

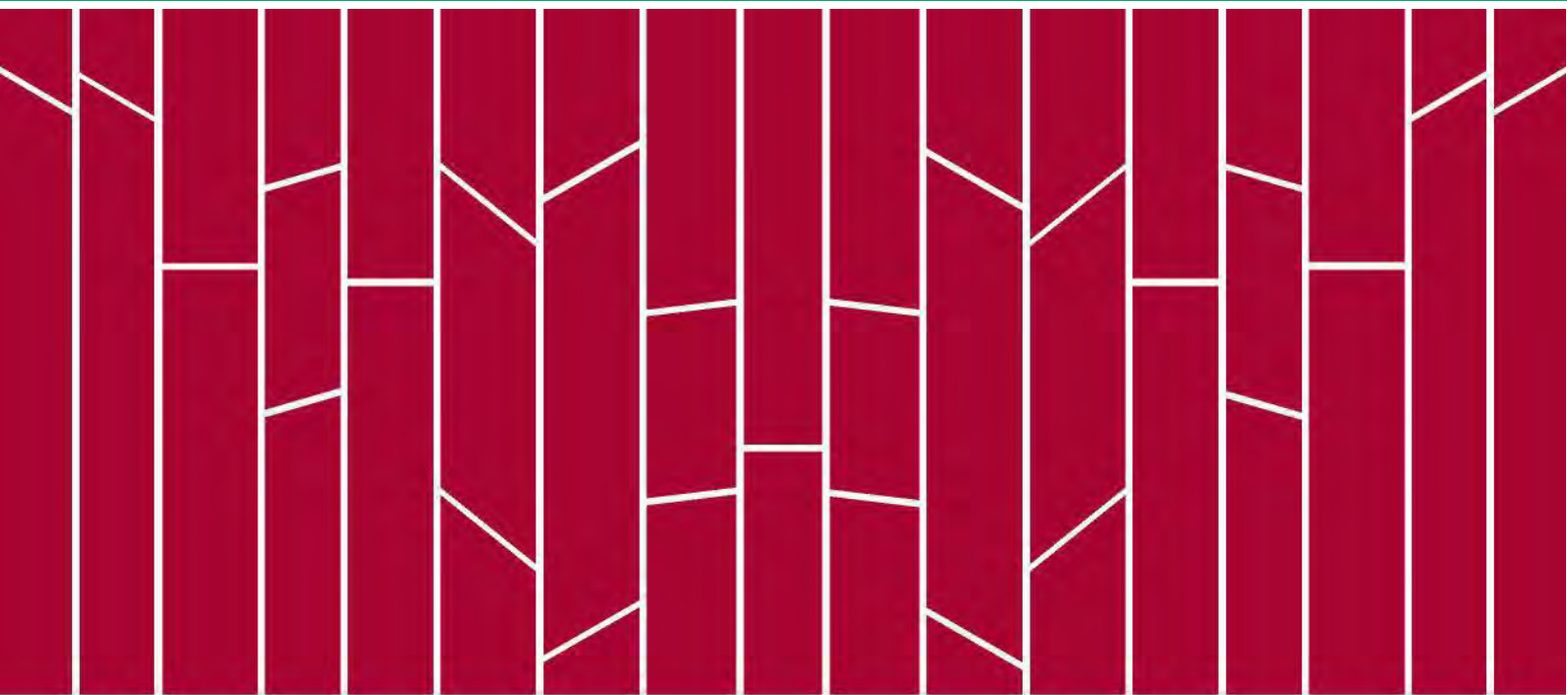
WOREE STATE HIGH SCHOOL



SENIOR SECONDARY SUBJECT INFORMATION



2024





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.

Kathryn Todd
Principal

NOTE: All information is correct and true at time of printing August 2023.

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	23
Mathematical Methods	24
Short Course in Numeracy	25
Specialist Mathematics	26
ENGLISH	27
English	27
Essential English	28
Short Course in Literacy	29
HUMANITIES & BUSINESS	30
Aboriginal & Torres Strait Islander Studies	30
Ancient History	31
Business	33
Geography	34
Legal Studies	35
Social & Community Studies	36
DESIGN & THE TECHNOLOGIES	38
Furnishing Skills	38
HEALTH & PHYSICAL EDUCATION	40
Physical Education	40
Sport and Recreation	41
SCIENCE	43
Aquatic Practices	43
Biology	45
Chemistry	46
Marine Science	47
Physics	48
Science in Practice	49

DIGITAL TECHNOLOGIES & THE ARTS.....	51
Digital Solutions.....	51
Drama	52
Film, Television & New Media.....	53
Information & Communication Technology.....	55
Media Arts in Practice.....	56
Music in Practice	58
Music	60
Visual Art	61
Visual Arts in Practice.....	62
VOCATIONAL EDUCATION & TRAINING	64
Certificate I in Construction (CPC10120)	65
Certificate II in Engineering Pathways (MEM20422)	67
Certificate II in Hospitality (SIT20316).....	69
Certificate III in Hospitality (SIT30616).....	71
Certificate II in Workplace Skills (BSB20120)	73
Certificate II in Tourism (SIT20116)	75
Certificate II in Health Support Services (HLT23215) - 11	77
Certificate III in Health Services Assistance (HLT33115) - 12	77
Certificate III in Fitness (SIS30321)	78
VET IN SCHOOLS (VETIS)	80
GLOSSARY	81

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

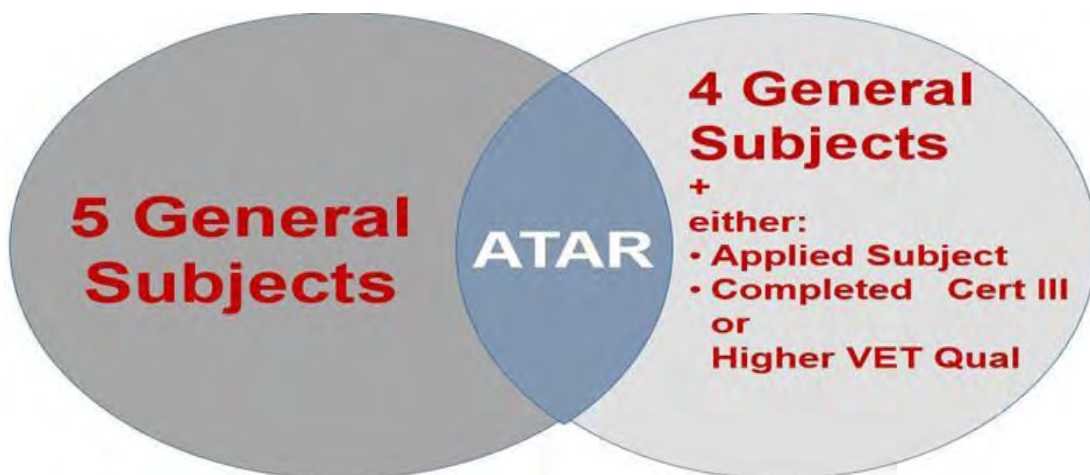
2,000 point scale from 99.95 down to 0.00
ATARs less than 30.00 will be expressed as *"30 and below"*

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

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



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

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 2021/2022**.

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 2022.
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 A Block (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
<ul style="list-style-type: none"> • 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 <p style="text-align: center;"></p> <p>For students who plan on going to University or an institution for further study after completing Year 12.</p>	<ul style="list-style-type: none"> • 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 <p style="text-align: center;"></p> <p>For students who are considering both work and/or further study after successfully completing Year 12.</p>	<ul style="list-style-type: none"> • 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. <p style="text-align: center;"></p> <p>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.</p>

<p>QLD CERTIFICATE OF INDIVIDUAL ACHIEVEMENT - QCIA (special entry only)</p>	<p>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.</p>
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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.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

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

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

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	
<ul style="list-style-type: none">• 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: <ul style="list-style-type: none"> Essential English 	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> Essential Mathematics 	Satisfactory completion in Unit 1 <i>or</i> Unit 2 <i>or</i> 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: <ul style="list-style-type: none"> English English as an Additional Language Literature 	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics 	Satisfactory completion in Unit 1 <i>or</i> Unit 2 <i>or</i> 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 <ul style="list-style-type: none"> • 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).
	Electrotechnology minimum 80 days (600 hours) per 12 months	Up to 4 (2 credits for each 80 days completed each 12 months)	The Queensland Government, Department of Employment, Small Business and Training provides further information about school-based apprenticeships and traineeships .
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:

- 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.
- 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.
- 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.
- 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		D Achievement in Year 10 Mathematics
General Mathematics		C Achievement in Year 10 Mathematics
Mathematical Methods		B Achievement in Year 10 Mathematics
Specialist Mathematics		B Achievement in Year 10 Mathematics RULE: Students must choose Mathematics Methods as well
ENGLISH		
English		B Achievement in Year 10 English
Essential English		C Achievement in Year 10 English
SCIENCE		
Aquatic Practices		NIL
Biology		B Achievement in Year 10 Science and English
Chemistry		B Achievement in Year 10 Science, Mathematics and study Mathematical Methods
Marine Science		B Achievement in Year 10 Science and English
Physics		B Achievement in Year 10 Science, Mathematics and study Mathematical Methods
Science in Practice		NIL
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
Geography		C Achievement in Year 10 English and Humanities
Legal Studies		C Achievement in Year 10 English
Social and Community Studies		NIL
Certificate II in Workplace Skills BSB20120		Must have a USI
Certificate II in Tourism SIT20122		Must have a USI
HEALTH AND PHYSICAL EDUCATION		
Physical Education		C Achievement in Year 10 English & HPE OR B Achievement in Year 10 Health Education AND C Achievement in Year 10 English
Sport & Recreation		NIL
Certificate II in Health Support Services HLT23221 RTO#40518		C 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
Certificate III in Fitness SIS30321 RTO#31319		C Achievement in Year 10 English (ENG) Must have a USI
DIGITAL TECHNOLOGIES & THE ARTS		
Digital Solutions **		C Achievement in Year 10 Mathematics C Achievement in Year 10 Digital Technologies
Drama		C Achievement in Year 10 English and Drama
Film, Television & New Media		C Achievement in Year 10 English
Information and Communication Technology		NIL
Media Arts in Practice		NIL

DIGITAL TECHNOLOGIES & THE ARTS (Cont)	
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
Certificate II in Engineering (Pathways) MEM20422 RTO#31193	Expression of Interest (EOI) must be submitted to the HOD Must meet <i>Good Standing</i> requirements Must have a USI
Certificate I in Construction CPC10120 RTO#31193	Expression of Interest (EOI) must be submitted to the HOD Must meet <i>Good Standing</i> requirements Must have a USI
Certificate II in Hospitality SIT20322	Expression of Interest (EOI) must be submitted to the HOD Must meet <i>Good Standing</i> requirements Must have a USI
Certificate III in Hospitality SIT30622	Expression of Interest (EOI) must be submitted to the HOD Must meet <i>Good Standing</i> requirements Must have a USI

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

** may be offered through Distance Education

2023 SCHOOLTECH Years 11 and 12		Two (2) Trade qualifications (TAFE delivery)
<ul style="list-style-type: none"> • <i>Construction and Plumbing</i> • <i>Electrical and Construction</i> • <i>Resources and Infrastructure & Construction</i> • <i>Engineering (Metal Fabrication) and Automotive Vocational Preparation</i> • <i>Engineering (Diesel Fitting) and Automotive Vocational Preparation</i> • <i>Engineering and Marine</i> • <i>Conservation & Land Management and Marine</i> <p>Essential English Essential Mathematics Sport & Recreation Social and Community Studies Certificate I in Workplace Skills (BSB10120)</p>		<ul style="list-style-type: none"> • Expression of Interest (EOI) must be submitted to SchoolTech Head of Department. (Sept/Oct in Year 10) • Must be passionate about getting a head start to their career by wanting to do a trade • Must do a Literacy and Numeracy Test • Must have a USI <p>** Trade qualifications on offer are subject to change</p>
Completion Rate	QCE Points Awarded	
25%	1	
50%	2	
75%	3	
100%	4	

All SchoolTech trade classes will only proceed if there are sufficient participants as determined by TAFE Queensland.

Diverse Learning Program

Supported Learning

Contact person: Ms Alicia Smith

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:

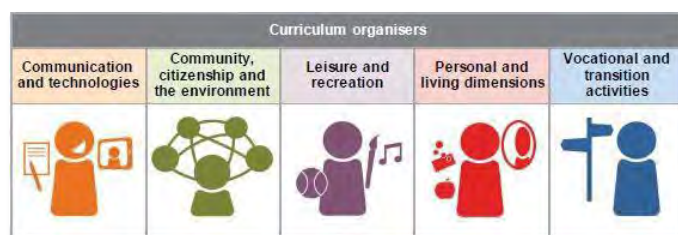
- **Full mainstream subject load** – Queensland Certificate of Education (QCE) or Australian Tertiary Admission Rank (ATAR) eligibility
- **A combination of both Diverse Learning Program subjects and mainstream subjects** – Queensland Certificate of Education (QCE) or Queensland Certificate of Individual 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: Mrs Jemma Collins

Recommended Achievement Levels: D Achievement in Year 10 Mathematics

Timetable Code: MAE

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

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

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

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

Pathways

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

Objectives

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

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

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • 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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Problem-solving and modelling task 	
Summative internal assessment 2 (IA2):	25%	Summative internal assessment (IA4):	25%
<ul style="list-style-type: none"> • Common internal assessment (CIA) 		<ul style="list-style-type: none"> • Examination 	

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

General Mathematics

General Senior Subject

Contact person: Mrs Jemma Collins

Recommended Achievement Levels: C Achievement in Year 10 Mathematics

Timetable Code: MAG

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

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

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

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

Pathways

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

Objectives

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

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

Structure may include

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

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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): • Examination			50%

Mathematical Methods

General Senior Subject

Contact person: Mrs Jemma Collins

Recommended Achievement Levels: B Achievement in Year 10 Mathematics

Timetable Code: MAM

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

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

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

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

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially Physics and Chemistry), Mathematics and Science Education, Medical and Health Sciences (including Human Biology, Biomedical Science, Nanoscience and Forensics), Engineering (including Chemical, Civil, Electrical and Mechanical Engineering, Avionics, Communications and Mining), Computer Science (including Electronics and Software Design), Psychology and Business.

Objectives

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

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

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • 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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): • Examination			50%

Short Course in Numeracy

Short Course

Contact person: Mrs Jemma Collins

Recommended Achievement Levels: By invitation of Faculty HOD

Timetable Code: NUS

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

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

Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

Structure and assessment may include

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education		Topic 2: The work environment	
One assessment consisting of two parts:		One assessment consisting of two parts:	
• an extended response — oral mathematical presentation (Internal assessment 1A)	25%	• an examination — short response (Internal assessment 2A)	25%
• a student learning journal (Internal assessment 1B)	25%	• a student learning journal (Internal assessment 2B)	25%

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

Specialist Mathematics

General Senior Subject

Contact person: Mrs Jemma Collins

Recommended Achievement Levels: Must also choose Mathematical Methods. B Achievement in Year 10 Mathematics

Timetable Code: MAS

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

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

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

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

Pathways

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

Objectives

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

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

Structure may include

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

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

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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): • Examination			50%

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

English

General Senior Subject

Contact person: Ms Mel Geyle

Recommended Achievement Levels: B Achievement in Year 10 English

Timetable Code: ENG

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

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

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

Pathways

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

Objectives

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

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

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical 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): <ul style="list-style-type: none"> • Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — imaginative written response (seen Question) 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — analytical written response (unseen Question) 	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: C Achievement in Year 10 English

Timetable Code: ENE

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

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

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

Pathways

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

Objectives

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

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

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, 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): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

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

Short Course in Literacy

Short Course

Contact person: Ms Mel Geyle

Recommended Achievement Levels: By invitation of Faculty HOD

Timetable Code: LIS

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, to select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions, including vocabulary and grammar.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

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

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

Structure and assessment may include

Two assessment instruments determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: <ul style="list-style-type: none">• an extended response — written (Internal assessment 1A)• a student learning journal (Internal assessment 1B)	One assessment consisting of two parts: <ul style="list-style-type: none">• an extended response — short response (Internal assessment 2A)• a reading comprehension task (Internal assessment 2B)

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

Aboriginal & Torres Strait Islander Studies

General Senior Subject

Contact person: Mrs Maria Chatfield

Recommended Achievement Levels: C Achievement in Year 10 English

Timetable Code: ATI

Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. It makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures in a way that informs understanding of the past, present and future.

Aboriginal & Torres Strait Islander Studies takes a holistic approach that explores how people, animals, plants and places are related to each other physically and spiritually. Students come to understand that people have custodial responsibilities that relate to maintaining the natural order of the universe. This enables them to consider how connectedness — of culture, society and history — is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

Students learn through an inquiry approach and develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. They learn to value and appreciate the world views of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, students develop empathy and respect for the ways people think, feel and act, as well as informed awareness of the diversity that exists locally and globally.

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
- analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples
- consider and organise information from sources
- evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate meaning to suit purpose

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identity and connections <ul style="list-style-type: none"> • Students are introduced to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach. There are no discrete topics in this unit. 	Continuity, change and influences <ul style="list-style-type: none"> • Resistance • Social and political change 	Responses and contributions <ul style="list-style-type: none"> • Rights and freedoms • Land rights 	Moving forward <ul style="list-style-type: none"> • 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 — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry response	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 Maria Chatfield

Recommended Achievement Levels: C Achievement in Year 10 English and History

Timetable Code: AHS

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices 	<p>Personalities in their time</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<p>Reconstructing the ancient world</p> <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<p>People, power and authority</p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

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): <ul style="list-style-type: none">• Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — independent source investigation	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — short responses to historical sources	25%

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

Business

General Senior Subject

Contact person: Mrs Maria Chatfield

Recommended Achievement Levels: C Achievement in Year 10 English

Timetable Code: BUS

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

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 environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • fundamentals of business case study 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • 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): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • External examination	25%

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

Geography

General Subject

Contact person: Mrs Maria Chatfield

Recommended Achievement Levels: C Achievement in Year 10 English

Timetable Code: GEG

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

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

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

Pathways

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

Objectives

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

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

Structure may include

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

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: <ul style="list-style-type: none"> • Examination — combination response (25%) 	Summative internal assessment 3: <ul style="list-style-type: none"> • Investigation — data report (25%)
Summative internal assessment 2: <ul style="list-style-type: none"> • Investigation — field report (25%) 	Summative external assessment: <ul style="list-style-type: none"> • Examination — combination response (25%)

Legal Studies

General Senior Subject

Contact person: Mrs Maria Chatfield

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

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

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

Pathways

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

Objectives

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

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

Structure may include

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

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.	<p>Item of communication One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words <p>Evaluation One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> • 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.	<p>One of the following:</p> <ul style="list-style-type: none"> • 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.

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 be able to:

- 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	Furniture-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.	<p>Practical demonstration</p> <p>Practical demonstration: the skills and procedures used in 3–5 production processes</p> <p>Documentation</p> <p>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</p>
Project	Students manufacture a product and document the manufacturing process.	<p>Product</p> <p>Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes</p> <p>Manufacturing process</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

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: C Achievement in Year 10 English & HPE or B Achievement in Year 10 Health Education **and** C Achievement in Year 10 English

Timetable Code: PED

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' 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.	<p>Performance Performance: up to 4 minutes</p> <p>Investigation, plan and evaluation One of the following:</p> <ul style="list-style-type: none"> • 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.	<p>Investigation and session plan One of the following:</p> <ul style="list-style-type: none"> • 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 <p>Performance Performance: up to 4 minutes</p> <p>Evaluation One of the following:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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

Timetable Code: BIO

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • 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

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

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.

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

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

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

Pathways

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

Objectives

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

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

Structure may include

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

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

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

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.

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

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

Pathways

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

Structure may include

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

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

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 classical and modern understandings of the universe.

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

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

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

Pathways

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

Objectives

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

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

Structure may include

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

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

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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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

Digital Solutions

General Senior Subject

Contact person: Mr Robert Davies

Recommended Achievement Levels: C Achievement in Year 10 Mathematics C Achievement in Year 10 Digital Technologies

Timetable Code: DIS

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

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

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

Pathways

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

Objectives

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

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

Structure may include

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • 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): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	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

General Senior Subject

Contact person: Mr Robert Davies

Recommended Achievement Levels: C Achievement in Year 10 English and Drama

Timetable Code: DRA

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

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

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

Pathways

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

Objectives

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

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

Structure may include

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

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): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

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

Film, Television & New Media

Applied Senior Subject

Contact person: Mr Robert Davies

Recommended Achievement Levels: C Achievement in Year 10 English

Timetable Code: FTM

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems

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 1	Unit 2	Unit 3	Unit 4
<p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? 	<p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? 	<p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	<p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Case study investigation	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Stylistic project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Multi-platform project	25%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination – extended response			

Information & Communication Technology

Applied Senior Subject

Contact person: Mr Robert Davies

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 Robert Davies

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.

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.

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

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

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 is the focus of the unit.	<p>Design product Design product must represent:</p> <ul style="list-style-type: none"> • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s <p>Planning and evaluation of design product One of the following:</p> <ul style="list-style-type: none"> • 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 that is the focus of the unit.	<p>Media artwork One of the following:</p> <ul style="list-style-type: none"> • 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 Robert Davies

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

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

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

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 use music technology and production techniques to make a composition relevant to the unit focus.	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: <ul style="list-style-type: none"> • 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.

<h1>Music</h1>	
General Senior Subject	Contact person: Mr Robert Davies
Recommended Achievement Levels: C Achievement in Year 10 English and Music	Timetable Code: MUS

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

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

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

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

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

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

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: Mr Robert Davies

Recommended Achievement Levels: C Achievement in Year 10 English and Visual Art

Timetable Code: ART

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

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

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

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

Pathways

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

Objectives

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

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

Structure may include

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

Assessment

Unit 1 and 2 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): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25%			
• Examination			

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

Visual Arts in Practice

Applied Senior Subject

Contact person: Mr Robert Davies

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.

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.

Pathways

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

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 artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p>Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p>Prototype artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes <p>OR</p> <p>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 (up to 30 seconds each)</p> <p>OR</p> <p>Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p>Planning and evaluations One of the following:</p> <ul style="list-style-type: none"> • 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 and/or addresses the focus of the unit.	<p>Resolved artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

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.

Certificate I in Construction (CPC10120)

Contact person: Mrs Chantal Bennett

Department Head: Design and The Technologies

Email: cbenn75@eq.edu.au

Timetable Code: VCS

CPC10120 Certificate I in Construction

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



QCE Points: 3

Description

The qualification CPC10120 Certificate I in Construction provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

The units of competency within the qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Core

CPCCCM2004*	Handle construction materials
CPCCCM2005*	Use construction tools and equipment
CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS1001#	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirement, policies and procedures in the construction industry

Elective

CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001*	Read and interpret plans and specifications

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC10120>

Certificate II in Engineering Pathways (MEM20422)

Contact person: Mrs Chantal Bennett

Department Head: Design and The Technologies

Email: cbenn75@eq.edu.au

Timetable Code: VEN

MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



QCE Points: 4

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

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
MSAENV272	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

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:

Prerequisite units of competency - An asterisk () against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

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

Certificate II in Hospitality (SIT20322)

Contact person: Mrs Chantal Bennett

Department Head: Design and The Technologies

Email: cbenn75@eq.edu.au

Timetable Code: VHP



(RTO Code 30457)

NATIONALLY RECOGNISED
TRAINING

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 Workplace Skills *	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
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

What skills will I develop?

21 st Century Skills	Associated Skills
Critical Thinking	<ul style="list-style-type: none"> analytical thinking problem-solving decision-making reasoning reflecting and evaluating intellectual flexibility
Creative Thinking	<ul style="list-style-type: none"> innovation initiative and enterprise curiosity and imagination creativity generating and applying new ideas identifying alternatives seeing or making new links
Communication	<ul style="list-style-type: none"> effective oral and written communication using language, symbols and texts communicating ideas effectively with diverse audiences

Collaboration and Teamwork	<ul style="list-style-type: none"> relating to others recognising and using diverse perspectives participating and contributing community connections
Personal and Social Skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> operations and concepts accessing and analysing information being productive users of technology digital citizenship (being safe, positive and responsible online)

*	<p>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.</p>
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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 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: VHL



(RTO Code 30457)

NATIONALLY RECOGNISED
TRAINING

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 Workplace Skills *	Work effectively with others	Elective

What skills will I develop?

21 st Century Skills	Associated Skills
Critical Thinking	<ul style="list-style-type: none"> analytical thinking problem-solving decision-making reasoning reflecting and evaluating intellectual flexibility
Creative Thinking	<ul style="list-style-type: none"> innovation initiative and enterprise curiosity and imagination creativity generating and applying new ideas identifying alternatives seeing or making new links

Communication	<ul style="list-style-type: none"> • effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences
Collaboration and Teamwork	<ul style="list-style-type: none"> • relating to others • recognising and using diverse perspectives • participating and contributing • community connections
Personal and Social Skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
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VET Credit transfer and QCE credit

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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 Workplace Skills (BSB20120)

Contact person: Mrs Maria Chatfield

Department Head: Humanities and Business

Email: mchat20@eq.edu.au

Timetable Code: VWK



(RTO Code 30457)

NATIONALLY RECOGNISED
TRAINING

Why study Workplace Skills?

The **Certificate II in Workplace Skills** is a course that provides entry level skills for students entering ANY workplace. If you plan to work in an office; run your own business; get some part time work while studying or obtain help organising yourself for your studies then this is the course for you.

What will I Study?

The **competencies** studied in Workplace Skills are:

Code	Title	Elective/Core
BSBCMM211	Apply communication skills	Core
BSBOPS201	Work effectively in business environments	Core
BSBPEF202	Plan and apply time management	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBWHS211	Contribute to health and safety of self and others	Core
BSBPEF201	Support personal wellbeing in the workplace	Elective
BSBTEC202	Use digital technologies to communicate in a work environment	Elective
BSBTEC101	Operate digital devices	Elective
BSBTWK201 Hospitality *	Work effectively with others	Elective
BSBOPS203	Deliver a service to customers	Elective

What skills will I develop?

21 st Century Skills	Associated Skills
Critical Thinking	<ul style="list-style-type: none"> analytical thinking problem-solving decision-making reasoning reflecting and evaluating intellectual flexibility
Creative Thinking	<ul style="list-style-type: none"> innovation initiative and enterprise curiosity and imagination creativity generating and applying new ideas identifying alternatives seeing or making new links
Communication	<ul style="list-style-type: none"> effective oral and written communication using language, symbols and texts communicating ideas effectively with diverse audiences

aboration and Teamwork	<ul style="list-style-type: none"> relating to others recognising and using diverse perspectives participating and contributing community connections
al and Social Skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> operations and concepts accessing and analysing information being productive users of technology digital citizenship (being safe, positive and responsible online)

*	<p>NB: Some qualifications contain the same competencies as other qualifications. 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.</p>
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VET Credit transfer and QCE credit

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Table 1

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

Certificate II in Tourism (SIT20122)

Contact person: Mrs Maria Chatfield

Department Head: Humanities and Business

Email: mchat20@eq.edu.au

Timetable Code: VTR



(RTO Code 30457)

NATIONALLY RECOGNISED
TRAINING

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
SITXCCS011 Hospitality *	Interact with customers	Core
SITXCOM007 Hospitality *	Show social and cultural sensitivity	Core
SITXWHS005 Hospitality *	Participate in safe work practices	Core
SITXCCS009	Provide customer information and assistance	Core
SITXCOM008	Provide a briefing or scripted commentary	Elective
SIRXSLS001	Sell to the retail customer	Elective
SITTTVL001	Access and interpret product information	Elective
SITXFIN007	Process financial transactions	Elective
SITXCOM006	Source and present information	Elective
HLTAID011 Health / Fitness *	Provide first aid	Elective

What skills will I develop?

21 st Century Skills	Associated Skills
Critical Thinking	<ul style="list-style-type: none"> analytical thinking problem-solving decision-making reasoning reflecting and evaluating intellectual flexibility
Creative Thinking	<ul style="list-style-type: none"> innovation initiative and enterprise curiosity and imagination creativity generating and applying new ideas identifying alternatives seeing or making new links
Communication	<ul style="list-style-type: none"> effective oral and written communication using language, symbols and texts communicating ideas effectively with diverse audiences

Collaboration and Teamwork	<ul style="list-style-type: none"> relating to others recognising and using diverse perspectives participating and contributing community connections
Personal and Social Skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
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VET Credit transfer and QCE credit

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Table 1

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

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



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

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

QCE Points

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

Course units Year 1 (Certificate II units)

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

Assessment

Assessment is competency based. Assessment techniques include:

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

Work experience

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

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

Pathways

Potential options may include:

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

Course units Year 2 (Certificate III units)

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

Obligation

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

Certificate III in Fitness (SIS30321)

Contact person: Mrs Trish Goodwin

Department Head: Health & Physical Education

Email: pgood7@eq.edu.au

Timetable Code: VFT

2024 EDITION

SIS30321 CERTIFICATE III IN FITNESS

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).

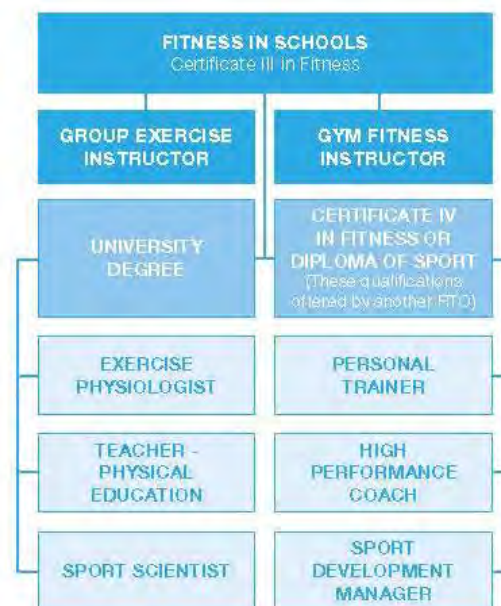
Students facilitate programs within their school community including:

- > 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)
- > 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



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



**Binnacle
Training**
RTO CODE 31319



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



SIS30321 CERTIFICATE III IN FITNESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
15 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):
\$365.00 per person (+ First Aid \$55.00)

QCE Outcome:
Maximum 8 QCE Credits

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> › Binnacle Lounge Induction › The Sport, Fitness and Recreation (SFR) Industry › Apply Knowledge of Coaching Practices
TERM 2	PROGRAMS
	<ul style="list-style-type: none"> › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 3	TOPICS
	<ul style="list-style-type: none"> › Perform Research and Create a Group Presentation › Organise and Complete Work Tasks
TERM 4	PROGRAMS
	<ul style="list-style-type: none"> › Group Nutrition Presentation: Create and Deliver a Presentation to your Peers › Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants
TERM 5	TOPICS
	<ul style="list-style-type: none"> › Cardio and Conditioning Programs › Anatomy and Physiology › The SFR Industry
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> › One-on-One Cardio Program › Group Conditioning Sessions for Adolescent Participants
TERM 7	TOPICS
	<ul style="list-style-type: none"> › Anatomy and Physiology › First Aid Course: HLTAID011 Provide First Aid
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> › Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions › Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants
TERM 9	TOPICS
	<ul style="list-style-type: none"> › Anatomy and Physiology › Health and Nutrition Consultations
TERM 10	PROGRAMS
	<ul style="list-style-type: none"> › One-on-One Gym Program: Adolescent Client › Conduct Consultations with a Client (Peer) › Plan and Conduct Sessions (Scenario Clients)
TERM 11	TOPICS
	<ul style="list-style-type: none"> › Screening and Health Assessments › Specific Population Clients › Older Clients
TERM 12	PROGRAMS
	<ul style="list-style-type: none"> › Fitness Orientation Program: Client Orientation › Gentle Exercise Program: Participate in Gentle Exercise Sessions › Mobility Program: Plan and Instruct Mobility Sessions
TERM 13	TOPICS
	<ul style="list-style-type: none"> › Older Clients › Specific Populations
TERM 14	PROGRAMS
	<ul style="list-style-type: none"> › Group Exercise and Gym-based One-on-One Sessions: Female and Male Adults aged 18+; and Older adults aged 55+

UNITS OF COMPETENCY

HLTAID011	Provide First Aid	SISFFIT035	Plan group exercise sessions
HLTWHS001	Participate in workplace health and safety	SISFFIT036	Instruct group exercise sessions
SISXEMR001	Respond to emergency situations	SISFFIT032	Complete pre-exercise screening and service orientation
SISXIND001	Work effectively in sport, fitness and recreation environments	SISFFIT033	Complete client fitness assessments
SISXIND002	Maintain sport, fitness and recreation industry knowledge	SISFFIT052	Provide healthy eating information
BSBSUS211	Participate in sustainable work practices	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBOPS304	Deliver and monitor a service to customers	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities		

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

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 4 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.

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