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2019

Senior Subject Selection Guide

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Principal's Welcome

Welcome students to the final phase of your secondary education!

This is an extremely exciting time in your lives and your parents/carers as you commence on a journey that will lead you beyond schooling and into your future lives. For some of you this will involve further education or training and for others the opportunity to hone your skills in full time employment. Whatever pathway you choose to pursue we are both proud and privileged to be part of your adventure.

At Trinity Bay State High School we strive to develop global citizens who will confidently take their place in a technology rich world and forge lives and careers that are both rewarding and fulfilling. This will involve students working with our expert staff to develop customised learning programs that include academic studies and structured opportunities for supported personal growth. Emotional resilience, intrinsic motivation, time management and independent learning skills are amongst those attributes we value highly as a school and accordingly foster and nurture in the holistic education of our future graduates.

A richly diverse range of subjects ensures that our students are able to challenge themselves in areas that prepare them specifically for their preferred life pathways, be they tertiary study, vocational opportunities or full time in the workforce. Our courses are designed to specifically meet the particular needs of our clientele and our timetabling flexibility and innovation endeavour to accommodate most combinations of subject choices.

We are extremely confident that Trinity Bay State High School will provide challenges and opportunities for all of our senior secondary students in the final phase of their formal education and we look forward to working together to make this both enriching and rewarding.

The next two years will go quickly; savour every moment and enjoy every day.

Martin Woodcock
Principal



Designing Your Learning Program

Selecting subjects and courses to customise your program of learning for senior secondary can be both challenging and exciting. Finding a balance of options that takes the demands of senior studies, your commitments to part time work, personal activities (such as sport) and a social life with your friends and family into account, can occasionally present students and their parents and carers with difficult decisions to make. At the time of subject selection it is necessary to ensure that you tailor a program that will enable you to:

- meet the requirements of the QCE which includes achieving at C level or higher in Maths and English
- plan and manage the time demands of course/subject work and ongoing assessment
- be in the strongest possible academic position at the end of Year 12 to confidently take the next step into work, training or further study.

Subject selections should reflect your future employment, training or tertiary education goals. It is essential that you research any relevant requirements pertaining to these before making your choices to ensure they are factored in. For example many trade apprenticeships now expect successful completion of General Maths rather than Essential Maths as may have previously been the case. Your personal interests and abilities are also extremely important when making your decisions: you are more likely to be successful when you enjoy what you do. Similarly strive to achieve the highest level of which you are capable: be the best you can be.

Senior curriculum choices

We believe the range of options available in the senior curriculum at Trinity Bay Stare High School is exceptional. It provides depth of choice and caters well for the interests and future aspirations of senior students. From our offerings you will be able to select and plan a course that you enjoy and provides you with personal, academic and vocational success.

To ensure you are well prepared for the next phase of your education journey between now and your SET Plan interview you will need to:

- research your pathway options, subject choices and course information to familiarise yourself with the demands and challenges
- attend, and actively engage with, the Year 10 into 11 Information events and activities held at the school
- plan and prepare for your interview by having a sound understanding of what subjects you would like to select and have any questions ready
- complete your subject selections in One School by the due date

Meeting timelines

It is essential to our planning and timetabling processes that you meet all of the necessary deadlines for subject selections. Initially this will involve completing a preferences survey where you will identify your top six subject choices. This will need to include an English option and at least one Mathematics offering. From this, all information is collated and timetable lines constructed from which you will make your final selections. Not submitting your preference form on time could result in your particular subject combination not being accommodated and you may need to re-choose.

Occasionally a subject will not have sufficient student interest for it to be a viable offering. In this instance there are a range of alternatives that could include alternative modes of curriculum delivery or selecting another subject. For this reason we ask that in addition to nominating your six subjects of choice, you indicate at least two other preferences.

Active engagement with all aspects of the subject information and selection process will assist in significantly reducing the likelihood of requiring a change of subject once you commence your senior studies and ensure that you are fully aware of all academic requirement of your course.

Should you have any concerns or queries regarding this process, please contact a member of our Senior Schooling Team.

Timelines

<i>Date</i>	<i>Timeline Program</i>
16 th July 2018	Year 10 Parent Letter mailed home
24 th July 2018 6pm – 8pm in the Theatre	Year 10 into 11 Information Night Year 10 into 11 interview Bookings open Year 10 Subject Selection opens
25 th July 2018	Year 10 into 11 Information Day
24 th – 30 th July 2018	On-line Interview Bookings
24 th July – 13 th August 2018	Interview Preparation SET Plan in OneSchool Subject Selection in OneSchool
1 st August 2018	Students informed of allocated interviews
13 th – 15 th August 2018	Year 10 into 11 Interviews
31 st August 2018	Year 10 Senior Subject Selections Close

Subject Availability

Please note that while every effort is made by the school to form a class from student choices, classes are formed only when sufficient enrolment is received and where accreditation applied for has been received.

Just because a subject is offered on a selection line does not mean it will always run. Clashes also occur between student selections and sometimes this cannot be avoided.

It is also important to note that just because a teacher or HOD recommends a subject to a student, this does not always mean they will be able to get into it.

Booking Interviews

Year 10 into 11 interviews will be held

8.00am – 5pm on Monday 13th August to Wednesday 15th August.

BOOKINGS OPEN AT 6PM TUESDAY 24th JULY.

BOOKINGS (ONLINE AND PHONE) CLOSE MONDAY 30th JULY AT 8.30AM.

Students without an interview booking will be allocated an interview during school time.

ON-LINE BOOKINGS

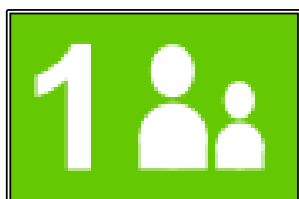
Go to www.schoolinterviews.com.au

Enter THIS school event code.

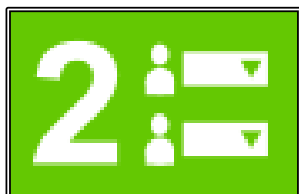
School
event
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wmq93

Go



Enter your details



Select the appointment times that suit your family best



When you click FINISH your selected bookings will be emailed to **you immediately**. If you not receive your email, please check your junk-mail, or enter the event code again and check your email address spelling. Update your details if email address is incorrect. **DO NOT DELETE** the email you receive. Keep it somewhere safe. You may need to refer back to it at a later date.

PHONE BOOKINGS

Contact Senior Secondary office on 0475 831 474

Request interview time

Provide details – student's name, parent's name, interview time

SET Plan & Subject Selection in OneSchool

1.

- Log on to OneSchool - oslp.eq.edu.au or the desktop OneSchool icon if at school
- Use your school logon and password
- Accept Agreement if this is the first time logging on to OneSchool

2.

- Select on My Education Plan

3.

- Complete your SET Plan by clicking and completing the following tabs:
 - Personal
 - Careers and Courses
 - Subject Selection - open from 6th August 2018
 - You must choose a Maths and English subject
 - You must select 2 preferences in case you miss out on your first choice.

Hints

- OneSchool works best on Internet Explorer and on a computer
- Your SET plan **must** be completed **before** your Year 10 into 11 SET Plan interview.
- Always hit **SAVE!!!**

Contacts

Katherine Macfarlane – DEPUTY PRINCIPAL - Senior Secondary

<i>Head of Senior Secondary</i>	<i>Phone</i>	<i>Email</i>
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Technologies		
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Visual Arts		
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Pathways to Success



TRINITY BAY SHS

SET PLANNING

Every student **MUST** choose an English & Maths subject.

Queensland Certificate of Education

UNIVERSITY

WORKFORCE

ATAR

Choose **6** subjects:

- A General English subject
- A General Maths subject
- 3 General subjects
- A General/Applied/ Certificate III qualification

EMPLOYMENT & TRAINING

Choose **6** subjects:

- Essential English
- General Maths or Essential Maths
- 4 Applied or VET subjects (including VETiS funded courses at TAFE or School-based Apprenticeships and Traineeships)

Overview

Senior Education Profile

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

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

For more information about the SEP go to www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for 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.

Senior Subjects

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

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

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

General Syllabuses

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

Applied Syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Underpinning Factors

All senior syllabuses are underpinned by:

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

General Syllabuses

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

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

Applied Syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational Education & Training (VET)

Students can access VET programs through the school because 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 Sound 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.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study.

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

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension Syllabuses Course Overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific Marking Guides

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

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

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

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

External Assessment

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

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

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

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied Syllabuses Course Overview

Applied syllabuses 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.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific Standards Matrix

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English & Essential Mathematics – Common Internal Assessments

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

Summative Internal Assessment – Instrumental Specific Standards

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

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

VET Qualifications

VETiS Funded courses

A range of VET qualifications are fee-free to eligible students, covered under VET in School (VETiS) funding. The courses listed below are currently available for students at Trinity Bay State High School.

All eligible students are entitled to one VETiS funded program only.

For further information, please refer to the VETiS section of training.qld.gov.au.

VETiS funded course	Delivered by:	To apply:
AUR20716 Certificate II in Automotive Vocational Preparation (Light)	TAFE at TAFE on Thursdays	See Mrs Bannister Senior Secondary Office at TBSHS
AUR20716 Certificate II in Automotive Vocational Preparation (Heavy)	TAFE at TAFE on Thursdays	See Mrs Bannister Senior Secondary Office at TBSHS
AUR20416 Certificate II in Automotive Electrical Technology	TAFE at TAFE on Thursdays	See Mrs Bannister Senior Secondary Office at TBSHS
MEM20413 Certificate II in Engineering Pathways (Diesel / Fabrication)	TAFE at TAFE on Thursdays	See Mrs Bannister Senior Secondary Office at TBSHS
CPC10111 Certificate I in Construction	TAFE at TAFE on Thursdays	See Mrs Bannister Senior Secondary Office at TBSHS
MSF20516 Certificate II in Furniture Making	TAFE at TAFE on Thursdays	See Mrs Bannister Senior Secondary Office at TBSHS
52700WA Certificate II in Plumbing	TAFE at TAFE on Thursdays	See Mrs Bannister Senior Secondary Office at TBSHS
UEE22011 Certificate II in Electrotechnology (Career start)	TAFE at TAFE on Thursdays	See Mrs Bannister Senior Secondary Office at TBSHS
MAR20313 Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)	TAFE at Marine College Portsmouth on Fridays	See Mrs Bannister Senior Secondary Office at TBSHS
SHB20216 Certificate II in Salon Assistant	TAFE at TAFE on Thursdays	See Mrs Bannister Senior Secondary Office at TBSHS
TLI21815 Certificate II in Logistics	TAFE in 10 week blocks during school term	See Mrs Bannister Senior Secondary Office at TBSHS
RII20115 Certificate II in Resources & Infrastructure Work Preparation	Australasian Drilling Institute in 10 week blocks during school term	See Mrs Bannister Senior Secondary Office at TBSHS
SIT20116 Certificate II in Tourism	Sejumi Institute during school holidays	See Mrs Bannister Senior Secondary Office at TBSHS
SIS20213 Certificate II in Outdoor Recreation	Deep Sea Divers Den during school holidays	See Mrs Bannister Senior Secondary Office at TBSHS
SIT20316 Certificate II in Hospitality	TAFE through school timetable	Select Certificate III in Hospitality as a subject
SIT20416 Certificate II in Kitchen Operations	Club Training through school timetable	Select Certificate II in Kitchen Operations as a subject
MEM20413 Certificate II in Engineering Pathways	Skills Generation through school timetable	Select Certificate III in Aviation as a subject
SIS20115 Certificate II in Sport and Recreation	Binnacle Training through school timetable	Select Certificate III in Fitness as a subject
HLT23215 Certificate II in Health Support Services	Connect 'n' Grow through school timetable	Select Certificate III in Health Services Assistance as a subject

Subject Compatibility

The QCE demonstrates that school leavers have met the set standard by completing a program with sufficient breadth and depth. To support this, the QCAA ensures that students accrue credit to a QCE for new learning only.

The following subject combinations are **not** permitted:

Learning Area	2019 Applied Subjects	VET qualification
Health & Physical Education	Sport and Recreation	SIS20115 Certificate II In Sport and Recreation (embedded in Cert III in Fitness)
Humanities and Social Sciences	Tourism	SIT20116 Certificate II in Tourism (delivered by TAFE or Sejumi Institute)
Technologies	Engineering Skills	MEM20413 Certificate II in Engineering Pathways
	Furnishing Skills	MSM20516 Certificate II in Furniture Making Pathways
	Hospitality Practices	SIT20316 Certificate II in Hospitality
	Information and Communication Technology	ICT20115 Certificate II in Information Digital Media and Technology
The Arts	Visual Arts in Practice	CUA20715 Certificate II in Visual Arts (completed in Year 10)

Subject combinations that are **not** permitted:

Essential Mathematics and General Mathematics cannot be studied at the same time.

Essential English and General English cannot be studied at the same time.

Combinations that **are** permitted:

English and Literature

Mathematical Methods and Specialist Mathematics

QCAA Senior Syllabuses

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

English

General

- English
- Literature

Applied

- Essential English

Humanities

General

- Accounting
- Ancient History
- Business
- Geography
- Legal Studies
- Modern History

Applied

- Social & Community Studies
- Tourism

VET

- Cert III Business
- Cert II Skills for Work & Vocational Pathways

Technologies

General

- Design
- Digital Solutions
- Food & Nutrition

Applied

- Building & Construction Skills
- Engineering Skills
- Furnishing Skills
- Industrial Graphics Skills
- Industrial Technology Skills
- Information & Communication Technology
- Hospitality Practices

VET

- Cert III Hospitality
- Cert II Kitchen Operations
- Cert III Aviation
- Cert II Information Digital Media & Technology

Health & Physical Education

General

- Health
- Physical Education

Applied

- Sport & Recreation

VET

- Cert III Fitness

Languages

General

- Chinese
- Japanese
- Senior Auslan

Science

General

- Biology
- Chemistry
- Earth & Environmental Science
- Marine Science
- Physics
- Psychology

Applied

- Aquatic Practices

VET

- Cert III Health Services Assistant

The Arts

General

- Dance
- Drama
- Film, Television & New Media
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
- Visual Art

Applied

- Arts in Practice
- Media Arts in Practice
- Visual Arts in Practice

VET

- Cert IV Music Industry
- Cert II Performing Arts

Subject Prerequisites

Prerequisites are entry requirements (ie year 10 subjects achieved a specified result) you must meet before you are able to enrol in the subject. Eg English at B5 or better means you must have studied English in Year 10 and achieved a B5 or higher to be considered for enrolment.

Recommended refers to the fact that the senior subject will be easier to study if you have already studied the subject in Year 10.

<i>Senior Subject</i>	<i>Subject Type</i>	<i>Prerequisite</i>	<i>Recommended</i>
MATHEMATICS			
General Mathematics	General	Yr 10 General Maths C	
Mathematical Methods	General	Yr 10 Mathematical Methods C	
Specialist Mathematics	General	Yr 10 Mathematical Methods B	
Essential Mathematics	Applied		
ENGLISH			
English	General	Yr 10 English or Literature C5	the ability to research, apply and analyse information, read and deconstruct a range of challenging novel, plays, poetry and other texts, discuss topics in an open forum, create and compose original and insightful texts and critically evaluate and reflect upon issues.
Literature	General	Yr 10 English or Literature C5	the ability to research, apply and analyse information, read and deconstruct a range of challenging novel, plays, poetry and other texts, discuss topics in an open forum, create and compose original and insightful texts and critically evaluate and reflect upon issues.
Essential English	Applied	Yr 10 English C3 or lower Yr 10 Essential English	

HUMANITIES

Accounting	General	Yr 10 English/Literature C Yr 10 Mathematical Methods C or General Mathematics B	
Ancient History	General	Yr 10 English/Literature C	
Business	General	Yr 10 English/Literature C	
Geography	General	Yr 10 English/Literature C	
Modern History	General	Yr 10 English/Literature C	
Legal Studies	General	Yr 10 English/Literature C	
Social and Community Studies	Applied		Yr 10 Essential English C
Tourism	Applied		Yr 10 Essential English C
Certificate III in Business	VET	Good quality written & spoken communication skills.	
Certificate II in Skills for Work and Vocational Pathways	VET		

TECHNOLOGIES

Design	General		
Digital Solutions	General		
Food And Nutrition	General	Yr 10 English	
Building & Construction Skills	Applied		
Engineering Skills	Applied		
Industrial Graphics	Applied		
Hospitality Practices	Applied		Certificate I in Hospitality
Information Digital Media & Technology	Vocational		
Certificate III in Aviation (Remote Pilot - Visual Line of Sight)	VET		
Certificate III in Hospitality	VET		Certificate I in Hospitality
Certificate II in Kitchen Operations	VET		Certificate I in Hospitality

HEALTH & PHYSICAL EDUCATION

Health	General	Yr 10 English Literature C Yr 10 Science/SOSE C	
Physical Education	General	Yr 10 English/Literature C Yr 10 FPE B or Yr 10 PAC	
Sport and Recreation	Applied	Physically active and basic fitness level	Yr 10 FPE
Certificate III in Fitness	VET	Good quality written & spoken communication skills. Physically active and enjoyment of fitness	Yr 10 PAC or FPE with B or higher 'Working with Children' Bluecard.

SCIENCE

Biology	General	Yr 10 English Literature Yr 10 Mathematical Methods/General C Any year 10 Science semester C	
Chemistry	General	Yr 10 English/Literature C Yr 10 Mathematical Methods C or General Mathematics B Any year 10 Science semester B	Yr 10 Chemistry B
Earth & Environmental Science	General	Yr 10 English/Literature C Yr 10 Mathematical Methods C or General Mathematics C Any year 10 Science semester C	Yr 10 Earth and Environmental Science C
Marine Science	General	Yr 10 English/Literature C Yr 10 Mathematical Methods C or General Mathematics C Any year 10 Science semester C	Yr 10 Marine Science C
Physics	General	Yr 10 English/Literature C Yr 10 Mathematical Methods C or General Mathematics C Any year 10 Science semester B	Yr 10 Physics C
Psychology	General	Yr 10 English/Literature C Yr 10 Mathematical Methods C or General Mathematics B Any year 10 Science semester B	Yr 10 Psychology C
Aquatic Practices	Applied		Yr 10 Aquatic Practices C
Certificate III in Health Services Assistance	VET		

LANGUAGES

Chinese	General	Yr 10 Chinese C	
Japanese	General	Yr 10 Japanese C	
Auslan	Vocational		

THE ARTS

Dance	General		Yr 10 Dance C
Drama	General		Yr 10 Drama C
Film, Television & New Media	General		
Music	General		Yr 10 Music/Practical Music C
Visual Art	General	Yr 9 or 10 Visual Art C or achieved Cert 2 in Visual Art	
Arts in Practice	Applied	Yr 9 Media C or Yr 10 Film and Television C or Yr 10 Photography C	
Media Arts in Practice	Applied	Yr 10 Photography C	
Visual Arts in Practice	Applied		
Certificate IV in Music Industry	VET	Certificate II in Music Industry or Yr 10 Music/Practical Music C	
Certificate II in Performing Arts	VET		Yr 10 Dance C

General Mathematics - MAG

General senior subject



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.

Costs & Requirements	Student Resource Scheme Students are required to have access to Scientific calculator <i>Cassio FX82 AU PLUSII</i> @ \$24.20 <i>gst inc.</i>
Contact	Head of Department / Subject Co-ordinator: Brendon McAlister Staffroom: L Block Staffroom Email: bmcal22@eq.edu.au Phone: 40375249

Structure

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

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

Mathematical Methods - MAM

General senior subject



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.

Costs & Requirements	Student Resource Scheme. Students are required to have access to both Graphics Calculator Cassio FXCG50AU & Padded Case @\$225.00 gst inc <u>AND</u> Scientific Calculator Cassio FX82 AU PLUSII @ \$24.20 gst inc.
Contact	Head of Department / Subject Co-ordinator: Brendon McAlister Staffroom: L Block Staffroom Email: bmcal22@eq.edu.au Phone: 40375249

Structure

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

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> • Examination 			

Specialist Mathematics - MAS

General senior subject



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.

Costs & Requirements	Student Resource Scheme . Students are required to have access to both Graphics Calculator Cassio FXCG50AU & Padded Case @\$225.00 gst inc <u>AND</u> Scientific Calculator Cassio FX82 AU PLUSII @ \$24.20 gst inc.
Contact	Head of Department / Subject Co-ordinator: Brendon McAlister Staffroom: L Block Staffroom Email: bmcal22@eq.edu.au Phone: 40375249

Structure

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

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

Essential Mathematics - MAE

Applied senior subject



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.

Costs & Requirements	Student Resource Scheme Students are required to have access to Scientific calculator <i>Cassio FX82 AU PLUSII</i> @ \$24.20 <i>gst inc.</i>	
Contact	Head of Department / Subject Co-ordinator: Brendon McAlister Staffroom: L Block Staffroom Email: bmcal22@eq.edu.au	Phone: 40375249

Structure

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

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
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">• Examination

English - ENG

General senior subject



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

Students 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.

Costs & Requirements	Student Resource Scheme
Contact	Acting Head of Department: Ms Amanda Olive Staffroom: D007 Email: aoliv71@eq.edu.au Phone: 40375232

Structure

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

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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Extended response — written response for a public audience 		<ul style="list-style-type: none"> Extended response — imaginative written response 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Extended response — persuasive spoken response 		<ul style="list-style-type: none"> Examination — analytical written response 	

Literature - LIT

General senior subject



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

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

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

Pathways

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

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.

Costs & Requirements	Student Resource Scheme
Contact	Acting Head of Department: Ms Amanda Olive Staffroom: D007 Email: aoliv71@eq.edu.au Phone: 40375232

Structure

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

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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — analytical written response 		<ul style="list-style-type: none"> • Extended response — imaginative written response 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Extended response — imaginative spoken/multimodal response 		<ul style="list-style-type: none"> • Examination — analytical written response 	

Essential English - ENE

Applied senior subject



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

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

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

Pathways

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

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.

Costs & Requirements	Student Resource Scheme
Contact	Acting Head of Department: Ms Amanda Olive Staffroom: D007 Email: aoliv71@eq.edu.au Phone: 40375232

Structure

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 identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• 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

Accounting - ACC

General Senior Subject



Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

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

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience

Costs & Requirements	Student Resource Scheme BYOx Laptop would support the student's learning in the subject.
Contact	Head of Department – Mrs Bernadette Duffy Staffroom: G Block Email: bduff15@eq.edu.au Phone: 40375296

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none"> Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> Accounting for a trading GST business End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> Managing resources for a trading GST business — non-current assets Fully classified financial statement reporting for a trading GST business 	Accounting — the big picture <ul style="list-style-type: none"> Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Examination — combination response 		<ul style="list-style-type: none"> Project — cash management 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Examination — short response 		<ul style="list-style-type: none"> Examination — short response 	

Ancient History - AHS

General Senior Subject



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

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

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

Pathways

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

Objectives

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

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

Costs & Requirements	Student Resource Scheme BYOx Laptop would support the student's learning in the subject.	
Contact	Head of Department – Mrs Bernadette Duffy Email: bduff15@eq.edu.au	Staffroom: G Block Phone: 40375296

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <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. 	Personalities in their time <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 	Reconstructing the ancient world <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 	People, power and authority <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

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

Business - BUS

General Senior Subject



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.

Costs & Requirements	Student Resource Scheme BYOx Laptop would support the student's learning in the subject.	
Contact	Head of Department – Mrs Bernadette Duffy Email: bduff15@eq.edu.au	Staffroom: G Block Phone: 40375296

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	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

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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — combination response 		<ul style="list-style-type: none"> • Extended response — feasibility report 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation — business report 		<ul style="list-style-type: none"> • Examination — combination response 	

Geography - GEG

General Senior Subject



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.

Costs & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. BYOx Laptop would support the student's learning in the subject.	
Contact	Head of Department – Mrs Bernadette Duffy Email: bduff15@eq.edu.au	Staffroom: G Block Phone: 40375296

Structure

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

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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — combination response 		<ul style="list-style-type: none"> • Investigation — data report 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation — field report 		<ul style="list-style-type: none"> • Examination — combination response 	

Legal Studies - LEG

General Senior Subject



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.

Costs & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. BYOx Laptop would support the student's learning in the subject.	
Contact	Head of Department – Mrs Bernadette Duffy Email: bduff15@eq.edu.au	Staffroom: G Block Phone: 40375296

Structure

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — combination response 		<ul style="list-style-type: none"> • Investigation — argumentative essay 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation — inquiry report 		<ul style="list-style-type: none"> • Examination — combination response 	

Modern History - MHS

General Senior Subject



Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

Costs & Requirements	Student Resource Scheme BYOx Laptop would support the student's learning in the subject.	
Contact	Head of Department – Mrs Bernadette Duffy Email: bduff15@eq.edu.au	Staffroom: G Block Phone: 40375296

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the modern world</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 	<p>Movements in the modern world</p> <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	<p>National experiences in the modern world</p> <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	<p>International experiences in the modern world</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

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">• 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">• Independent source investigation	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — short responses to historical sources	25%

Social & Community Studies - SCS

Applied Senior Subject



Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and 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:

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

Costs & Requirements	Student Resource Scheme BYOx Laptop would support the student's learning in the subject.	
Contact	Head of Department – Mrs Bernadette Duffy Email: bduff15@eq.edu.au	Staffroom: G Block Phone: 40375296

Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
<ul style="list-style-type: none"> • Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community 	<ul style="list-style-type: none"> • The Arts and the community • Australia's place in the world • Gender and identity • Health: Food and nutrition • Health: Recreation and leisure 	<ul style="list-style-type: none"> • Into relationships • Legally, it could be you • Money management • Science and technology • Today's society • The world of work

Assessment

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

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test

Tourism - TOU

Applied Senior Subject



Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

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

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations

Costs & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. BYOx Laptop would support the student's learning in the subject.	
Contact	Head of Department – Mrs Bernadette Duffy Email: bduff15@eq.edu.au	Staffroom: G Block Phone: 40375296

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics
<ul style="list-style-type: none"> • Tourism as an industry • The travel experience • Sustainable tourism 	<ul style="list-style-type: none"> • Technology and tourism • Forms of tourism • Tourist destinations and attractions • Tourism marketing • Types of tourism • Tourism client groups

Assessment

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

- one project
- one examination
- no more than two assessments

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<ul style="list-style-type: none"> • •

Certificate III in Business BUS30115

PLUS entry qualification: BSB20115 Certificate II in Business

Vocational Education and Training Qualification



Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Registered Training Organisation: Binnacle Training (RTO Code: 31319)

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

Topics of Study

Students enrol in qualification: BSB20115 Certificate II in Business (TERM 1) Students enrol in qualification: BSB30115 Certificate III in Business (TERM 3)			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> • Introduction to the Business Services industry • Perform financial calculations • Create and use spreadsheets • Financial Literacy – Be MoneySmart 	<ul style="list-style-type: none"> • Workplace Health and Safety • Environmental sustainability • Process and maintain workplace information 	<ul style="list-style-type: none"> • Workplace communication • Producing workplace documents • Working effectively in a business environment 	<ul style="list-style-type: none"> • Organising personal work priorities and developing a project plan • Communication • Contributing to team effectiveness <p>Finalisation of Certificate II in Business</p>
TERM 5	TERM 6	TERM 7	TERM 8
<ul style="list-style-type: none"> • Knowledge of the Australian Financial System • Producing spreadsheets • Be MoneySmart through a career in small business 	<ul style="list-style-type: none"> • Promote innovation in a team environment • Micro business • Customer Service 	<ul style="list-style-type: none"> • Provide a service to a customer group • Report on service delivery • Plan and develop business documents • Plan, draft and finalise promotional material <p>Finalisation of Certificate III in Business</p>	

Qualification

Unit Code	Unit Title	BSB20115	BSB30115
FNSACC303	Perform financial calculations	ELECTIVE	
BSBITU202	Create and use spreadsheets	ELECTIVE	
FNSFLT301	Be MoneySmart	ELECTIVE	

BSBWHS201	Contribute to health and safety of self and others	CORE	
BSBSUS201	Participate in environmentally sustainable work practices	ELECTIVE	
BSBWHS302	Apply knowledge of WHS legislation in the workplace		CORE
BSBINM201	Process and maintain workplace information	ELECTIVE	
BSBCMM201	Communicate in the workplace	ELECTIVE	
BSBITU203	Communicate electronically	ELECTIVE	
BSBITU201	Produce simple word processed documents	ELECTIVE	
BSBWOR203	Work effectively with others	ELECTIVE	
BSBIND201	Work effectively in a business environment	ELECTIVE	
BSBFLM312	Contribute to team effectiveness		ELECTIVE
BSBWOR202	Organise and complete daily work activities	ELECTIVE	
BSBWOR301	Organise personal work priorities and development		ELECTIVE
FNSFLT205	Develop knowledge of the Australian financial system and markets		ELECTIVE
BSBINN301	Promote innovation in a team environment		ELECTIVE
BSBPRO301	Recommend products and services		ELECTIVE
BSBCUS301	Deliver and monitor a service to customers		ELECTIVE
BSBWRT301	Write simple documents		ELECTIVE
BSBITU306	Design and produce business documents		ELECTIVE

Elective units are subject to change prior to the commencement of the program, to ensure alignment to current industry practices is at its optimum.

Experiences

- Solving interesting problems
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities and personal development
- Assessing risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining business opportunities
- Financial literacy – Be MoneySmart, First Business

Cost: \$230.00 Binnacle Training RTO Fees

Assessment: Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace.

Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

VET Induction: All students are required to complete a VET induction. This is organised by the school.

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Fi

Certificate II in Skills for Work and Vocational Pathways FSK20113

Vocational Education and Training Qualification



This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is for students who require:

- a pathway to employment or vocational training
- numeracy and literacy requirements for Queensland Certificate of Education.
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Registered Training Organisation: Trinity Bay State High School (RTO Code: 30446)

Pathways

General preparation for the workforce – casual employment, school-based apprenticeships and traineeships. This course will give the student confidence to apply for any entry level position in the industry of their choice.

Topics of Study

TERM 1	TERM 2	TERM 3	TERM 4
Workplace Interaction Skills	Career Planning	Numeracy	Numeracy
TERM 5	TERM 6	TERM 7	TERM 8
Effective Workplace Skills	Workplace Communication Skills	Digital Technology Workplace Skills	

Qualification

Unit Code	Unit Title	FSV20113
FSKLRG09	Use strategies to respond to routine workplace problems	Core
FSKLRG11	Use routine strategies for work-related learning	Core
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Core
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work	Core

FSKRDG10	Read and respond to routine workplace information	Core
FSKOCM07	Interact effectively with others at work	Core
FSKWTG09	Write routine workplace texts	Core
FSKDIG03	Use digital technology for routine workplace tasks	Core
BSBWHS201	Contribute to health and safety of others	Elective
BSBCMM201	Communicate in the workplace	Elective
FSKLRG06	Participate in work placement	Elective
FSKLRG10	Use routine strategies for career planning	Elective
FSKLRG07	Use strategies to identify job opportunities	Elective
FSKOCM05	Use oral communication skills for effective workplace presentations	Elective

Elective units are subject to change prior to the commencement of the program, to ensure alignment to current industry practices is at its optimum.

Experiences

A range of teaching and learning strategies will be used to deliver the skills and knowledge required. All learning and assessment is project based.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace.

Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

VET Induction

All students are required to complete a VET induction. This is organised by the school.

Design - DES

General senior subject



Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

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

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

Pathways

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

Objectives

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

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

Costs & Requirements	Student Resource Scheme
Contact	Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263

Structure

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

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

Digital Solutions - DIS

General senior subject



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.

Costs & Requirements	Student Resource Scheme
Contact	Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263

Structure

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

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	25%
• Investigation — technical proposal		• Project — folio	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
• Project — digital solution		• Examination	

Food & Nutrition - FNU

General senior subject



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

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

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

Pathways

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

Objectives

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

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

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. It would be beneficial for students to have their own BYOx Device.
Contact	Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263 Vita Scalia, Subject Coordinator. Staffroom: B Block Email: vscal1@eq.edu.au Phone: 40375226

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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

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

Summative assessments

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

Building & Construction Skills - BSK

Applied senior subject



Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction 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 Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

- describe industry practices in construction tasks
- demonstrate fundamental construction skills
- interpret drawings and technical information
- analyse construction tasks to organise materials and resources
- select and apply construction skills and procedures in construction tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt construction processes
- create structures from specifications
- evaluate industry practices, construction processes and structures, and make recommendations.

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply.
Contact	Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263

Structure

The Building & Construction Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Construction processes	Carpentry plus at least two other electives: <ul style="list-style-type: none">• Bricklaying• Concreting• Landscaping• Plastering and painting• Tiling.

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3–6 minutes• product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item

Engineering Skills - ESK

Applied senior subject



Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing 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 Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply.
Contact	Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263

Structure

The Engineering Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	<ul style="list-style-type: none">• Fitting and machining• Sheet metal working• Welding and fabrication

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3–6 minutes• product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item

Furnishing Skills - FUR

Applied senior subject



Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing 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 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 as, 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:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply.
Contact	Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	<ul style="list-style-type: none">• Cabinet-making• Furniture finishing• Furniture-making• Glazing and framing• Upholstery

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3-6 minutes• product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item

Hospitality Practices - HPJ

Applied Senior Subject



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

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

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

Pathways

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

Objectives

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

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

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource and excursion costs apply. It would be beneficial for students to have their own BYOx Device.
Contact	Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263 Vita Scalia, Subject Coordinator. Staffroom: B Block Email: vscal1@eq.edu.au Phone: 40375226

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none">• Navigating the hospitality industry• Working effectively with others• Hospitality in practice	<ul style="list-style-type: none">• Kitchen operations• Beverage operations and service• Food and beverage service

Assessment

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

- at least two projects
- at least one investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product and performance component and one other component from the following: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes• product and performance: continuous class time	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item

Industrial Graphics Skills - GSK

Applied Senior Subject



Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling 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 tasks.

Pathways

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

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

Costs & Requirements	Student Resource Scheme
Contact	Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Drafting processes	<ul style="list-style-type: none">• Building and construction drafting• Engineering drafting• Furnishing drafting

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component)

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a technical drawing (which includes a model) component and at least one of the following components:</p> <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3-6 minutes• product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item

Industrial Technology Skills - ISK

Applied Senior Subject



Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing 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 Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Costs & Requirements	Student Resource Scheme
Contact	Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
<ul style="list-style-type: none"> • Industry practices • Production processes 	Aeroskills	<ul style="list-style-type: none"> • Aeroskills mechanical • Aeroskills structures
	Automotive	<ul style="list-style-type: none"> • Automotive mechanical • Automotive body repair • Automotive electrical
	Building and construction	<ul style="list-style-type: none"> • Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	<ul style="list-style-type: none"> • Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	<ul style="list-style-type: none"> • Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	<ul style="list-style-type: none"> • Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	<ul style="list-style-type: none"> • Thermoplastics fabrication • Thermosetting fabrication

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal<ul style="list-style-type: none">– non-presentation: 8 A4 pages max (or equivalent)– presentation: 3–6 minutes• product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item

Information & Communication Technology - ICJ

Applied Senior Subject



Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information and 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:

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

Core topics	Elective contexts	
<ul style="list-style-type: none"> • Hardware • Software • ICT in society 	<ul style="list-style-type: none"> • Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production 	<ul style="list-style-type: none"> • Network fundamentals • Online communication • Website production

Assessment

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

- at least two projects
- at least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Costs & Requirements	Student Resource Scheme
Contact	<p>Steve Johnson, Head of Department, Information Technology Staffroom: G Block Email: sjohn145@eq.edu.au Phone: 40375263</p>

Certificate III in Hospitality SIT30616

PLUS entry qualification: SIT20316 Certificate II in Hospitality

Vocational Education and Training Qualification



This qualification provides students with a range of well-developed hospitality service, sales and operational skills and sound knowledge of industry operations. Using discretion and judgement, they learn to work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

Registered Training Organisation: TAFE Queensland (RTO Code: 0275)

Pathways

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification specialises in food and beverage service. For example:

- espresso coffee machine operator
- food and beverage attendant
- restaurant host
- senior bar attendant
- waiter

Topics of Study

Students enrol in qualification: SIT20316 Certificate II in Hospitality (TERM 1) Students enrol in qualification: SIT30616 Certificate III in Hospitality (TERM 3)			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> • Safe work practices • Barista training 	<ul style="list-style-type: none"> • Working with others • Restaurant training 	<ul style="list-style-type: none"> • The Hospitality industry 	<ul style="list-style-type: none"> • Social and cultural diversity Finalisation of Certificate II in Hospitality
TERM 5	TERM 6	TERM 7	TERM 8
<ul style="list-style-type: none"> • Bar operations • Coach others • Bar training 	<ul style="list-style-type: none"> • Quality customer service 	Finalisation of Certificate III in Hospitality	

Qualification

Unit Code	Unit Title	SIT20316	SIT30116
SITXWHS001	Participate in safe work practices	Core	Core
BSBWOR203	Work effectively with others	Core	Core
SITXFSA001	Use hygienic practices for food safety	Elective	Elective
SITHFAB005	Prepare and serve espresso coffee	Elective	Elective
SITXFIN001	Process Financial transactions	Elective	Elective
SITXCOM002	Show social and cultural sensitivity	Core	Core

SITHIND002	Source and use information on the hospitality industry	Core	Core
SITHFAB002	Provide Responsible Service of Alcohol	Elective	Elective
SITXCCS003	Interact with customers	Core	
SITHFAB007	Serve food and beverage	Elective	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective	Elective
SITHIND003	Use hospitality skills effectively	Core	
SITHFAB016	Provide advice on food		Elective
SITHFAB003	Operate a Bar		Elective
SITHIND004	Work effectively in hospitality		Core
SITXCCS006	Provide service to customers		Core
SITXHRM001	Coach others in job skills		Core

Elective units are subject to change prior to the commencement of the program, to ensure alignment to current industry practices is at its optimum.

Learning Experiences

Students will be required to attend and complete scheduled block training at TAFE prior to completing the required services in Barista and Restaurant.

Students must meet the block training and service requirements to be eligible to receive the qualifications.

It is recommended that students gain a part time job within the Hospitality Industry in order to meet the service requirements of the course.

Unit Code	Unit Title	SIT20316	SIT30116
SITXWHS001	Participate in safe work practices	Core	Core
BSBWOR203	Work effectively with others	Core	Core
SITXFSA001	Use hygienic practices for food safety	Elective	Elective
SITHFAB005	Prepare and serve espresso coffee	Elective	Elective
SITXFIN001	Process Financial transactions	Elective	Elective
SITXCOM002	Show social and cultural sensitivity	Core	Core
SITHIND002	Source and use information on the hospitality industry	Core	Core
SITHFAB002	Provide Responsible Service of Alcohol	Elective	Elective
SITXCCS003	Interact with customers	Core	
SITHFAB007	Serve food and beverage	Elective	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective	Elective
SITHIND003	Use hospitality skills effectively	Core	
SITHFAB016	Provide advice on food		Elective
SITHFAB003	Operate a Bar		Elective
SITHIND004	Work effectively in hospitality		Core
SITXCCS006	Provide service to customers		Core
SITXHRM001	Coach others in job skills		Core

Cost: This course attracts VETiS funding. Refer to VET qualifications page for details.
TAFE Fees – to be confirmed.

Assessment: Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

Certificate II in Kitchen Operations SIT20416

PLUS 2 units of Applied Subject: Hospitality Practices

Vocational Education and Training Qualification



This qualification provides the student with the skills and knowledge to work in kitchens using a defined and limited range of food preparation and cookery skills to prepare food and menu items. Students are involved in mainly routine and repetitive tasks and work under direct supervision.

Registered Training Organisation: Club Training Australia (RTO Code: 31607)

Pathways

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools. For example:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- takeaway cook

Topics of Study

Students enrol in qualification: SIT20416 Certificate II in Kitchen Operations (TERMS 1- 4)			
Students enrol in Applied Subject: Hospitality Practices (TERM 5-8)			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none">• Practice safe and hygienic work practices• Maintaining clean kitchen premises and equipment	<ul style="list-style-type: none">• Use food preparation equipment• Maintain the quality of perishable items	<ul style="list-style-type: none">• Practicing basic cookery skills to prepare dishes	<ul style="list-style-type: none">• Finalisation of Certificate II in Kitchen Operations
TERM 5	TERM 6	TERM 7	TERM 8
<ul style="list-style-type: none">• Beverage Operations• Preparing and serving a variety of non-alcoholic beverages		<ul style="list-style-type: none">• Kitchen Fundamentals• Safe hygienic food preparation in a commercial kitchen to cater for a variety of events	

Qualification

Unit Code	Unit Title	SIT20416
BSBWOR203	Work effectively with others	Core
SITHCCC001	Use food preparation equipment	Core
SITHCCC005	Prepare dishes using basic methods of cookery	Core
SITHCCC011	Use cookery skill effectively	Core
SITHKOP001	Clean kitchen premises and equipment	Core
SITXFSA001	Use hygienic practices for food safety	Core
SITXINV002	Maintain the quality of perishable items	Core
SITXWHS001	Participate in safe work practices	Core
SITXCCS003	Interact with customers	Elective
SITHCCC003	Prepare and present sandwiches	Elective
BSBCMM201	Communicate in the workplace	Elective
SITXCOM002	Show social and cultural sensitivity	Elective
SITHIND002	Sources and use information on the hospitality industry	Elective

Elective units are subject to change prior to the commencement of the program, to ensure alignment to current industry practices is at its optimum.

Learning Experiences

A range of teaching and learning strategies will be used to deliver the skills. This includes the preparation, storage and selling of products to customers within the school community.

Fees

Students must be eligible for VETiS funding to access the Certificate II in Kitchen Operations for free.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace.

Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

Certificate III in Aviation

(Remote Pilot-Line of Sight) AVI30316

PLUS: MEM20413 Certificate II in Engineering Pathways

Vocational Education and Training Qualification



The Drone program is offered as a senior subject where students learn engineering skills while building a drone. Then they have the opportunity to learn how to professionally/commercially fly their drone by completing the nationally accredited qualification AVI30316 Certificate III in Aviation (Remote Pilot-Line of Sight) with CASA (RePL)

Registered Training Organisation: Skills Generation (RTO Code: 41008)

Pathways

Students could continue their studies at CQU in Bachelor of Aviation (Flight Operations). Students who complete the Cert III Aviation and receive the Remote Pilot Controllers Certificate (RePL) will be eligible for credit for the unit: AVAT11004 Unmanned Aerial Vehicles in the CQU Bachelor of Aviation (Flight Operations). Students could also complete a subject for this qualification through the SUN program during year 11 or 12. This will make them eligible for direct entry into the Bachelor program upon completion of year 12 (provided that they meet the minimum program entry requirements as advised in the handbook).

This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAS) within visual line of sight (VLOS), below 400 feet above ground level (AGL), in day visual meteorological conditions (VMC), outside of controlled airspace, greater than 3 nautical miles from an aerodrome, outside of populous areas.

Remote pilot duties include applying technical and non-technical aviation skills and knowledge within RPAS operational environments.

Topics of Study

Students enrol in qualification: MEM20413 Certificate II in Engineering Pathways (TERM 1)
Students enrol in qualification: AVI30316 Certificate III in Aviation (Remote Pilot – Line of Sight) (TERM 5)

MODULE 1	MODULE 2	MODULE 3	MODULE 4
			Finalisation of Certificate II in Engineering Pathways
MODULE 5	MODULE 6	MODULE 7	
			Finalisation of Certificate III in Aviation (Remote Pilot-Line of Sight)

Qualification

Unit Code	Unit Title	MEM20413	AVI30316
MEM13014A	Apply principles of occupational health and safety in the work environment	Core	
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	Core	

MEMPE006A	Undertake a basic engineering project	Core	
MSAENV272B	Participate in environmentally sustainable work practices	Core	
MSAPMSUP106A	Work in a team	Elective	
MEM16006A	Organise and communicate information	Elective	
MEM16008A	Interact with computing technology	Elective	
MEM18001C	Use hand tools	Elective	
MEM18002B	Use power tools/hand held operations	Elective	
MEMPE001A	Use engineering workshop machines	Elective	
MEMPE002A	Use electric welding machines	Elective	
MEMPE007A	Pull apart and re-assemble engineering mechanisms	Elective	
AVIE0001	Operate aeronautical radio		Core
AVIF0013	Manage human factors in remote pilot aircraft systems operations		Core
AVIF3023	Apply regulations and policies during remote pilot aircraft systems operations		Core
AVIH3019	Navigate remote pilot aircraft systems		Core
AVIK3002	Use infotechnology devices in an aviation workplace		Core
AVIW3037	Manage remote pilot aircraft systems pre- and post-flight actions		Core
AVIW3038	Operate and manage remote pilot aircraft systems		Core
AVIY3073	Control remote pilot aircraft systems on the ground		Core
AVIY3074	Launch remote pilot aircraft systems		Core
AVIY3075	Control remote pilot aircraft systems in normal flight		Core
AVIY3076	Recover remote pilot aircraft systems		Core
AVIY3077	Manage remote pilot aircraft systems in abnormal flight situations		Core
AVIY3078	Manage remote pilot aircraft systems energy source requirements		Core
AVIZ3052	Apply situational awareness in remote pilot aircraft systems operations		Core

Elective units are subject to change prior to the commencement of the program, to ensure alignment to current industry practices is at its optimum.

Learning Experiences

This qualification has been designed to include projects that prepare students for a range of tasks they perform when they enter into a health and/or community services career, including; health checks, health promotion, health administration and entry pathway for workers who provide the first point of contact and assist individuals in meeting their needs.

Cost This course attracts VETiS funding. Refer to VET qualifications page for details.
\$100.00 Skills Generation RTO Fees for VETiS funding eligible students.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

Certificate II in Information Digital Media & Technology ICT20115

Vocational Education and Training Qualification



This qualification provides basic digital literacy skills to support a wide range of varying industry occupations.

Registered Training Organisation: Trinity Bay State High School (RTO Code: 30446)

Pathways

ICT30115 Certificate III in Information, Digital Media and Technology, or a range of other Certificate III qualifications. Possible job titles relevant to this qualification include:

- Office assistant
- Records assistant
- Junior office support

Topics of Study

TERM 1	TERM 2	TERM 3	TERM 4
• Business Software	• Smartphone Photography	• Workplace Safety	• Support Information Tech
TERM 5	TERM 6	TERM 7	TERM 8
• Environment and Society	• Social Media Tools	• Finalisation of qualification	

Qualification

Unit Code	Unit Title	ICT20115
BSBWHS201	Contribute to health and safety of self and others	Core
BSBSUS201	Participate in environmentally sustainable work practices	Core
ICTICT201	Use computer operating systems and hardware	Core
ICTICT202	Work and communicate effectively in an IT environment	Core
ICTICT203	Operate application software packages	Core
ICTICT204	Operate a digital media technology package	Core
ICTWEB201	Use social media tools for collaboration and engagement	Core
CUADIG303	Produce and prepare photo images	Elective
CUAPOS201	Perform basic vision and sound editing	Elective

ICPDMT321	Capture a digital image	Elective
ICTICT205	Design basic organisational documents using computing packages	Elective
ICTICT209	Interact with ICT Clients	Elective
ICTSAS201	Maintain Inventories for equipment, software and documentation	Elective
ICTSAS204	Record Client Support	Elective

Elective units are subject to change prior to the commencement of the program, to ensure alignment to current industry practices is at its optimum.

Experiences

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Group work
- Practical Tasks
- Activities in simulated work environments

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace.

Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

VET Induction

All students are required to complete a VET induction. This is organised by the school.

Health - HEA

General Senior Subject



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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — action research	25%	Summative internal assessment 3 (IA3): • Investigation — analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

Costs & Requirements	Student Resource Scheme Students are required to have BYOx Device.	
Contact	Head of Department: Mr Jacob Stanton Email: jstan108@eq.edu.au	Staffroom: J Block HPE Phone: 40375241

Physical Education - PED

General Senior Subject



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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and	Sport psychology, equity and physical activity	Tactical awareness, ethics and integrity and physical activity	Energy, fitness and training and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	• Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative assessments

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

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. Students are required to have BYOx Device.	
Contact	Head of Department: Mr Jacob Stanton Email: jstan108@eq.edu.au	Staffroom: J Block HPE Phone: 40375241

Sport & Recreation

RCA Recreation Aquatics & RCO Recreation Outdoor

Applied Senior Subject



Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

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

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Sport and Recreation will be delivered through two separate courses at Trinity Bay State High School. The courses Recreation Aquatics and Recreation Outdoor Education both align with the Sport and Recreation Syllabus.

Recreation Aquatics is based at school, and only has one excursion over the two years. Students are able to complete various Certificates at their own costs. The course covers Bronze Medallion, Raft Building, Healthy Living, Oval and Pool games, Fitness, Boat license and First Aid.

Recreation Outdoor Education is based at school, but has compulsory excursions and over night camps during the two year course. The students can complete some certificate's including First Aid, Bronze Medallion and Boat License. Topics included are Canoeing, Kayaking, High Ropes, Rock Climbing, Mountain Biking, Sea Kayaking and Bushwalking.

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:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities

- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Sport and recreation physical activities

Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

* Evidence must include annotated records that clearly identify the application of standards to performance.

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource & excursion costs apply. Students are required to have BYOx Device.	
Contact	Head of Department: Mr Jacob Stanton Email: jstan108@eq.edu.au	Staffroom: J Block HPE Phone: 40375241

Certificate III in Fitness SIS30315

PLUS entry qualification: SIS20115 Certificate II in Sport and Recreation
Vocational Education and Training Qualification



Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

Registered Training Organisation: Binnacle Training (RTO Code: 31319)

Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Topics of Study

Students enrol in qualification: SIS20115 Certificate II in Sport and Recreation (TERM 1)			
Students enrol in qualification: SIS30315 Certificate III in Fitness (TERM 3)			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> • Health, Safety and Law in the Sport, Fitness and Recreation industry • Customer service • Coaching practices 	<ul style="list-style-type: none"> • Assist with activity sessions • Deliver a community fitness program 	<ul style="list-style-type: none"> • Screening and assessing clients and group fitness • Exercise Science - Anatomy and Physiology 	<ul style="list-style-type: none"> • Exercise Science – Anatomy and Physiology (continued) • Group fitness • First Aid <p>Finalisation of Certificate II in Sport and Recreation</p>
TERM 5	TERM 6	TERM 7	TERM 8
<ul style="list-style-type: none"> • Programming and instruction • Introduction to specific populations 	<ul style="list-style-type: none"> • Specific populations • Advanced group training 	<ul style="list-style-type: none"> • Training older clients • Nutrition and performance 	<ul style="list-style-type: none"> • First Aid qualification and CPR certificate <p>Finalisation of Certificate III in Fitness</p>

Qualification

Unit Code	Unit Title	SIS20115	SIS30315
SISXCCS001	Provide quality service	Core	Core
SISXFAC001	Maintain equipment for activities	Elective	Core
SISXIND001	Work effectively in sport, fitness and recreation environments	Core	Core
BSBRK401	Identify risk and apply risk management processes	Elective	Elective
HLTAID003	Provide first aid	Core	Elective
HLTWHS001	Participate in workplace health and safety	Core	Elective
SISFFIT011	Instruct approved community fitness programs	Elective	Elective
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core	Elective
SISXEMR001	Respond to emergency situations	Core	Elective
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control	Elective	
BSBWOR202	Organise and complete daily work activities	Core	

SISXCAI002	Assist with activity sessions	Core	
FSKLRG11	Use routine strategies for work-related learning	Elective	
SISFFIT001	Provide health screening and fitness orientation		Core
SISFFIT002	Recognise and apply exercise considerations for specific populations		Core
SISFFIT003	Instruct fitness programs		Core
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming		Core
SISFFIT005	Provide healthy eating information		Core
SISFFIT014	Instruct exercise to older clients		Core
SISFFIT006	Conduct fitness appraisals		Elective

Elective units are subject to change prior to the commencement of the program, to ensure alignment to current industry practices is at its optimum.

Learning Experiences

- Learning about the sport, fitness and recreation industry.
- Following health and safety standards in the workplace.
- Providing quality customer service.
- Using and maintaining fitness and sport equipment.
- Delivering community fitness programs.
- Developing coaching and officiating skills.
- Conducting a risk assessment on fitness activities.
- Providing client screening and health assessments.
- Providing healthy eating information to clients.
- Instructing and monitoring fitness programs.
- Delivering warm-up and cool-down sessions.
- Planning and delivering gym programs.
- Working with specific population clients, including older adults.
- Developing skills in exercise science, including anatomy and physiology.
- Industry-recognised First Aid qualification and CPR certificate.

NOTE: This program involves a mandatory 'outside subject' weekly component as follows:

- TERM 5: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client
- TERM 6: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+)

Cost: This course attracts VETiS funding. Refer to VET qualifications page for details.

Option 1 (for VETiS eligible students)

- \$0 for Certificate III in Fitness
- \$0 for Certificate II in Sport and Recreation
- \$20 Binnacle Training RTO fees
- \$40 First Aid
- \$240 Subject Fee: Includes access to facilities and free gym membership whilst enrolled in the course.

Option 1 total fee= \$280 per year

Option 2 (NOT eligible for VETiS funding)

- \$290 for Certificate III in Fitness & Certificate II in Sport and Recreation
- \$20 Binnacle Training RTO fees
- \$40 First Aid
- \$240 Subject Fee: Includes access to facilities and free gym membership whilst enrolled in the course.

Option 2 total fee= \$570 per year

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

IMPORTANT PROGRAM DISCLOSURE STATEMENT

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

Biology - BIO

General Senior Subject



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.

Costs & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. approx \$80 for field work once a year. Students are required to have BYOx Device.	
Contact	Head of Department: Bill Liddle Email: wliidd1@eq.edu.au	Staffroom: A Block Upper Level Phone: 40375228

Structure

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

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<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 			

Chemistry - CHM

General Senior Subject



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.

Costs & Requirements	Student Resource Scheme Students are required to have BYOx Device.	
Contact	Head of Department: Bill Liddle Email: wlidd1@eq.edu.au	Staffroom: A Block Upper Level Phone: 40375228

Structure

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

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): • 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			

Earth & Environmental Science - ESC

General Senior Subject



Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

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 Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

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.

Costs & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. Fieldwork Trips to Chillagoe or Undara will incur excursion costs. (Approx \$250) Students are required to have BYOX Device.	
Contact	Head of Department: Bill Liddle Email: wlidd1@eq.edu.au	Staffroom: A Block Upper Level Phone: 40375228

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Earth systems <ul style="list-style-type: none"> • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere 	Earth processes — energy transfers and transformations <ul style="list-style-type: none"> • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes 	Living on Earth — extracting using and managing Earth resources <ul style="list-style-type: none"> • Use of non-renewable Earth resources • Use of renewable Earth resources 	The changing Earth — the cause and impact of Earth hazards <ul style="list-style-type: none"> • The cause and impact of Earth hazards • The cause and impact of global climate change

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): • 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			

Marine Science - MRN

General Senior Subject



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, 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.

Costs & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. Expect to participate in the 5 day Orpheus Island trip to collect assignment data. Speak to Head of Department if this is a concern. Estimated cost \$650. Less expensive reef trips under \$150 may apply on 2 occasions. Students are required to have BYOx Device.	
Contact	Head of Department: Bill Liddle Email: wlidd1@eq.edu.au	Staffroom: A Block Upper Level Phone: 40375228

Structure

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

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<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 			

Physics - PHY

General Senior Subject



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.

Costs & Requirements	Student Resource Scheme Students are required to have BYOx Device.	
Contact	Head of Department: Bill Liddle Email: wlidd1@eq.edu.au	Staffroom: A Block Upper Level Phone: 40375228

Structure

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

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<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 			

Psychology - PSY

General Senior Subject



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

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

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

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

Costs & Requirements	Student Resource Scheme Students are required to have BYOx Device.	
Contact	Head of Department: Bill Liddle Email: wlidd1@eq.edu.au	Staffroom: A Block Upper Level Phone: 40375228

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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

Aquatic Practices - AQP

Applied Senior Subject



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

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

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 concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

Costs & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. Expect some excursion costs each semester at around \$100 for field work.	
Contact	Head of Department: Bill Liddle Email: wlidd1@eq.edu.au	Staffroom: A Block Upper Level Phone: 40375228

Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study

Areas of study	Core topics	Elective topics
Environmental	<ul style="list-style-type: none">• Environmental conditions• Ecosystems• Conservation and sustainability	<ul style="list-style-type: none">• Citizen science
Recreational	<ul style="list-style-type: none">• Entering the aquatic environment	<ul style="list-style-type: none">• Aquatic activities
Commercial	<ul style="list-style-type: none">• Employment	<ul style="list-style-type: none">• Aquaculture, aquaponics and aquariums• Boat building and marine engineering
Cultural	<ul style="list-style-type: none">• Cultural understandings	<ul style="list-style-type: none">• Historical understandings
Safety and management practices	<ul style="list-style-type: none">• Legislation, rules and regulations for aquatic environments• Equipment maintenance and operations• First aid and safety• Management practices	—

Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

Project	Investigation	Extended response	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item 	<ul style="list-style-type: none"> • performance: continuous class time to develop and practice the performance.

Certificate III in Health Services Assistance

HLT33115 *PLUS* entry qualifications: HLT23215 Certificate II in Health Support Services and CHC22015 Certificate II in Community Services

Vocational Education and Training Qualification



The Health Services program is offered as a senior subject where students learn what it takes to be an assistant in the Health Care industry. Students achieve a range of factual, technical and procedural skills and knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

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

Pathways

The Health Services program will be used by students seeking to enter the Health industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Assistant in Nursing
- Aged care assistant
- Orderly
- Patient Service attendant

Topics of Study

Students enrol in qualification: HLT23215 Certificate II in Health Services Support and CHC22015 Certificate II in Community Services (TERM 1) Students enrol in qualification: HLT33115 Certificate III in Health Services Assistance (TERM 5)			
MODULE 1	MODULE 2	MODULE 3	MODULE 4
<ul style="list-style-type: none"> • Workplace Health and Safety • Comply with infection prevention and control 	<ul style="list-style-type: none"> • Work with diverse people • Deliver a services to customers 	<ul style="list-style-type: none"> • Contribute to team effectiveness • Provide First Aid Finalisation of Certificate II in Community Services	<ul style="list-style-type: none"> • Using business equipment, technology and information • Working with others Finalisation of Certificate II in Health Support Services
MODULE 5	MODULE 6	MODULE 7	
<ul style="list-style-type: none"> • Aboriginal and Islander Cultural safety • Providing emergency life support 	<ul style="list-style-type: none"> • Providing individualised support • Being organised at work 	<ul style="list-style-type: none"> • Recognising body systems • Interpreting medical terminology Finalisation of Certificate III in Health Services Assistance	

Qualification

Unit Code	Unit Title	HLT23215	CHC22015	HLT33115
HLTWHS001	Participate in workplace health and safety	Core	Core	Core
HLTINF001	Comply with infection prevention and control policies and procedures	Core	Core	Core
CHCDIV001	Work with diverse people	Core	Core	Core
BSBCUS201	Deliver a service to customers	Elective	Elective	Elective
BSBFLM312	Contribute to team effectiveness	Elective	Elective	Elective
HLTAID003	Provide First Aid	Elective		Elective
CHCCOM001	Provide first point of contact		Core	
CHHCCOM005	Communicate and work in health or community services	Core	Core	Core
BSBWOR202	Organise and complete daily work activities	Elective	Core	
FSKOCM07	Interact effectively with others		Elective	
BSBADM101	Use business equipment and resources	Elective		
BSBINM201	Process and maintain workplace information	Elective		
BSBWOR204	Use business technology	Elective		
BSBWOR203	Work effectively with others	Elective		
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander Cultural safety			Elective
HLTAID001	Provide cardiopulmonary resuscitation			Elective
HLTAID002	Provide basic emergency life support			Elective
CHCCCS015	Provide individualised support			Elective
BSBWOR301	Organise personal work priorities and development			Core
FSKLRG06	Participate in work placement			Elective
HLTAAP001	Recognise healthy body systems			Core
BSBMED301	Interpret and apply medical terminology			Core

Elective units are subject to change prior to the commencement of the program, to ensure alignment to current industry practices is at its optimum.

Learning Experiences

This qualification has been designed to include projects that prepare students for a range of tasks they perform when they enter into a health and/or community services career, including; health checks, health promotion, health administration and entry pathway for workers who provide the first point of contact and assist individuals in meeting their needs.

Cost This course attracts VETiS funding. Refer to VET qualifications page for details.
 \$270.00 Connect 'n' Grow RTO Fees for VETiS funding eligible students.
 \$820.00 for full fee paying students

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

Chinese - CHI

General Senior Subject



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

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

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

Pathways

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

Objectives

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

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

Costs & Requirements	Student Resource Scheme.
Contact	Head of Department / Subject Co-ordinator: Cecilia Clark Staffroom: A045 Email: cclar93@eq.edu.au Phone: 40375288

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	探索世界 Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Chinese culture to the world 	社会现象 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Individuals in society 	我的未来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

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):	15%	Summative internal assessment 3 (IA3):	30%
• Examination — short response		• Extended response	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
• Examination — combination response		• Examination — combination response	

Japanese - JAP

General Senior Subject



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

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

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

Pathways

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

Objectives

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

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

Costs & Requirements	Student Resource Scheme.
Contact	Head of Department / Subject Co-ordinator: Cecilia Clark Staffroom: A045 Email: cclar93@eq.edu.au Phone: 40375288

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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):	15%	Summative internal assessment 3 (IA3):	30%
• Examination — short response		• Extended response	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
• Examination — combination response		• Examination — combination response	

Senior Auslan - SAU

Vocational Education and Training



Students will gain the knowledge and skills required to gain fluency in Auslan from a bilingual bicultural perspective for communication and vocational purposes. They will develop skills at an appropriate level as guided by the Auslan Proficiency Rating Scale and the experience of Auslan teachers Australia wide.

Pathways

Upon completion the course many graduates will have the skills to go on to train as Auslan interpreters, which is a growing need, as Deaf people are becoming more involved in education and employment at every level. There is currently a chronic shortage of Auslan interpreters across Australia and as such, they are in great demand and earn very good money. Interpreting can take you all over Australia working at conferences, meetings, university classes, workplace training etc.

Other jobs where Auslan skills are desperately required are: Translator, Community Worker, Social/Youth workers, Teacher of Hearing impaired/Deaf, Careers Counsellor, Teacher's Aide, Child Care worker, Child or Youth Residential care Assistant, Community worker, Aged Care worker, Integration Aide, Administration Officer/Receptionist, Nurse/Healthcare/Medical.

Topics of Study

Using simple Auslan for employment purposes.
Using simple Auslan for learning purposes.
Using simple Auslan for personal purposes.
Using simple Auslan for social & community purposes
Outline the development of social & educational conditions for deaf communities
Applying basic principles of learning Auslan as a second language
Identify significant features of Deaf community & culture

Learning Experiences

A range of teaching and learning strategies will be used to deliver the skills and knowledge required. All learning and assessment is project based.

Assessment

Assessment is skill based and therefore no levels of achievement are awarded. Assessment is ongoing and often takes the form of class activities, projects and observation checklists.

Costs & Requirements	Student Resource Scheme.
Contact	Head of Department / Subject Co-ordinator: Michelle Bordonaro Staffroom: V Block - SEP Email: mbord4@eq.edu.au Phone: 40375284

Dance - DAN

General Senior Subject



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

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

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

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, 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 dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply.
Contact	Head of Department – Mrs Jeanette Gibbins Staffroom: M010 Email: jgibb21@eq.edu.au Phone: 40375251

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – meaning, purpose and context – historical and cultural origins of focus genres 	Moving through environments How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – physical dance environments including site-specific dance – virtual dance environments 	Moving statements How is dance used to communicate viewpoints? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – social, political and cultural influences on dance 	Moving my way How does dance communicate meaning for me? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – fusion of movement styles • Subject matter: <ul style="list-style-type: none"> – developing a personal movement style – personal viewpoints and influences on genre

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project — dance work	
Summative internal assessment 2 (IA2):	20%		
• Choreography			
Summative external assessment (EA): 25%			
• Examination — extended response			

Drama - DRA

General Senior Subject



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

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply.	
Contact	Head of Department – Mrs Jeanette Gibbins Staffroom: M010 Email: jgibb21@eq.edu.au Phone: 40375251	

Structure

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

Assessment

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): • 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			

Film Television & New Media - FTM

Vocational Education and Training Qualification



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.

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. BYOx Laptop would support the student's learning in the subject.
Contact	Head of Department / Subject Co-ordinator: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 40375252

Structure

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

Assessment

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

In Units 3 and 4 students complete four summative assessments. 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):	15%	Summative internal assessment 3 (IA3):	35%
• Case study investigation		• Stylistic project	
Summative internal assessment 2 (IA2):	25%		
• Multi-platform project			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 			

Music - MUS

General Senior Subject



Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

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

Pathways

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

Objectives

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

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

Costs & Requirements	Student Resource Scheme
Contact	Head of Department – Mrs Jeanette Gibbins Staffroom: M010 Email: jgibb21@eq.edu.au Phone: 40375251

Structure

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

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

Music Extension - Composition

General Senior Subject

NB: Not available for selection until Year 12



Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

Pathways

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

Objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas

Costs & Requirements	Student Resource Scheme
Contact	Head of Department – Mrs Jeanette Gibbins Staffroom: M010 Email: jgibb21@eq.edu.au Phone: 40375251

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

Assessment

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): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Music Extension - Musicology

General Senior Subject

NB: Not available for selection until Year 12



Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Pathways

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

Objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information

Costs & Requirements	Student Resource Scheme
Contact	Head of Department – Mrs Jeanette Gibbins Staffroom: M010 Email: jqibb21@eq.edu.au Phone: 40375251

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • Key idea 3: Independent best practice

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Investigation 1		• Musicology project	
Summative internal assessment 2 (IA2):	20%		
• Investigation 2			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 			

Music Extension - Performance

General Senior Subject

NB: Not available for selection until Year 12



Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

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

Objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas

Costs & Requirements	Student Resource Scheme
Contact	Head of Department – Mrs Jeanette Gibbins Staffroom: M010 Email: jgibb21@eq.edu.au Phone: 40375251

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • Key idea 3: Independent best practice

Assessment

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 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Visual Art - ART

General Senior Subject



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

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

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

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

Pathways

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

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate 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.

Costs & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. BYOx Laptop would support the student's learning in the subject.
Contact	Head of Department / Subject Co-ordinator: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 40375252

Structure

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

Assessment

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

Arts In Practice - AIP

Applied Senior Subject



Arts in Practice embraces studies in and across visual arts and media arts – painting, drawing, modelling and prototyping, digital design, soundtrack, photography and animation. The interdisciplinary nature of the arts is becoming a more prevalent characteristic of contemporary arts practice.

Students engage with two or more art forms to create an artwork. They explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations.

Students have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art-making.

Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making
- organise and apply arts literacies and arts processes to achieve goals
- analyse artworks and arts processes
- use language conventions and features to convey information and meaning about art forms, works and processes
- generate arts ideas and plan arts processes
- implement arts processes to create communications and realise artworks
- evaluate artworks and processes.

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. BYOX Laptop would support the student's learning in the subject.
Contact	Head of Department / Subject Co-ordinator: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 40375252

Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

Core	Elective
<ul style="list-style-type: none">• Arts literacies• Arts processes	<ul style="list-style-type: none">• Visual Arts• Media Arts• Music

Assessment

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

- at least one project, arising from community connections
- one product (artwork) (involving the integration of at least two art forms) that is separate from the assessable component of a project.

Project	Product (Artwork)
A response to a single task, situation and/or scenario.	A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic.
The Project in Arts in Practice requires: <ul style="list-style-type: none">• a product (artwork) that demonstrates the significant contribution of at least two art forms• at least one other component from the following:<ul style="list-style-type: none">– written 600 – 1000 words– spoken 3 – 4 minutes– multimodal.<ul style="list-style-type: none">– non-presentation: 10 A4 pages max (or equivalent)– presentation: 4–7 minutes.	Variable conditions.

Media Arts In Practice - MAP

Applied Senior Subject



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

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

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

Pathways

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

Objectives

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

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

Costs & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. BYOx Laptop would support the student's learning in the subject.
Contact	Head of Department / Subject Co-ordinator: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 40375252

Structure

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

Core	Electives
<ul style="list-style-type: none"> • Media technologies • Media communications • Media in society 	<ul style="list-style-type: none"> • Curating • Graphic design • Still image

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

Project	Product	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
<p>At least two different components from the following:</p> <p>Product - Portfolio of Photographic and Digitally manipulated images</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes 	<ul style="list-style-type: none"> • Product - Portfolio of Photographic and Digitally manipulated images variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Visual Arts In Practice - VAP

Applied Senior Subject



Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making. Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

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

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Costs & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. BYOx Laptop would support the student's learning in the subject.
Contact	Head of Department / Subject Co-ordinator: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 40375252

Structure

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

Core	Electives
<ul style="list-style-type: none">• Visual mediums, technologies, techniques• Visual literacies and contexts• Artwork realisation	<ul style="list-style-type: none">• 2D• 3D• Digital and 4D• Design• Craft

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one product separate to an assessable component of a project.

Project	Product	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
<p>A project consists of:</p> <ul style="list-style-type: none">• a product component: variable conditions• at least one different component from the following<ul style="list-style-type: none">– written: 500–900 words– spoken: 2½–3½ minutes– multimodal<ul style="list-style-type: none">▪ non-presentation: 8 A4 pages max (or equivalent)▪ presentation: 3–6 minutes.	<ul style="list-style-type: none">• variable conditions	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal<ul style="list-style-type: none">– non-presentation: 10 A4 pages max (or equivalent)– presentation: 4–7 minutes.

Certificate IV in Music Industry CUA40915

Vocational Education and Training Qualification



This subject provides a strong basis for students planning on entering the music industry. It covers a range of industry knowledge and prepares individuals for professional music work opportunities. Successful students will learn skills including events management, mixing, lighting, solo / band performance techniques, song writing, stage craft and recording. Students have the opportunity to exit the course with a professionally recorded demo, showcasing their musical talent and portfolio.

Registered Training Organisation: Trinity Bay State High School (RTO Code: 40366)

Pathways

This qualification prepares students for:

Further study Diploma, Advanced Diploma, Bachelor degree

Musician

Audio technician for venues and Audio/ visual companies

Recording/ mixing engineer

Event management

Topics of Study

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none">Workplace health and safety in the Music Industry	<ul style="list-style-type: none">The Backing Band	<ul style="list-style-type: none">Song Writing, Recording, Mixing and Copyright	<ul style="list-style-type: none">Song Writing, Recording, Mixing and Copyright
TERM 5	TERM 6	TERM 7	TERM 8
<ul style="list-style-type: none">Performing in a band	<ul style="list-style-type: none">Audio Rumble - Event Management	<ul style="list-style-type: none">Making a music demo	<ul style="list-style-type: none">Making a music demo

Qualification

Unit Code	Unit Title	CUA40915
BSBCRT401	Articulate , present and debate ideas	Core
BSBIPR401	Use and respect copyright	Core
BSBSMB301	Investigate micro business opportunities	Core
CUAWHS302	Apply work health and safety practices	Core
CUAMLT403	Analyse and apply functional harmony	Elective
CUAMPF302	Prepare for performances	Elective
CUAMPF304	Make a music demo	Elective
CUAMPF401	Rehearse music for group performances	Elective
CUAMPF403	Develop repertoire as part of a backup group	Elective
CUAMCP301	Compose simple songs or musical pieces	Elective
CUAMPF404	Perform music as part of a group	Elective
CUAMCP302	Write song lyrics	Elective
CUASOU409	Mix recorded music	Elective
CUAIND301	Work effectively in the creative arts industry	Elective

Elective units are subject to change prior to the commencement of the program, to ensure alignment to current industry practices is at its optimum.

Learning Experiences

Students develop performing skills including individual skills and playing in groups. Performance experiences include performing at school and public events such as the Esplanade and Cairns Show. There are also other opportunities including Tanks market days and other local events. Students learn about song writing and creating their own music. Their final project students are required to record and mix their own demo.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace.

Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating information on a student's performance against industry competency standards and/or learning outcomes.

VET Induction

All students are required to complete a VET induction. This is organised by the school.

Certificate II in Performing Arts NAT10192

Vocational Education and Training Qualification



The course is a combination of dance and drama, with some consideration of musical elements. This course is designed to offer training across the arts, and is a good option for students who struggle with the written components of General Dance or Drama. It is a largely practical course, preparing students for a career in the Arts Industry.

Registered Training Organisation: Trinity Bay State High School (RTO Code: 30446)

Pathways

There are a myriad of employment opportunities in the performing arts – on stage as a performer, or behind the scenes as a director, dramaturg, or choreographer. Opportunities also exist to work as a workshop facilitator, event management, professions that lead to working with arts companies, or independent artists, make-up artistry, wardrobe, arts administration.

Topics of Study

TERM 1	TERM 2	TERM 3	TERM 4
Fitness and Dance	Dance Techniques	Cultural Protocols	Music Performance
TERM 5	TERM 6	TERM 7	TERM 8
Music Understanding	Dramatic Performance	Contemporary Dance	Community Project Performance

Qualification

Unit Code	Unit Title	NAT10192
CUAACT301	Develop basic acting techniques	Core
CUADAN201	Develop Basic Dance Techniques	Core
CUAPRF305	Perform in ways that respect customary law, ethics and traditions	Core
CUAMPF301A	Develop Technical Skills in Performance	Core
CUAMLT201	Develop and Apply Musical Ideas and Listening Skills	Core
CUAWHS201	Develop a basic level of physical condition	Core
CUADAN205	Perform Basic Contemporary Dance Techniques	Core
CUAPRF201	Prepare for Performances	Core
CUAMPF204	Play Music from Simple Written Notation	Core

Learning Experiences

A range of teaching and learning strategies will be used to deliver the skills.

Assessment

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