schools

For information on the refund policy, visit:

https://bluedogtraining.com.au/en-au/company-policies#level-3

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011*	Undertake a basic construction project

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004*	Handle construction materials
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk. (*)
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ('White Card').

More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

MEM20422 Certificate II in Engineering Pathways

Contact person: Mrs Chantal Bennett	**Department Head:** Design and The Technologies
Email: cbenn75@eq.edu.au	**Timetable Code: VEN**

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description

The MEM20422 qualification introduces students to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200 payable to Blue Dog prior to commencement of the course.

For eligibility requirements, refer to the Blue Dog Training website:

https://bluedogtraining.com.au/en-au/for-schools

For information on the refund policy, visit:

https://bluedogtraining.com.au/en-au/company-policies#level-3

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

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

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.

More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

Certificate I in Hospitality (SIT10222)

Contact person: Mrs Chantal Bennett	**Department Head:** Design and The Technologies
Email: cbenn75@eq.edu.au	**Timetable Code: VHQ**

NATIONALLY RECOGNISED TRAINING

(RTO Code 30457)

Why study Hospitality?

Certificate I in Hospitality is a nationally recognised course intended as a transition from school to employment. Hospitality is ideal for students who enjoy food and beverage preparation and working in a people orientated industry. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

What will I Study?

The competencies studied in Hospitality are:

Code	Title	Elective/Core
BSBTWK201	Work effectively with others	Core
SITXCCS009 Tourism *	Provide customer information and assistance	Core
SITXWHS005 Tourism *	Participate in safe work practices	Core
SITHCCC024	Prepare and present simple dishes	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHCCC026	Package prepared foodstuffs	Elective
SITXFSA005	Use hygienic practices for food safety	Elective

What skills will I develop?

21st Century Skills	Associated Skills
Critical Thinking	• Analysing • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility
Creative Thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
Communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences
Collaboration and Teamwork	• relating to others • recognising and using diverse perspectives • participating and contributing • community connections

Personal and Social Skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding
Information & Communication Technologies (ICT) Skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

*	NB: Some qualifications contain the same **competencies** as other qualifications eg: SITXWHS005 'Participate in safe work practices' appears as a competency in Cert II Tourism and Cert II Hospitality. Therefore, if a student chooses 2 or 3 Cert courses that include the same competency, the 'new learning' within the competency can only be achieved once. As QCE points are only allocated for 'new learning', any duplication of competencies will not be considered 'new learning' and will affect the QCE points awarded to the student. **Refer to table 1.**

VET Credit transfer and QCE credit

Credit accrues to the QCE when a student completes new learning.

For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the Statement of results.

Important enrolment advice

Student entry into the program will be by application only and interview with Hospitality Teachers and the Head of Department. Students will need to:

- Expression of interest (EOI) form and USI (Unique Student Identifier) must be completed and submitted prior to Set Plan interview and enrolment in the course.
- Possess a pair of **black fully enclosed shoes (leather or other material impervious to boiling water or sharp knives)** suitable for the commercial kitchen environment before the start of the course.
- Purchase a **Hospitality Uniform** (available from the Home Economics Department) consisting of a Black polo shirt, white apron and hat to be worn to each practical lesson and for practical assessment.
- Provide a pair of long black tailored pants for Assessment Functions.

Certificate II in Hospitality (SIT20322)

Contact person: Mrs Chantal Bennett	**Department Head:** Design and The Technologies
Email: cbenn75@eq.edu.au	**Timetable Code: VHR**

NATIONALLY RECOGNISED TRAINING

(RTO Code 30457)

Why study Hospitality?

Certificate II in Hospitality is a nationally recognised course intended as a transition from school to employment. Hospitality is ideal for students who enjoy food and beverage preparation and working in a people orientated industry. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

What will I Study?

The competencies studied in Hospitality are:

Code	Title	Elective/Core
BSBTWK201	Work effectively with others	Core
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND007	Use hospitality skills effectively	Core
SITXCCS011 Tourism *	Interact with customers	Core
SITXWHS005 Tourism *	Participate in safe work practices	Core
SITXCOM007 Tourism *	Show social and cultural sensitivity	Core
SITHCCC024	Prepare and present simple dishes	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHCCC026	Package prepared foodstuffs	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective
SITXFSA005	Use hygienic practices for food safety	Elective

What skills will I develop?

21st Century Skills	Associated Skills
Critical Thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility
Creative Thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
Communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences

Collaboration and Teamwork	• relating to others • recognising and using diverse perspectives • participating and contributing • community connections
Personal and Social Skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding
Information & Communication Technologies (ICT) Skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

*	NB: Some qualifications contain the same **competencies** as other qualifications eg: SITXWHS005 'Participate in safe work practices' appears as a competency in Cert II Tourism and Cert II Hospitality. Therefore, if a student chooses 2 or 3 Cert courses that include the same competency, the 'new learning' within the competency can only be achieved once. As QCE points are only allocated for 'new learning', any duplication of competencies will not be considered 'new learning' and will affect the QCE points awarded to the student. **Refer to table 1.**

VET Credit transfer and QCE credit

Credit accrues to the QCE when a student completes new learning.

For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the Statement of results.

The following table outlines the credit that contributes to a QCE when a VET qualification is completed or partially completed and units of competency are recorded as VET credit transfer.

QCE credit contribution with VET qualifications completed with a combination of new learning and VET credit transfer

Table 1

QCE credit	Amount of new learning completed
Full QCE credit	≥ 90%
75%	≥ 75%
50%	≥ 50%
25%	≥ 25%
0%	< 25%

<u>Important enrolment advice</u>

Student entry into the program will be by application only and interview with Hospitality Teachers and the Head of Department. Students will need to:

- Expression of interest (EOI) form and USI (Unique Student Identifier) must be completed and submitted prior to Set Plan interview and enrolment in the course.
- Be willing to complete three weeks (15 shifts) work placement in a Hospitality Establishment and School-based Catering Functions.
- Possess a pair of **black fully enclosed shoes (leather or other material impervious to boiling water or sharp knives)** suitable for the commercial kitchen environment before the start of the course.
- Purchase a **Hospitality Uniform** (available from the Home Economics Department) consisting of a Black polo shirt, white apron and hat to be worn to each practical lesson, for practical assessment and work placement.
- Provide a pair of long black tailored pants for Assessment Functions and Work Placement.

Certificate III in Hospitality (SIT30622)

Contact person: Mrs Chantal Bennett	**Department Head:** Design and The Technologies
Email: cbenn75@eq.edu.au	**Timetable Code: VHS**

NATIONALLY RECOGNISED TRAINING

(RTO Code 30457)

Why study Hospitality?

Certificate III in Hospitality is a nationally recognised course intended as a transition from school to employment. This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

What will I Study?

The competencies studied in Hospitality are:

Code	Title	Elective/Core
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND008	Work effectively in hospitality service	Core
SITXWHS005 Tourism *	Participate in safe work practices	Core
SITXCOM007 Tourism *	Show social and cultural sensitivity	Core
SITXCCS014	Provide service to customers	Core
SITXHRM007	Coach others in Job Skills	Core
SITHCCC024	Prepare and present simple dishes	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHCCC028	Prepare appetisers and salads	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective
SITXFSA005	Use hygienic practices for food safety	Elective
SITXINV006	Receive, Store and Maintain Stock	Elective
TLIE0009	Carry out basic workplace calculations	Elective
BSBTWK201	Work effectively with others	Elective

What skills will I develop?

21st Century Skills	Associated Skills
Critical Thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility
Creative Thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links

Communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences
Collaboration and Teamwork	• relating to others • recognising and using diverse perspectives • participating and contributing • community connections
Personal and Social Skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding
Information & Communication Technologies (ICT) Skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

*	NB: Some qualifications contain the same **competencies** as other qualifications eg: SITXWHS005 'Participate in safe work practices' appears as a competency in Cert II Tourism and Cert II Hospitality. Therefore, if a student chooses 2 or 3 Cert courses that include the same competency, the 'new learning' within the competency can only be achieved once. As QCE points are only allocated for 'new learning', any duplication of competencies will not be considered 'new learning' and will affect the QCE points awarded to the student. **Refer to table 1.**

VET Credit transfer and QCE credit

Credit accrues to the QCE when a student completes new learning.

For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the Statement of results.

The following table outlines the credit that contributes to a QCE when a VET qualification is completed or partially completed and units of competency are recorded as VET credit transfer.

QCE credit contribution with VET qualifications completed with a combination of new learning and VET credit transfer

Table 1

QCE credit	Amount of new learning completed
Full QCE credit	≥ 90%
75%	≥ 75%
50%	≥ 50%
25%	≥ 25%
0%	< 25%

Important enrolment advice

Student entry into the program will be by application only and interview with Hospitality Teachers and the Head of Department. Students will need to:

- Expression of interest (EOI) form and USI (Unique Student Identifier) must be completed and submitted prior to Set Plan interview and enrolment in the course.
- Be willing to complete **SEVEN weeks (36 shifts)** work placement in a Hospitality Establishment and School-based Catering Functions.
- Commit to completing these placements on Saturday mornings and school holidays.
- Possess a pair of **black fully enclosed shoes (leather or other material impervious to boiling water or sharp knives)** suitable for the commercial kitchen environment before the start of the course.
- Purchase a **Hospitality Uniform** (available from the Home Economics Department) consisting of a Black polo shirt, white apron and hat to be worn to each practical lesson, for practical assessment and work placement.
- Provide a pair of long black tailored pants for Assessment Functions and Work Placement.

Certificate II in Tourism (SIT20125)

Contact person: Mrs Brooke Byars	**Department Head:** Humanities and Business
Email: bbyar0@eq.edu.au	**Timetable Code: VTO**

NATIONALLY RECOGNISED TRAINING

(RTO Code 30457)

Why study Tourism?

Certificate II in Tourism has become the world's largest industry. It is one of the fastest growing and most important industries and has increasing importance in Cairns as a source of expanding employment opportunities. One in three people get their start with a job in the tourism sector and with enthusiasm and drive advancement is often faster and easier than in other sectors, meaning the potential to kick-start your career is great. The tourism industry is one of the most competitive and innovative industries in the world with international destinations all vying for top spot. If you're thinking of pursuing a career in the tourism industry then it's more than likely you're passionate about travel and one of the top reasons for choosing to work in the sector is that in many positions you can travel while you earn a living, whether locally, nationally or internationally.

What will I Study?

The competencies studied in Tourism include:

Code	Title	Elective/Core
SITTIND003	Source and use information on the tourism and travel industry	Core
SITXCCS009 Hospitality *	Provide customer information and assistance	Core
SITXCCS011 Hospitality *	Interact with customers	Core
SITXCOM007 Hospitality *	Show social and cultural sensitivity	Core
SITXWHS005 Hospitality *	Participate in safe work practices	Core
HLTAID011 Health / Fitness *	Provide first aid	Elective
SITTTVL001	Access and interpret product information	Elective
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms	Elective
SITXCCS010	Provide visitor information	Elective
SITXCOM006	Source and present information	Elective
SITXCOM008	Provide a briefing or scripted commentary	Elective

What skills will I develop?

21st Century Skills	Associated Skills
Critical Thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility
Creative Thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
Communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences

Collaboration and Teamwork	• relating to others • recognising and using diverse perspectives • participating and contributing • community connections
Personal and Social Skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding
Information & Communication Technologies (ICT) Skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

*	NB: Some qualifications contain the same **competencies** as other qualifications eg: SITXCCS011 'Interact with Customers' appears as a competency in Cert II Tourism and Cert II Hospitality. Therefore, if a student chooses 2 or 3 Cert courses that include the same competency, the 'new learning' within the competency can only be achieved once. As QCE points are only allocated for 'new learning', any duplication of competencies will not be considered 'new learning' and will affect the QCE points awarded to the student. **Refer to table 1.**

VET Credit transfer and QCE credit

Credit accrues to the QCE when a student completes new learning.
For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the Statement of results.

The following table outlines the credit that contributes to a QCE when a VET qualification is completed or partially completed and units of competency are recorded as VET credit transfer.

QCE credit contribution with VET qualifications completed with a combination of new learning and VET credit transfer

Table 1

QCE credit	Amount of new learning completed
Full QCE credit	≥ 90%
75%	≥ 75%
50%	≥ 50%
25%	≥ 25%
0%	< 25%

Certificate II in Outdoor Recreation (SIS20419)

Contact person: Mr Jordan Massey	**Department Head:** Student Engagement
Email: jmass37@eq.edu.au	**Timetable Code: VOR**

IVET INSTITUTE
RTO ID: 40548

SIS20419

Certificate II in Outdoor Recreation

COURSE STRUCTURE – 2027

Course Duration: 1 Year

	UNITS	TYPE	WEEKS DELIVERY
HLTWHS001	Participate in workplace health and safety	Core	3
SISXEMR003	Respond to emergency situations	Elective B	3
HLTAID011	Provide first aid∞	Elective B	3
SISOCNE001	Paddle a craft using fundamental skills*	Elective A	6
SISOFLD001	Assist in conducting recreation sessions ~*	Core	4
SISOFLD002	Minimise environmental impact ~*	Core	2
SISOFLD006	Navigate in tracked environments*	Elective A	3
SISOBWG001	Bushwalk in tracked environments*	Elective A	3
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core	4
SISXFAC006	Maintain activity equipment	Elective B	1
SISOCYT004	Ride off road bicycles on easy trails*	Elective A	3
		TOTAL	**35**

For schools wanting to customise the course content (choose different electives and/or imported units), you can find the available options (permissible substitutes) listed on the back of this document.

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 35-week delivery period.

∞ This unit is offered separately and incurs an additional fee to the standard course cost. Please contact us for current pricing and availability.

~ Indicates a cluster, * Indicates units with assessor industry experience requirements.

REQUIRED WEEKLY TIME COMMITMENT (Scheduled^)			
In-class	**5.5 hrs**	**Homework**	**1.5 hrs**

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Master Training & Assessment Strategy.

In the event of customisation of this program (elective unit substitutions), the required amount of training will be re-calculated and documented in the form of a customised delivery schedule and as an appendix to the Master Training & Assessment Strategy.

1300 00 IVET admin@ivet.edu.au ivet.edu.au

SIS20419

Certificate II in Outdoor Recreation

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased. A maximum of four imported units are allowed and a minimum of three Elective A units must be used. Please refer to the qualification packaging rules for precise information on allowable course composition.

The core units (see reverse side) cannot be substituted and must be retained.

	UNITS	TYPE
SISCAQU020	Perform water rescues*	Elective A
SISOABS001	Abseil single pitches using fundamental skills*	Elective A
SISOCLM001	Top rope climb single pitches, artificial surfaces*	Elective A
SISOCLM002	Top rope climb single pitches, natural surfaces*	Elective A
SISOCYT002	Ride bicycles on roads and pathways, easy conditions*	Elective A
SISOSNK001	Snorkel	Elective A
SISOSRF001	Surf small waves using basic manoeuvres*	Elective A
SISXPLD001	Provide hire equipment for activities	Elective B

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your School Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

IVET First Aid Training Services

First Aid training for staff and students is available across multiple locations in Queensland. For more information or to secure First Aid training with IVET in 2027, speak to your School Relationship Officer.

All information provided is current at the time of print, however, is subject to change based on Training Package updates or changes made by the State Curriculum Authority. In the event of such changes, the actual course composition may vary from the above.

Certificate II in Active Volunteering (CHC24015) - 12	
Contact person: Mr Jordan Massey	**Department Head:** Student Engagement
Email: jmass37@eq.edu.au	**Timetable Code: VLT**

IVET INSTITUTE
RTO ID: 40548

CHC24015

Certificate II in Active Volunteering

COURSE STRUCTURE – 2027

Course Duration: 1 Year

	UNITS	TYPE	WEEKS DELIVERY
HLTWHS001	Participate in workplace health and safety	Core	4
BSBCMM201	Communicate in the workplace	Core	7
CHCDIV001	Work with diverse people	Core	7
FSKOCM007	Interact effectively with others at work #	Elective	2
CHCVOL001	Be an effective volunteer	Core	4
CHCCOM001	Provide first point of contact	Elective	6
CHCCOM005	Communicate and work in health or community services	Elective	5
		TOTAL	**35**

For schools wanting to customise the course content (choose different electives and/or imported units), you can find the available options (permissible substitutes) listed on the back of this document.

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 35-week delivery period.

*The CHCVOL001 unit requires students to complete 20 hours of volunteer work (which is incorporated into the assessment).

Unit requires Assessors to have completed one of the following:

- TAESS00009 Address Foundation Skills in Vocational Practice Skill Set (or its successor); or a higher-level education qualification, such as:
  - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
  - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

REQUIRED WEEKLY TIME COMMITMENT (Scheduled^)			
In-class	**5 hrs**	**Homework**	**1 hr**

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Master Training & Assessment Strategy.

In the event of customisation of this program (elective unit substitutions), the required amount of training will be re-calculated and documented in the form of a customised delivery schedule and as an appendix to the Master Training & Assessment Strategy.

1300 00 IVET admin@ivet.edu.au ivet.edu.au

CHC24015

Certificate II in Active Volunteering

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased. A maximum of three imports are allowed. Please refer to qualification packaging rules for precise information on allowable course composition.

The core units (see reverse side) cannot be substituted and must be retained.

	UNITS	TYPE
FSKLRG009	Use strategies to respond to routine workplace problems #	Elective
FSKRDG010	Read and respond to routine workplace information #	Elective
FSKWTG009	Write routine workplace texts #	Elective
HLTAID010	Provide basic life emergency support	Elective
HLTAID011	Provide first aid∞	Elective

∞ This unit is offered separately and incurs an additional fee to the standard course cost. Please contact us for current pricing and availability.

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your School Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

IVET First Aid Training Services

First Aid training for staff and students is available across multiple locations in Queensland. For more information or to secure First Aid training with IVET in 2027, speak to your School Relationship Officer.

All information provided is current at the time of print, however, is subject to change based on Training Package updates or changes made by the State Curriculum Authority. In the event of such changes, the actual course composition may vary from the above.

Certificate II in Health Support Services (HLT23221) – 11
Certificate III in Health Services Assistance (HLT33115) – 12

Contact person: Mrs Trish Goodwin	**Department Head:** Health & Physical Education
Email: pgood7@eq.edu.au	**Timetable Code: VHC/VHA**

Delivered in Partnership with Connect 'n' Grow® (RTO number: 40518) as the Principal RTO through a Third-Party Arrangement

HLT23221 Certificate II in Health Support Services

Qualification description
Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Skills acquired in this course include communication, workplace health and safety, conducting basic health checks, relevant health administration tasks, infection control, personal time management and working with diverse people.
Refer to training.gov.au for specific information about the qualification.

Entry requirements
There are no entry requirements for this qualification.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator or Connect 'n' Grow for further information.

Duration and location
This is a 1-2 year course, delivered on site in partnership with Connect 'n' Grow® to senior school students.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- face-to-face training
- practicals and scenarios
- online learning

Fees
The cost of this course is $599 and is correct at the time of printing.
Students may be able to access funding to help subsidise the cost of their training.
Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Credits
Maximum 4

Course units

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

Assessment
Assessment is competency based.
Assessment techniques include:
- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience
Students are encouraged to complete work experience in a health or community service facility to strengthen their skills, knowledge and understanding of the sector.

Obligation
Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by Connect 'n' Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Pathways
This qualification may credit toward various Certificate III's including:
- Certificate III Health Services Assistance
- Certificate III Community Services
- Certificate III Individual Support (Disability and Aged Care)

Delivered in Partnership with Connect 'n' Grow® (RTO number: 40518) as the Principal RTO through a Third-Party Arrangement

HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

Qualification description

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

Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

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

Delivery modes

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

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

Fees

The cost of this course is $1198 and is correct at the time of printing.
Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Credits

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

Course units Year 1 (Certificate II units)

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

***units Credit Transferred from Cert II into the Cert III**

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301* BSBPEF301	Organise personal work priorities and development Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment

Assessment is competency based.
Assessment techniques include:

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

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.
Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways

Potential options may include:

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

Obligation

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

SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching – Binnacle Training RTO 31319

Contact person: Mrs Trish Goodwin	**Department Head:** Health & Physical Education
Email: pgood7@eq.edu.au	**Timetable Code: VFT**

Delivered in conjunction with Binnacle Training
RTO number: 31319

Binnacle Training 2027 Course Snapshot

2027 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20321 CERTIFICATE II IN SPORT COACHING

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

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

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

Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20321 Certificate II in Sport Coaching
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS

FITNESS IN SCHOOLS
Certificate III in Fitness

GROUP EXERCISE INSTRUCTOR	GYM FITNESS INSTRUCTOR
UNIVERSITY DEGREE	CERTIFICATE IV IN FITNESS OR DIPLOMA OF SPORT (These qualifications offered by another RTO)
EXERCISE PHYSIOLOGIST	PERSONAL TRAINER
TEACHER - PHYSICAL EDUCATION	HIGH PERFORMANCE COACH
SPORT SCIENTIST	SPORT DEVELOPMENT MANAGER

SKILLS ACQUIRED

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

FLEXIBLE PROGRAMS | PRACTICAL-BASED LEARNING | RESOURCES PROVIDED

SIS30321 CERTIFICATE III IN FITNESS + SIS20321 CERTIFICATE II IN SPORT COACHING

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
18 Units

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$495.00 per person (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00) **(+ First Aid $75.00)**

QCE Outcome:
Maximum 8 QCE Credits

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

	TOPICS	PROGRAMS
TERM 1	› Introduction to the Sport, Fitness and Recreation (SFR) Industry	› Assist with SFR Programs (Supervisor Delivery)
TERM 2	› Introduction to Community Programs › Introduction to Conditioning Programs	› Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	› Working in the SFR Industry - Coaching Foundation Level Participants › Introduction to Anatomy and Physiology - The Cardiovascular System	› Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	› Sport-Specific Coaching Sessions › First Aid Course: HLTAID011 Provide First Aid	› Sport-Specific Coaching Program
QUALIFICATION SCHEDULED FOR FINALISATION SIS20321 CERTIFICATE II IN SPORT COACHING		
TERM 5	› Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations	› One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	› Screening and Health Assessments › Specific Population Clients (including Older Adults)	› Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Instruct a Group Session
TERM 7	› N/A (Practical Term)	Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	BSBOPS304	Deliver and monitor a service to customers
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXEMR003	Respond to emergency situations	SISFFIT035	Plan group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT036	Instruct group exercise sessions
SIRXWHS001	Work safely	SISFFIT032	Complete pre-exercise screening and service orientation
BSBSUS211	Participate in sustainable work practices	SISFFIT033	Complete client fitness assessments
SISSPAR009	Participate in conditioning for sport	SISFFIT052	Provide healthy eating information
SISSSCO001	Conduct sport coaching sessions with foundation level participants	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISSSCO002	Work in a community coaching role	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

ADDITIONAL UNITS OF COMPETENCY COMPLETED (TO BE REPORTED ON THE STATEMENT OF ATTAINMENT)	
BSBPEF202	Plan and apply time management

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services).
Access Binnacle's Product Disclosure Statement here.

Rugby League Program
SIS30521 Certificate III in Sport Coaching + SIS20321 Certificate II in Sport Coaching – Binnacle Training RTO 31319

Contact person: Mrs Trish Goodwin	**Department Head:** Health & Physical Education
Email: pgood7@eq.edu.au	**Timetable Code: VSC**

Delivered in conjunction with Binnacle Training
RTO number: 31319

Nationally Recognised Training

Binnacle Training 2027 Course Snapshot

2027 EDITION

SIS30521 CERTIFICATE III IN SPORT COACHING + SIS20321 CERTIFICATE II IN SPORT COACHING

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport.

Students assist with facilitation of sport and coaching programs within their school community including:

- Officiating games
- Conducting individual and team coaching sessions
- Delivering conditioning sessions

Available with a 'General' or 'Sport Specialty' Coaching and Officiating outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

WHAT DO STUDENTS ACHIEVE?

- SIS30521 Certificate III in Sport Coaching plus entry qualification: SIS20321 Certificate II in Sport Coaching (8 QCE Credits max)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including Club Level Official and/or Coach
- Successful completion of the Certificate III in Sport Coaching may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS

SKILLS ACQUIRED

- Officiating games or competitions
- Coaching beginner and intermediate participants to develop skills
- Effective communication skills
- Managing risks in an SFR environment

FLEXIBLE PROGRAMS | PRACTICAL-BASED LEARNING | RESOURCES PROVIDED

SIS30521 CERTIFICATE III IN SPORT COACHING + SIS20321 CERTIFICATE II IN SPORT COACHING

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Dual Qualification - 14 Units

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$495.00 (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00) **(+ First Aid $75.00)**

QCE Outcome:
Maximum 8 QCE Credits

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

TERM 1	**TOPICS** › Introduction to the Sport, Fitness and Recreation (SFR) Industry **PROGRAMS** › Assist with SFR Programs (Supervisor Delivery)
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	**TOPICS** › Working in the SFR Industry - Coaching Foundation Level Participants › Introduction to Anatomy and Physiology - The Cardiovascular System **PROGRAMS** › Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	**TOPICS** › Sport-Specific Coaching Sessions › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Sport-Specifc Coaching Program

QUALIFICATION SCHEDULED FOR FINALISATION

SIS20321 CERTIFICATE II IN SPORT COACHING

TERM 5	**TOPICS** › Coaching Intermediate Level Participants › Meet Participant Coaching Needs **PROGRAMS** › One-on-One Coaching Program › Coaching an Intermediate Level Team
TERM 6	**TOPICS** › Risk Management › Professional Development for Coaches **PROGRAMS** › Round-Robin Tournament

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	SISXEMR003	Respond to emergency situations
SISXIND011	Maintain sport, fitness and recreation knowledge	BSBOPS403	Apply business risk management processes
BSBPEF301	Organise personal work priorities	SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSPAR009	Participate in conditioning for sport	SISSSCO002	Work in a community coaching role
SIRXWHS001	Work safely	SISSSCO003	Meet participant coaching needs
BSBSUS211	Participate in sustainable work practices*	SISSSCO005	Continuously improve coaching skills and knowledge
HLTWHS001	Participate in workplace health and safety	SISSSCO012	Coach sport participants up to an intermediate level
ADDITIONAL UNITS OF COMPETENCY COMPLETED (TO BE REPORTED ON THE STATEMENT OF ATTAINMENT)			
BSBPEF202	Plan and apply time management		

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VET in Schools (VETiS)

(other RTOs e.g. TAFE)

The school offers a range of these subjects in conjunction with TAFE Queensland and other external Registered Training Organisations (RTOs).

This usually involves attending training off campus 1 day per week, although some subjects can be studied "on line".

Details of the subjects offered can be obtained from the Guidance Officer or the Vocational Education Training Coordinator.

If a student selects a VETiS subject, they **need only select 5 other school subjects.**

Costs may apply if students have accessed their VET in Schools funding. See VET Coordinator for further information.

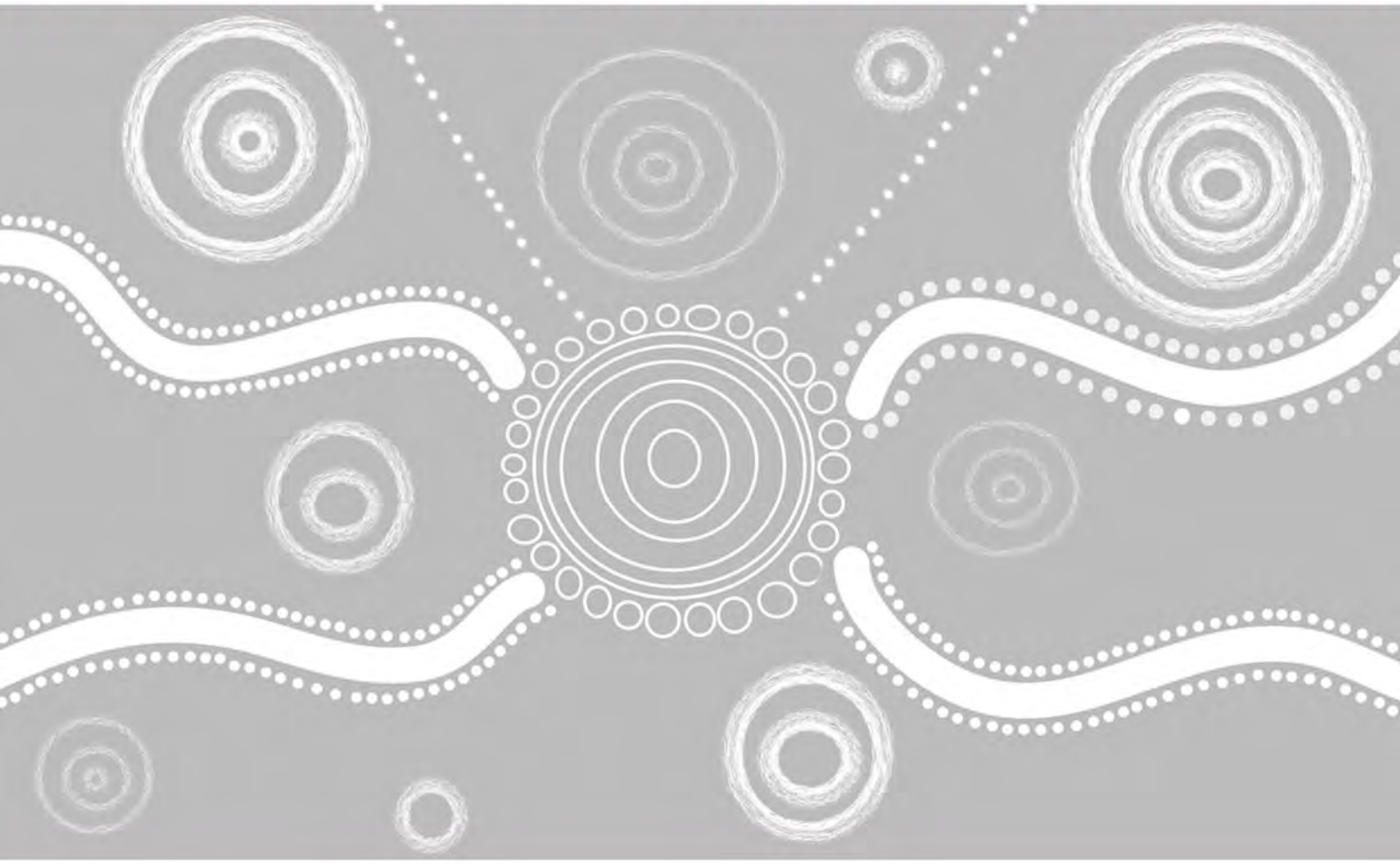
Reminder:

Students must be aware that they may only attend some of the timetabled lessons at Woree State High School due to the fact that they are off Campus for a whole day. It is then students' responsibility to make up any lesson time and learning lost due to them being away from the Woree SHS Campus, in their own time or during a study lesson as per their timetable.

Students will need to organise their own:

- Payment to external RTO for enrolled courses
- Transport to training facility (e.g. TAFE) for enrolled courses

VET Coordinator: Ms Tracey Wilson	
Email: tquin49@eq.edu.au	**Phone:** 0448 244 108

GLOSSARY

AARA	Access Arrangement and Reasonable Adjustments
ATAR	Australian Tertiary Admission Rank
CIA	Common internal assessment
ISMG	Instrument Specific marking guide
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QCIA	Queensland Certificate of Individual Achievement
RTO	Registered Training Organisation
SEP	Senior Education Profile
SET PLAN	Senior Education and Training Plan
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
Applied subjects	Suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.
Duplication of Learning	Where the same learning happens in two different subjects, QCE points are only awarded for 'new' learning.
External assessments	Are common assessments to all schools and are administered by schools under the same conditions at the same time and on the same day. They are developed and marked by the QCAA according to a commonly applied marking scheme.
Formative assessment	Assessment that looks at how the student is progressing.
General subjects	General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.
Internal assessments	Internal assessment is developed and administered by schools for General and Applied subjects, and Short Courses.
Summative assessment	Final assessment that sums up all learning.