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2024
Senior Subject
Selection Guide

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Principal's Welcome

Welcome to the final phase of your secondary education!

This is an extremely exciting time for you 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.

Tony Whybird
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, some 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 State 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 and 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 requirements of your course.

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

Student Resource Scheme

About the scheme

Welcome to the Trinity Bay State High School Student Resource Scheme. Our school community has operated a full hire scheme since 1990. The scheme operates solely to benefit students and parents by substantially reducing the financial burden of purchasing expensive resources. It is a non-profit scheme that provides each child with resources for the entire school year.

Please note that this is a voluntary scheme, however, close to 100% of families elect to join, due to the convenience and reduced financial commitment.

The scheme allows students to be exposed to a wide range of resources that they would otherwise not be able to afford. For example, a student studying English would have access to many textbooks, novels, scripts, magazines and the internet, all at minimal cost to parents.

NOTE: Some resources are issued to students for the year. Students may have access to class sets as required. These resources can be taken home when being used for assignments or home study.

What does the scheme provide?

- Access to all resources required by students for as long as they are needed to undertake study at Trinity Bay State High School
- All photocopied notes to complement resources.
- Purchase of audio-visual software to enhance student learning.
- Computer software and access to technology to be used in the classroom and the maintenance of a considerable amount of technological equipment.
- An ID card for each student free of charge. This includes a photograph and is required for borrowing.
- An equitable amount of material for practical subjects; e.g. wood, metal, paint and significant consumable material. This is partly paid for by school grants.
- A school diary and staff directory, discipline policy and organisational procedure.

What is not provided?

- Stationery, biros, pencils, folders, rulers and calculators are not provided. A list is issued to help parents purchase this equipment.
- Practical Subjects with Considerable Costs: subjects such as Furnishing, Engineering, Photography, Film & TV and Home Economics, have subject specific charges to cover the cost of materials provided to students which are subsequently consumed or taken home as a finished product.

Benefits of the scheme

- The school attracts a sizeable discount for bulk purchases of resources.
- We offer to all Year 7 and 8 students a broad and varied curriculum. Resources are needed for each of the subjects offered, and the scheme offers a considerable saving to parents.
- Students who are required to change form one level of a subject to another; e.g. Core Mathematics to Extension Mathematics will be able to do so without any additional cost to parents.
- The scheme is not a new one. Most schools have a similar scheme in operation, some for the past twenty-five years. It has proven popular with parents, with a very high percentage of students taking part.
- Resources not allocated to students can be taken home by arrangement with staff.
- Excursions involving buses and major expenditure will not be funded by the scheme as participation in these is voluntary.
- Students doing any subjects which require a loan of cameras/video cameras can access these if they have a signed parental form and fully paid fees.
- Students can represent the school in extracurricular competitions and events.

Who runs the scheme?

The scheme is run with the consent of the school's Parents and Citizens Association. School staff operate the fully computerised system in monitoring student use of resources.

How do I join?

Parents sign a form agreeing to participate in the scheme. In doing this they also agree that the school accepts their Textbook Allowance as part payment.

What if I don't want to join the scheme?

You would apply for the Textbook Allowance due for your student/s by completing an application form.

If you choose not to participate in the Student Resource Scheme, you would be required to supply all resources used by your student. You would need to contact each of your child's teachers for a list of items to be purchased.

You would still be required to pay a fee of \$140 to cover use of sporting equipment, technology, school publications etc. Subject Specific Charges would also have to be paid.

NOTE: As funds from the scheme support the organisation and running of extracurricular activities including representative sport, camps, regional or state competitions and formals, students who are not contributing to the scheme will NOT be given clearance to participate in these events.

Late arrivals

Students arriving later in the year fall into several categories:

From Another School in Queensland – you should apply for a refund of any unused portion of your Textbook Allowance from your previous school. Your Resource Scheme fee on arrival at Trinity Bay State High School will be on a pro rata basis.

From a School in Another State – The State Government allows your Allowance to be claimed by the school if the student is enrolled before the second Friday after Spring Vacation. Your Resource Scheme fee on arrival at Trinity Bay State High School will be on a pro rata basis.

Special cases

Where a family is experiencing financial hardship, you should contact the Business Manager as soon as possible to allow special payment arrangements to be made. All agreements of this nature are absolutely confidential.

Return of resources

At the end of each school year resources which have been allocated under the scheme will need to be returned in the same condition in which they were borrowed.

What if resources are lost?

These need to be replaced. The form signed by parents indicates that resources always remain the property of the school and those resources negligently lost or damaged must be replaced at parental cost.

What do I pay?

To join the Student Resource Scheme the following schedule applies. All students in all Year levels pay:

Textbook Allowance (direct grant to school)	Student Resource Scheme (paid by parent/carer)	Subject Specific
\$320 (years 11 – 12)	\$345	As per table below

Subject specific:

YEAR 11 & 12		
Instrument Hire	IHIRE	\$90
Instrumental Music	IMUS	\$25
CAD Dance	CDA	\$25
CAD Drama	CDR	\$25
CAD Music	CMU	\$25
CAD Technical Theatre	CTE	\$25
Visual Arts Industries Excellence	VAIJ/VAIS	\$105
Dance	DAN	\$25
Cert III Fitness	VFT	\$280
Cert IV in Music	VMU	\$20
Drama	DRA	\$25
Film Television & New Media	FTM	\$55
Hospitality Practices	HPJ	\$125
Information & Communication Technology (eSports)	ICJ	\$15
Arts in Practice	AIP	\$35
Visual Arts in Practice	VAP	\$35
Physical Education	PED	\$10
Media Arts In Practice	MAP	\$105
*** School Sport	SPO	\$50
Building Construction Skills	BSK	Yr 11 \$40 / Yr 12 \$55
Engineering Skills	ESK	Yr 11 \$55 / Yr 12 \$70
Furnishing Skills	FUR	Yr 11 \$115 / Yr 12 \$125
Aquatic Practices	AQP	Yr 11 \$35 / Yr 12 \$50
Cert III in School Based Education Support	VES	\$90

*** School Sport – applies to all Year 11 and 12 students even when NOT participating in CISSA

Other Items	Year	Cost
*PLEASE NOTE: These costs are approximate and set by outside provider		
Building Fund Per Family	All year levels	\$20
Laptop Hire	All year levels	\$100
Locker Full Year	All year levels	\$40
Locker Half Year	All year levels	\$25
TAC Rays Singlet	YR 7, 8, 9	\$30
Rugby Kit	YR 7, 11, 12	\$150
*REC Lifesaving Bronze	YR 11	\$70
VFT Cert III Fitness Rays Singlet	YR 11, 12	\$30
*ESC Holloways Beach/Chillagoe/Undara	YR 11,12	\$250
*MRN Orpheus Island	YR 11	\$890
*AQP Boat Licence	YR 12	\$110
*AQP First Aid	YR 12	\$55
*AQP Reef Trip	YR 12	\$150
Senior Badge \$10	YR 12	\$10

When do I pay?

The school's budget is formulated on the presumption that payment will be received at the commencement of the school year. The office and Resource Centre are open for your convenience in the week prior to the commencement of school in January. Please refer to "Information for 2024" for dates and times. If you require a printed invoice, please advise the office at the time of payment. Invoices will only be printed on request.

NOTE: Subject fees are invoiced in Week 4 of Term 1. This timeline allows students to settle into chosen subjects and reduces the initial payment for those parents whose children have a number of subjects which incur an extra subject specific charge. Payment is to be made on receipt of statement.

Will I be asked to pay any more?

Optional activities and curriculum related excursions are not included in the Scheme. You will be notified during the year of such events using consent forms sent home with your child; e.g. local area excursions, ski trips etc. Costs for these will be invoiced to you and can be paid at the school office.

Can I get a discount?

Families paying fees for three or more siblings attending the school will be given a one off \$50 discount.

Timelines

Date	Timeline Program
17 th July 2023	Year 10 into 11 Information Session Year 10 into 11 interview Bookings open
19 th July 2023	Year 10 into 11 Information Day
20 th July 2023	Mini Careers Expo
17 th – 24 th July 2023	SET Plan Interview Booking Online
12 th – 27 th July 2023	Interview Preparation SET Plan in OneSchool Subject Selection in OneSchool opens 27 th July 2023
26 th July 2023	Students informed of allocated interviews
1 st – 3 rd August 2023	Year 10 into 11 SET Plan Interviews
18 th August 2023	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 – 4pm on Tuesday 1st August and Wednesday 2nd August

8.00 am – 6.00pm Thursday 3rd August.

BOOKINGS OPEN MONDAY 17th JULY.

BOOKINGS (ONLINE AND PHONE) CLOSE WEDNESDAY 24th JULY AT 8.00AM.

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

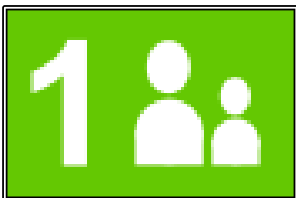
ON-LINE BOOKINGS

Go to www.schoolinterviews.com.au

Enter THIS school event code.



School event code
ewuh2 Go



Enter your details



Select the appointment time that suits 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 (07) 4037 5222 extension #392

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 My SET Plan

3.

- Complete your SET Plan by clicking and completing the following tabs:
 - My Intended Pathway
 - My Pathway Portfolio
 - My Course of Study - open from **27th July 2023**
 - Submit SET Plan
 - You must choose a Maths and English subject
 - You must select 2 backup preferences in case you miss out on your first choice.

Hints

- OneSchool works best on Microsoft Edge or Chrome 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		
Head of Senior Secondary	Phone	Email
Angela Howarth	4037 5223	ajhow0@eq.edu.au
RTO Manager (Vocational Training at Trinity Bay State High School)		
Amanda O'Donnell	4037 5222	amodo0@eq.edu.au
VET Coordinator (Vocational Training Off Campus)		
Hayley Murphy	4037 5259	hmurp70@eq.edu.au
Guidance Officers		
Kasia Leoni	4037 5225	kleon33@eq.edu.au
Heidi Gill	4037 5237	hxjen0@eq.edu.au
Heads of Department		
English		
Shannon Logan	4037 5232	sloga33@eq.edu.au
Mathematics		
Brendon McAlister	4037 5249	bmcal22@eq.edu.au
Business/Humanities		
Bernadette Duffy	4037 5296	bduff15@eq.edu.au
Languages		
Wendy Chiu	4037 5288	wchiu4@eq.edu.au
Performing Arts		
Jeanette Gibbins	4037 5251	jgibb21@eq.edu.au
Physical Education		
Jacob Stanton	4037 5274	jstan108@eq.edu.au
Science		
Charlotte Stewart	4037 5228	cstew169@eq.edu.au
Technologies		
Steve Johnson	4037 5263	sjohn145@eq.edu.au
Visual Arts		
Janelle Williams	4037 5252	jwill343@eq.edu.au
Teaching & Learning		
Antigone Paris	4037 5206	apari3@eq.edu.au

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:

- Senior Statement
- 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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued. <https://youtu.be/549ttDyVHlg>

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 three types of senior subject syllabuses — General, Applied 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.

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

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.

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

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.

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 30446)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

<https://trinitybayshs.eq.edu.au/curriculum/vocational-education>

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.

<https://www.qtac.edu.au/student-resources/atar>

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

General syllabuses are developed into 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.

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.

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject in Units 3 and 4. 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 are 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 – in Mathematics and Science subjects it is 50%, for all other General Subjects, it is 25%.

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

Applied syllabuses are developed into 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. Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

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.

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.

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	2024 Applied Subjects	VET qualification
Health & Physical Education	Sport and Recreation	SIS20115 Certificate II in Sport and Recreation (embedded in Cert III in Fitness)
Technologies	Engineering Skills	MEM20413 Certificate II in Engineering Pathways
	Hospitality Practices	SIT20322 Certificate II in Hospitality
The Arts	Visual Arts in Practice	CUA20720 Certificate II in Visual Arts (completed in Year 10)
	Music in Practice	CUA20620 Certificate II in Music (completed in Year 10)

PRECLUDED SUBJECT COMBINATIONS FOR ATAR CALCULATION:

The following rules apply regarding precluded subject combinations in the **ATAR** calculation:

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

ALLOWED SUBJECT COMBINATIONS FOR ATAR CALCULATION:

The following rules apply regarding allowed subject combinations in the **ATAR** calculation:

- English, English as an Additional Language and Literature
- General Mathematics, Mathematical Methods and Specialist Mathematics

QCAA Senior Syllabuses

General Subjects

English <ul style="list-style-type: none"> English Literature English as an Additional Language 	Mathematics <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics 	Technologies <ul style="list-style-type: none"> Design Digital Solutions Food & Nutrition
Science <ul style="list-style-type: none"> Biology Chemistry Earth & Environmental Science Marine Science Physics Psychology 	Health & Physical Education <ul style="list-style-type: none"> Physical Education Health 	Languages <ul style="list-style-type: none"> Chinese Japanese
	Humanities <ul style="list-style-type: none"> Aboriginal & Torres Strait Islander Studies Ancient History Business Geography Legal Studies 	The Arts <ul style="list-style-type: none"> Dance Drama Film, Television & New Media Music Visual Arts

Applied Subjects

English <ul style="list-style-type: none"> Essential English 	Mathematics <ul style="list-style-type: none"> Essential Mathematics 	Technologies <ul style="list-style-type: none"> Building & Construction Skills Engineering Skills Furnishing Skills Industrial Graphics Skills Hospitality Practices Information & Communication Technology (eSports)
Health & Physical Education <ul style="list-style-type: none"> Sport & Recreation 	The Arts <ul style="list-style-type: none"> Arts in Practice Dance in Practice Drama in Practice Media Arts in Practice Music in Practice Visual Arts in Practice 	
Humanities <ul style="list-style-type: none"> Social & Community Studies Tourism 		
Science <ul style="list-style-type: none"> Aquatic Practices 		

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

VET

Languages <ul style="list-style-type: none"> Certificate II in Auslan 	Humanities <ul style="list-style-type: none"> Certificate III in Business Certificate II in Skills for Work & Vocational Pathways 	The Arts <ul style="list-style-type: none"> Certificate IV in Music Certificate III in Information Technology (Creative Media and Animation)
Teaching and Learning <ul style="list-style-type: none"> Certificate III in School Based Educational Support 	Health & Physical Education <ul style="list-style-type: none"> Certificate II in Sport (Developing Athlete – Rugby League Excellence Program) Certificate III in Fitness 	

Subject Prerequisites

Prerequisites are entry requirements (i.e., year 10 subjects achieved a specified result) you must meet before you are able to enrol in the subject. E.g., English at B or better means you must have studied English in Year 10 and achieved a B 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, or have the listed skills and attributes.

Senior Subject	Subject Type	Prerequisite	Recommended
MATHEMATICS			
General Mathematics	General	Yr 10 General Maths C	
Mathematical Methods	General	Yr 10 Mathematical Methods C	
Specialist Mathematics – must also select Mathematical Methods	General	Yr 10 Mathematical Methods C	
Essential Mathematics	Applied		
ENGLISH			
English	General	Yr 10 English C Yr 10 Literature C	
Literature	General	Yr 10 English B Yr 10 Literature C	
English as an Additional Language	General	Yr 10 English C Yr 10 Literature C	
Essential English	Applied		
HUMANITIES			
Aboriginal & Torres Strait Islander Studies	General	Yr 10 English C / Literature C	Yr 10 Aboriginal & Torres Strait Islander Studies C
Ancient History	General	Yr 10 English C / Literature C	Yr 10 Ancient & Modern History C
Business	General	Yr 10 English C / Literature C	Yr 10 Business C
Geography	General	Yr 10 English C / Literature C	Yr 10 Geography C
Legal Studies	General	Yr 10 English C / Literature C	Yr 10 Legal Studies 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		Good quality written & spoken communication skills
LANGUAGES			
Chinese	General	Yr 10 Chinese C	
Japanese	General	Yr 10 Japanese C	
Certificate II in Auslan	VET		
THE ARTS			
Dance	General	Yr 9 or 10 Dance C	Yr 10 Dance C
Drama	General	Yr 9 or 10 Drama C	Yr 10 Drama C
Film, Television & New Media	General	Yr 10 English C	Yr 10 Film and TV C Yr 10 Photography C Yr 10 Practical Art C
Music	General	Yr 9 or 10 Music C or Practical Music C or achieved Cert II in Music Industry	Yr 10 Music/Practical Music C
Visual Art	General	Yr 9 or 10 Visual Art C or achieved Cert II in Visual Art	
Arts in Practice (Graphic Design)	Applied	Yr 9 DDA C or Yr 10 Film and Television C or Yr 10 Photography C	
Dance in Practice	Applied		Yr 9 or 10 Dance C
Drama in Practice	Applied		Yr 9 or 10 Drama C
Media Arts in Practice	Applied		Yr 10 English C
Music in Practice	Applied		Yr 9 or 10 Music C
Visual Arts in Practice	Applied		Yr 10 English C
Certificate IV in Music	VET		Certificate II in Music
Certificate III in Information Technology (Creative Media and Animation)	VET	Yr 9 DDA C or Yr 10 Film and Television C or Yr 10 Photography C or Independently developed folio of digital drawings or animations	

Senior Subject	Subject Type	Prerequisite	Recommended
SCIENCE			
Biology	General	Yr 10 English/Literature C Yr 10 Mathematical Methods/General C Any year 10 Science semester C	Yr 10 Biology 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 C
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 B 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 C Any year 10 Science semester C	Yr 10 Psychology C
Aquatic Practices	Applied		Yr 10 Aquatic Practices C
HEALTH & PHYSICAL EDUCATION			
Health	General	Yr 10 English C Yr 10 Health C Yr 10 Science C	
Physical Education	General	Yr 10 English C Yr 10 FPE B or Yr 10 PAC C	
Sport and Recreation	Applied	Physically active and basic fitness level	Yr 10 FPE
Certificate III in Fitness	VET	Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.	Yr 10 PAC or FPE with B or higher.
Certificate II in Sport (Developing Athlete – Rugby League Excellence Program)	VET	Enrolment on successful application to Rugby League Excellence Program	Yr 10 PAC or FPE with B or higher.
TECHNOLOGIES			
Design	General	Year 10 subject from either the Visual Arts subject area or Year 10 Design C	Year 10 Design
Digital Solutions	General	Year 10 English or General Maths C Year 10 Digital Solutions C	Year 10 Design or Year 10 Digital Solutions
Food & Nutrition	General	Year 10 English/Science C	
Building & Constructions Skills	Applied		
Engineering Skills	Applied		
Furnishing Skills	Applied		
Hospitality Practices	Applied		Certificate I in Hospitality
Information and Communication Technology (eSports)	Applied		
TEACHING AND LEARNING			
Certificate III in School Based Educational Support	VET	Yr 10 English C	Yr 10 General Maths C

Courses that are Certificate III and above require students to have access to a BYOx device and adequate skills in online learning platforms.

2024 External RTO Courses

These courses are offered in the Timetable at Trinity Bay by external Registered Training Organisations, and attract VETIS funding. VETIS funding is a Queensland Government initiative for priority skills employment. An eligible high school student can choose one VETIS funded Certificate I or II qualification.

External RTO Course offered at Trinity Bay SHS	Delivery	To apply
SIS20115 Certificate II in Sport and Recreation	Binnacle Training through school timetable	Select Certificate III in Fitness as a subject
MEA20518 Certificate II in Aircraft Line Maintenance	Aviation Australia on Thursdays for Year 11 & 12	See Mrs Murphy Senior Secondary Office

2024 TAFE at School Courses

Funded courses - A range of VET qualifications offered 1 day per week at TAFE are eligible for funding. The courses listed below are currently available for students at Trinity Bay State High School. Students may be eligible to have one program subsidised - For further information, please contact the VET Coordinator or respective RTO if you would like to explore potential options. You can also review VET in Schools on the DESBT website: <https://desbt.qld.gov.au/training/providers/funded/VETIS>.

Funded courses	Delivery	To apply
CUA20420 Certificate II in Aboriginal and/or Torres Strait Islander Cultural Arts	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
AUR20720 Certificate II in Automotive Vocational Preparation (Light)	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
AUR20420 Certificate II in Automotive Electrical Technology YEAR 12 ONLY	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
10935NAT Certificate II in Autonomous Technologies	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
CPC10120 Certificate I in Construction	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
UEE22020 Certificate II in Electrotechnology (Career start)	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
MEM20413 Certificate II in Engineering Pathways	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
HLT23215 Certificate II in Health Support Services	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
SIT20322 Certificate II in Hospitality	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
MAR20321 Certificate II in Maritime Operations	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
11054NAT Certificate II in Plumbing Services	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
RII20120 Certificate II in Resources & Infrastructure Work Preparation	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
SHB20121 Certificate II in Retail Cosmetics	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
SHB20216 Certificate II in Salon Assistant	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office
SIS20321 Certificate II in Sport Coaching	TAFE at School Program RTO 0275 TAFE FNQ on Thursdays	See Mrs Murphy Senior Secondary Office

General Subjects

English - ENG General Senior Subject



Overview

English focuses on the study of both literary 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

This General subject satisfies university prerequisite requirements. A course of study in General 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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): ● Extended response — written response for a public audience	25%	Formative internal assessment 3 (FIA3): ● Extended response — imaginative written response (Examination)	25%	Summative internal assessment 1 (IA1): ● Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): ● Extended response — imaginative written response (Examination)	25%
Formative internal assessment 2 (FIA2): ● Extended response — persuasive spoken response	25%	Formative internal assessment (FIA4): ● Examination — analytical written response	25%	Summative internal assessment 2 (IA2): ● Extended response — persuasive spoken response	25%	Summative external assessment (EA): ● Examination — analytical written response	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/english>

Cost & Requirements	Student Resource Scheme
Contact	Head of Department: Shannon Logan Staffroom: D Block – Upper Level Email: sloga33@eq.edu.au Phone: 4037 5232

Literature - LIT

General Senior Subject



Overview

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

Students are offered opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums.

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

This General subject satisfies university prerequisite requirements. 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.

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 	Intertextuality <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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1: Examination — analytical written response	25%	Formative internal assessment 3: Extended response — imaginative written response	25%	Summative internal assessment 1: Examination — analytical written response	25%	Summative internal assessment 3: Extended response — imaginative written response	25%
Formative internal assessment 2: Extended response — imaginative spoken/multimodal response	25%	Formative internal assessment: Examination — analytical written response	25%	Summative internal assessment 2: Extended response — imaginative spoken/multimodal response	25%	Summative external assessment: Examination — analytical written response	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/english>

Cost & Requirements	Student Resource Scheme
Contact	Head of Department: Shannon Logan Staffroom: D Block – Upper Level Email: sloga33@eq.edu.au Phone: 4037 5232

English as an Additional Language - EAL

General Senior Subject



Overview

EAL English is an ATAR English department subject that runs from grades 10 -12 designed for students for whom English is not their first or home language. This university pathway subject caters for the diverse linguistic learners in our multicultural school including our First Nations, Pasifika, and international students.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

This syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships. English as an Additional Language is designed for students for whom English is not their first or home language.

Pathways

This General subject satisfies university prerequisite requirements. A course of study in English as an Additional Language promotes not only language and literacy skills, but also 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text & culture <ul style="list-style-type: none">Examining representations of culture in textsResponding to a variety of media and literary textsCreating analytical and persuasive texts	Perspectives in texts <ul style="list-style-type: none">Examining and shaping perspectives in textsResponding to literary texts including a focus on Australian textsCreating analytical and imaginative texts	Ideas, issues & attitudes <ul style="list-style-type: none">Exploring representations of ideas, attitudes and issues in textsResponding to literary and persuasive texts events and peopleCreating analytical and persuasive texts	Close study of literary texts <ul style="list-style-type: none">Engaging with literary texts from diverse times and placesResponding creatively and critically to literary textsCreating imaginative and analytical texts

Assessment

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): Examination — analytical written response	25%	Formative internal assessment 3 (FIA3): Extended response — imaginative spoken multimodal response	25%	Summative internal assessment 1 (IA1): Examination — analytical written response	25%	Summative internal assessment 3 (IA3): Extended response — imaginative spoken multimodal response	25%
Formative internal assessment 2 (FIA2): Extended response — extended persuasive written response	25%	Formative internal assessment (FIA4): Examination — analytical written response	25%	Summative internal assessment 2 (IA2): Extended response — extended persuasive written response	25%	Summative external assessment (EA): Examination — analytical written response	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/english>

Cost & Requirements	Student Resource Scheme
Contact	Head of Department: Shannon Logan Staffroom: D Block – Upper Level Email: sloga33@eq.edu.au Phone: 4037 5232

Physical Education - PED

General Senior Subject



Overview

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.

Structure

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

Assessment

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FA1):		20 marks		Summative internal assessment 1 (IA1):		25%	
<ul style="list-style-type: none"> Investigation - report 				<ul style="list-style-type: none"> Project — folio 		Summative internal assessment 3 (IA3):	
						<ul style="list-style-type: none"> Project — folio 	
Formative internal assessment 2 (FA2):	30 marks	Formative Internal assessment 3 (FA3):	20 marks	Summative internal assessment 2 (IA2):	20%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Project — folio 		<ul style="list-style-type: none"> Examination — combination response 		<ul style="list-style-type: none"> Investigation — report 		<ul style="list-style-type: none"> Examination — combination response 	

The following course planner links will give you a week by week look at what this subject involves:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/physical-education>

For more information you can follow the below link to the QCAA page

<https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/physical-education>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9 Students are required to have BYOx Device.
Contact	Head of Department: Mr Jacob Stanton Staffroom: Sports Complex Email: jstan108@eq.edu.au Phone: 4037 5241

Health - HEA

General Senior Subject



Overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative assessment 1 (FA1): ● Investigation — action research	25%	Formative assessment 3 (FA3): ● Investigation — analytical exposition	25%	Summative internal assessment 1 (IA1): ● Investigation — action research	25%	Summative internal assessment 3 (IA3): ● Investigation — analytical exposition	25%
Formative assessment 2 (FA2): ● Examination — extended response	25%	Formative assessment 2 (FA4): ● Examination — extended response	25%	Summative internal assessment 2 (IA2): ● Examination — extended response	25%	Summative external assessment (EA): ● Examination	25%

The following course planner links will give you a week by week look at what this subject involves:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/physical-education>

For more information you can follow the below link to the QCAA page

<https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/health>

Cost & Requirements	Student Resource Scheme Students are required to have BYOX Device Yr 10 Health Education is a mandatory prerequisite for this subject
Contact	Head of Department: Mr Jacob Stanton Staffroom: Sports Complex Email: jstan108@eq.edu.au Phone: 4037 5241

Aboriginal & Torres Strait Islander Studies - ATI



General Senior Subject

Overview

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identity and connections Students are introduced to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach. There are no discrete topics in this unit.	Continuity, change and influences ●Resistance ●Social and political change	Responses and contributions ●Rights and freedoms ●Land rights	Moving forward ●Resilience ●Reconciliation and recognition

Assessment

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FA1): ●Examination — extended response	25%	Formative internal assessment 3 (FA3): ●Investigation — inquiry response	25%	Summative internal assessment 1 (IA1): ●Examination — extended response	25%	Summative internal assessment 3 (IA3): ●Investigation — inquiry response	25%
Formative internal assessment 2 (FA2): ●Investigation — inquiry response	25%	Formative internal assessment 4 (FA4): ●Examination — extended response	25%	Summative internal assessment 2 (IA2): ●Investigation — inquiry response	25%	Summative external assessment (EA): ●Examination — short response	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/business-and-humanities>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Students are required to have BYOX Device
Contact	Head of Department: Mrs Bernadette Duffy Staffroom: G Block – Upper Level Email: bduff15@eq.edu.au Phone: 4037 5296

Ancient History - AHS

General Senior Subject



Overview

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world Digging up the past Ancient societies — Beliefs, rituals and funerary practices.	Personalities in their time Hatshepsut Akhenaten	Reconstructing the ancient world Philip II and Alexander III of Macedon Early Imperial Rome	People, power and authority Schools choose one study of power from: Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic for the EA from: Thutmose III, Rameses II, Themistokles, Alkibiades, Scipio Africanus, Caesar Augustus

Assessment

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FA1): ● Examination — short responses to historical sources	25%	Formative internal assessment 3 (FA3): ● Investigation — historical essay based on research	25%	Summative internal assessment 1 (IA1): ● Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): ● Investigation — historical essay based on research	25%
Formative internal assessment 2 (FA2): ● Independent source investigation	25%	Formative internal assessment 4 (FA4): ● Examination — essay in response to historical sources	25%	Summative internal assessment 2 (IA2): ● Independent source investigation	25%	Summative external assessment (EA): ● Examination — short responses to historical sources	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/business-and-humanities>

Cost & Requirements	Student Resource Scheme Students are required to have BYOX Device
Contact	Head of Department: Mrs Bernadette Duffy Staffroom: G Block – Upper Level Email: bduff15@eq.edu.au Phone: 4037 5296

Business - BUS

General Senior Subject



Overview

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> Fundamentals of business (business environment, types, legal structures, goals, leadership and management) Creation of business ideas (motivation and innovation, competitive advantage, viability and protection of ideas) 	Business growth <ul style="list-style-type: none"> Establishment of a business (start-up regulations and financing, engaging staff and the employment cycle) Entering markets (roles and influences of marketing, operational processes and quality systems) 	Business diversification <ul style="list-style-type: none"> Competitive markets (domestic and global expansion, competitive strategies: HR and financing) Strategic development (hostile competitive environments, competitive strategies: Marketing and Operations) 	Business evolution <ul style="list-style-type: none"> Repositioning a business (post-maturity stage, repositioning of marketing, HR, Operations and Finance) Transformation of a business (change management and renewal outcomes)

Assessment

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): ● Examination — combination response	25%	Formative internal assessment 3 (FIA3): ● Investigation — business report	50%	Summative internal assessment 1 (IA1): ● Examination — combination response	25%	Summative internal assessment 3 (IA3): ● Extended response — feasibility report	25%
Formative internal assessment 2 (FIA2): ● Extended response — feasibility report	25%			Summative internal assessment 2 (IA2): ● Investigation — business report	25%		

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/business-and-humanities>

Cost & Requirements	Student Resource Scheme PLUS Excursion costs apply. See page 9 Students are required to have BYOx Device
Contact	Head of Department: Mrs Bernadette Duffy Staffroom: G Block – Upper Level Email: bduff15@eq.edu.au Phone: 4037 5296

Geography - GEG

General Senior Subject



Overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FA1): ● Examination — combination response	25%	Formative internal assessment 3 (FA3): ● Investigation — field report	25%	Summative internal assessment 1 (IA1): ● Examination — combination response	25%	Summative internal assessment 3 (IA3): ● Investigation — data report	25%
Formative internal assessment 2 (FA2): ● Investigation — data report	25%	Formative internal assessment 4 (FA4): ● Examination — combination response	25%	Summative internal assessment 2 (IA2): ● Investigation — field report	25%	Summative external assessment (EA): ● Examination — combination response	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/business-and-humanities>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Students are required to have BYOX Device
Contact	Head of Department: Mrs Bernadette Duffy Staffroom: G Block – Upper Level Email: bduff15@eq.edu.au Phone: 4037 5296

Legal Studies - LEG

General Senior Subject



Overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): ● Examination — combination response	25%	Formative internal assessment 3 (FIA3): ● Investigation — argumentative essay	50%	Summative internal assessment 1 (IA1): ● Examination — combination response	25%	Summative internal assessment 3 (IA3): ● Investigation — argumentative essay	25%
Formative internal assessment 2 (FIA2): ● Investigation — inquiry report	25%			Summative internal assessment 2 (IA2): ● Investigation — inquiry report	25%		

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/business-and-humanities>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Students are required to have BYOx Device
Contact	Head of Department: Mrs Bernadette Duffy Staffroom: G Block – Upper Level Email: bduff15@eg.edu.au Phone: 4037 5296

Chinese - CHI

General Senior Subject



Overview

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.

Many universities apply 'bonus' points to the ATAR score of a students who have satisfactorily completed four semesters of Senior Language study in Year 11 & 12. This may give students an advantage in successfully entering their course of choice, even if they are not necessarily enrolling in a course of Language study at university.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world ●Family/carers and friends ●Lifestyle and leisure ●Education	探索世界 Exploring our world ●Travel ●Technology and media ●The contribution of Chinese culture to the world	社会现象 Our society ●Roles and relationships ●Socialising and connecting with my peers ●Individuals in society	我的未来 My future ●Finishing secondary school, plans and reflections ●Responsibilities and moving on

Assessment

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): ●Examination — short response	15%	Formative internal assessment 3 (FIA3): ●Multimodal Presentation — Extended response	30%	Summative internal assessment 1 (IA1): ●Examination — short response	15%	Summative internal assessment 3 (IA3): ●Extended response	30%
Formative internal assessment 2 (FIA2): ●Examination — combination response	30%	Formative external assessment (FEA): ●Examination — combination response	25%	Summative internal assessment 2 (IA2): ●Examination — combination response	30%	Summative external assessment (EA): ●Examination — combination response	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/languages>

Cost & Requirements	Student Resource Scheme.
Contact	Head of Department: Ms Wendy Chiu Staffroom: A Block – Lower Level Email: wchiu4@eq.edu.au Phone: 4037 5288

Japanese - JPS

General Senior Subject



Overview

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.

Many universities apply 'bonus' points to the ATAR score of a students who have satisfactorily completed four semesters of Senior Language study in Year 11 & 12. This may give students an advantage in successfully entering their course of choice, even if they are not necessarily enrolling in a course of Language study at university

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world ●Family/carers and friends ●Lifestyle and leisure ●Education	私達のまわり Exploring our world ●Travel ●Technology and media ●The contribution of Japanese culture to the world	私達の社会 Our society ●Roles and relationships ●Socialising and connecting with my peers ●Groups in society	私の将来 My future ●Finishing secondary school, plans and reflections ●Responsibilities and moving on

Assessment

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): ●Examination — short response	15%	Formative internal assessment 3 (FIA3): ●Multimodal Presentation — Extended response	30%	Summative internal assessment 1 (IA1): ●Examination — short response	15%	Summative internal assessment 3 (IA3): ●Extended response	30%
Formative internal assessment 2 (FIA2): ●Examination — combination response	30%	Formative external assessment (FEA): ●Examination — combination response	25%	Summative internal assessment 2 (IA2): ●Examination — combination response	30%	Summative external assessment (EA): ●Examination — combination response	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/languages>

Cost & Requirements	Student Resource Scheme.
Contact	Head of Department: Ms Wendy Chiu Staffroom: A Block – Lower Level Email: wchiu4@eg.edu.au Phone: 4037 5288

General Mathematics - MAG

General Senior Subject



Overview

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.

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

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

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/mathematics>

Cost & Requirements	Student Resource Scheme Students are required to have access to Scientific calculator Casio FX82 AU PLUSII approximately \$35 incl GST. Students are required to have BYOx Device
Contact	Head of Department: Mr Brendon McAlister Staffroom: Y Block – Upper Level Email: bmcal22@eq.edu.au Phone: 4037 5249

Mathematical Methods - MAM

General Senior Subject



Short overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Assignment (FIA1): ● Problem-solving and modelling task	20%	Unit 2 Exam (FIA3): ● Examination	15%	Summative internal assessment 1 (IA1): ● Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): ● Examination	15%
Unit 1 Exam (FIA2): ● Examination	15%	Combined Unit 1 and 2 Exam (FIA4): ● Examination	50%	Summative internal assessment 2 (IA2): ● Examination	15%	Summative external assessment (EA): ● Examination	50%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/mathematics>

Cost & Requirements	Student Resource Scheme. Students are required to have access to both Graphics Calculator Casio FXCG50AU & Padded Case approximately \$255.00 GST incl AND Scientific Calculator Casio FX82 AU PLUSII approximately \$35.00 GST incl. Students are required to have BYOx Device
Contact	Head of Department: Mr Brendon McAlister Staffroom: Y Block – Upper Level Email: bmcal22@eq.edu.au Phone: 4037 5249

Specialist Mathematics - MAS

General Senior Subject



Overview

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.

Structure

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

Assessment

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

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/mathematics>

Cost & Requirements	Student Resource Scheme. Students are required to have access to both Graphics Calculator Casio FXCG50AU & Padded Case approximately \$255.00 GST incl AND Scientific Calculator Casio FX82 AU PLUSII approximately \$35.00 GST inc. Students are required to have BYOx Device
Contact	Head of Department: Mr Brendon McAlister Staffroom: Y Block – Upper Level Email: bmcal22@eq.edu.au Phone: 4037 5249

Biology - BIO

General Senior Subject



Overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 2 (FIA2): ● Student experiment	20%	Formative internal assessment 3 (FIA3): ● Research investigation	20%	Summative internal assessment 1 (IA1): ● Data test	10%	Summative internal assessment 3 (IA3): ● Research investigation	20%
Formative internal assessment 1 (FIA1): ● Data test	10%	Formative assessment (FA): ● Examination	50%	Summative internal assessment 2 (IA2): ● Student experiment	20%	Summative external assessment (EA): ● Examination	50%

The following course planner links will give you a week by week look at what this subject involves:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Please see the video link at bottom to experience our Science subject information videos in action.

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Please see the video link at bottom to experience our leading Science excursions that places students working with real scientists in the field.

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Students are required to have BYOx Device.
Contact	Head of Department: Mrs Charlotte Stewart Staffroom: A Block - Upper Level Email: cstew169@eq.edu.au Phone: 4037 5228

Chemistry - CHM

General Senior Subject



Overview

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.

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 2 (FIA2): • Student experiment	20%	Formative internal assessment 1 (FIA1): • Data test	20%	Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Formative internal assessment 3 (FIA3): • Research investigation	10%	Formative assessment (FA): • Examination	50%	Summative internal assessment 2 (IA2): • Student experiment	20%	Summative external assessment (EA): • Examination	50%

The following course planner links will give you a week by week look at what this subject involves:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Please see the video link at bottom to experience our Science subject information videos in action.

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Please see the video link at bottom to experience our leading Science excursions that places students working with real scientists in the field.

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Students are required to have BYOx Device.
Contact	Head of Department: Mrs Charlotte Stewart Staffroom: A Block - Upper Level Email: cstew169@eq.edu.au Phone: 4037 5228

Earth & Environmental Science - ESC

General Senior Subject



Overview

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.

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 2 (FIA2): ●Student experiment	20%	Formative internal assessment 1 (FIA1): ●Data test	20%	Summative internal assessment 1 (IA1): ●Data test	10%	Summative internal assessment 3 (IA3): ●Research investigation	20%
Formative internal assessment 3 (FIA3): ●Research investigation	10%	Formative assessment (FA): ●Examination	50%	Summative internal assessment 2 (IA2): ●Student experiment	20%	Summative external assessment (EA): ●Examination	50%

The following course planner links will give you a week by week look at what this subject involves:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Please see the video link at bottom to experience our Science subject information videos in action.

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Please see the video link at bottom to experience our leading Science excursions that places students working with real scientists in the field.

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Students are required to have BYOX Device.
Contact	Head of Department: Mrs Charlotte Stewart Staffroom: A Block - Upper Level Email: cstew169@eq.edu.au Phone: 4037 5228

Marine Science - MRN

General Senior Subject



Overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none">●Student experiment	20%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none">●Research investigation	20%	Summative internal assessment 1 (IA1): <ul style="list-style-type: none">●Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">●Research investigation	20%
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none">●Data test	10%	Formative assessment (FA): <ul style="list-style-type: none">●Examination	50%	Summative internal assessment 2 (IA2): <ul style="list-style-type: none">●Student experiment	20%	Summative external assessment (EA): <ul style="list-style-type: none">●Examination	50%

The following course planner links will give you a week by week look at what this subject involves:

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Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Expect to participate in the 5-day Orpheus Island trip to collect assignment data. Speak to Head of Department if this is a concern. Students are required to have BYOx Device.
Contact	Head of Department: Mrs Charlotte Stewart Staffroom: A Block - Upper Level Email: cstew169@eq.edu.au Phone: 4037 5228

Physics - PHY

General Senior Subject



Overview

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.

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 2 (FIA2): ● Student experiment	20%	Formative internal assessment 1 (FIA1): ● Data test	20%	Summative internal assessment 1 (IA1): ● Data test	10%	Summative internal assessment 3 (IA3): ● Research investigation	20%
Formative internal assessment 3 (FIA3): ● Research investigation	10%	Formative assessment (FA): ● Examination	50%	Summative internal assessment 2 (IA2): ● Student experiment	20%	Summative external assessment (EA): ● Examination	50%

The following course planner links will give you a week by week look at what this subject involves:

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Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Students are required to have BYOx Device.
Contact	Head of Department: Mrs Charlotte Stewart Staffroom: A Block - Upper Level Email: cstew169@eq.edu.au Phone: 4037 5228

Psychology - PSY

General Senior Subject



Overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 2 (FIA2): ● Student experiment	20%	Formative internal assessment 3 (FIA3): ● Research investigation	20%	Summative internal assessment 1 (IA1): ● Data test	10%	Summative internal assessment 3 (IA3): ● Research investigation	20%
Formative internal assessment 1 (FIA1): ● Data test	10%	Formative assessment (FA): ● Examination	50%	Summative internal assessment 2 (IA2): ● Student experiment	20%	Summative external assessment (EA): ● Examination	50%

The following course planner links will give you a week by week look at what this subject involves:

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Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Students are required to have BYOX Device.
Contact	Head of Department: Mrs Charlotte Stewart Staffroom: A Block - Upper Level Email: cstew169@eq.edu.au Phone: 4037 5228

Design - DES

General Senior Subject



Overview

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, immersive design, sustainable design, fashion design, visual graphics design, industrial design, interior and spatial design and landscape architecture.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): ● Examination — design challenge	15%	Formative internal assessment 3 (FIA3): ● Project	25%	Summative internal assessment 1 (IA1): ● Examination — design challenge	15%	Summative internal assessment 3 (IA3): ● Project	25%
Formative internal assessment 2 (FIA2): ● Project	35%	Formative external assessment (FEA): ● Examination — design challenge	25%	Summative internal assessment 2 (IA2): ● Project	35%	Summative external assessment (EA): ● Examination — design challenge	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/digital-technologies>

Cost & Requirements	Student Resource Scheme
Contact	Head of Department: Mr Steve Johnson Staffroom: Y Block – Lower Level Email: sjohn145@eq.edu.au Phone: 4037 5263 Subject Coordinator: Mr Joe Brolese Staffroom: F Block Email: jbrol1@eq.edu.au Phone: 4037 5234

Digital Solutions - DIS

General Senior Subject



Overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative Internal Assessment (FIA1): Project	25%	Formative Internal Assessment (FIA3): Project	40%	Summative internal assessment 1 (IA1): <ul style="list-style-type: none">● Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">● Project — folio	25%
Formative Internal Assessment (FIA2): Project (Unit 1 and 2)		35%	Summative internal assessment 2 (IA2): <ul style="list-style-type: none">● Project — digital solution	30%	Summative external assessment (EA): <ul style="list-style-type: none">● Examination	25%	

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/digital-technologies>

Cost & Requirements	Student Resource Scheme
Contact	Head of Department: Mr Steve Johnson Staffroom: Y Block – Lower Level Email: sjohn145@eq.edu.au Phone: 4037 5263

Food & Nutrition - FNU

General Senior Subject



Overview

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, and 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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (IA1): <ul style="list-style-type: none">● Examination	20%	Formative internal assessment 3 (IA3): <ul style="list-style-type: none">● Project — folio	30%	Summative internal assessment 1 (IA1): <ul style="list-style-type: none">● Examination	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">● Project — folio	30%
Formative internal assessment 2 (IA2): <ul style="list-style-type: none">● Project — folio	25%	Formative external assessment (EA): <ul style="list-style-type: none">● Examination	25%	Summative internal assessment 2 (IA2): <ul style="list-style-type: none">● Project — folio	25%	Summative external assessment (EA): <ul style="list-style-type: none">● Examination	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/food-design-and-hospitality-technologies>

Cost & Requirements	Student Resource Scheme <u>plus</u> additional subject specific resource costs may apply It would be beneficial for students to have their own BYOx Device.
Contact	Head of Department: Mr Steve Johnson Staffroom: Y Block – Lower Level Email: sjohn145@eq.edu.au Phone: 4037 5263 Subject Coordinator: Ms Rebecca O'Brien Staffroom: B Block Email: robri88@eq.edu.au Phone: 4037 5226

Dance - DAN

General Senior Subject



Overview

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.

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

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

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/performing-arts>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9 BYOX Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Jeanette Gibbins Staffroom: M Block Email: jgibb21@eq.edu.au Phone: 4037 5251

Drama - DRA

General Senior Subject



Overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
Formative internal assessment 1 (IA1): ●Performance	20%	Formative internal assessment 3 (IA3): ●Project — practice-lead project	35%	Summative internal assessment 1 (IA1): ●Performance	20%	Summative internal assessment 3 (IA3): ●Project — practice-lead project	35%
Formative internal assessment 2 (IA2): ●Project – dramatic concept	20%	Formative external assessment (EA): ●Examination — extended response	25%	Summative internal assessment 2 (IA2): ●Project – dramatic concept	20%	Summative external assessment (EA): ●Examination — extended response	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/performing-arts>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9 BYOX Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Jeanette Gibbins Staffroom: M Block Email: jgibb21@eq.edu.au Phone: 4037 5251

Music - MUS

General Senior Subject



Overview

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

Through the music activities of composing, performing and musicology, they use and apply music elements and concepts and apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

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.

Involvement in music making, becoming part of music and arts communities and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and work to express music ideas of personal significance. The discipline and commitment of music-making provides opportunity for personal growth and the development of lifelong learning skills. It helps build students' self-esteem, resilience and personal motivation, and allows them to refine time management and collaborative teamwork skills in activities that reflect the real-world practices of composers, performers and audiences.

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. Some of these could include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> How do musicians incorporate innovative music practices to communicate meaning when performing and composing? 	Narratives Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/performing-arts>

Cost & Requirements	Student Resource Scheme BYOX Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Jeanette Gibbins Staffroom: M Block Email: jgibb21@eq.edu.au Phone: 4037 5251

Film, Television & New Media - FTM

General Senior Subject



Overview

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.

Structure

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

Assessment

Unit 1		Unit 2		Unit 3		Unit 4	
Foundation – Film Scene	20%	Storyboard and Treatment	30%	Summative internal assessment 1 (IA1): ●Case study investigation	15%	Summative internal assessment 3 (IA3): ●Stylistic project	35%
Foundation - Extended Response	20%	Original Short Film	30%	Summative internal assessment 2 (IA2): ●Multi-platform project	20%	Summative external assessment (EA): ●Examination — extended response	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/visual-arts>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 BYOx Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 4037 5252

Visual Art - ART

General Senior Subject



Overview

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.

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

Unit 1		Unit 2		Unit 3		Unit 4	
FIA1 – Art as Lens Experimental Art works in Response to Site	15%	FIA3 – Art as Code Report and Experimental Art work	15%	Summative internal assessment 1 (IA1): ●Investigation – inquiry phase 1	15%	Summative internal assessment 3 (IA3): ●Project – inquiry phase 3	35%
FIA2 -Art as Lens Resolved Art work and PowerPoint in Response to Site	25%	FIA4 – Art as Code Resolved Art and PowerPoint FIA5 – Mock Exam	25% 20%	Summative internal assessment 2 (IA2): ●Project – inquiry phase 2	25%	Summative external assessment (EA): ●Examination	25%

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/visual-arts>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9 BYOx Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 4037 5252

Essential English - ENE Applied Senior Subject



Overview

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

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

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

Pathways

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

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

Unit 1	Unit 2	Unit 3	Unit 4
Formative internal assessment 1 (FIA1): Extended response — spoken/signed response	Formative internal assessment 3 (FIA3): Extended response — Multimodal response	Summative internal assessment 1 (IA1): Extended response — spoken/signed response	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Formative internal assessment 2 (FCIA): Common internal assessment (examination)	Formative internal assessment (FIA4): Extended response — Written response	Summative internal assessment 2 (CIA): Common internal assessment (examination)	Summative internal assessment (IA4): Extended response — Written response

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/english>

Cost & Requirements	Student Resource Scheme
Contact	Head of Department: Shannon Logan Staffroom: D Block – Upper Level Email: sloga33@eq.edu.au Phone: 4037 5232

Sport & Recreation – REC

Applied Senior Subject



Overview

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation and 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.

Recreation Physical Activity is based at school and the students can complete certificates in Coaching and Refereeing of a selection of sports and at different levels. Topics included are Sport Officiating, Sport nutrition, Coaching your team and Training for Fitness - Strength and Conditioning.

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.

Structure

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

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Investigation	Extended Response	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 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.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: 2–4 minutes.*	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	2–4 minutes

The following course planner links will give you a week by week look at what this subject involves:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/physical-education>

Please see the video link at bottom to experience our leading Outdoor Ed program in action.

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/physical-education>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource & excursion costs apply. See page 9 Students are required to have BYOx Device.
Contact	Head of Department: Mr Jacob Stanton Staffroom: Sports Complex Email: jstan108@eq.edu.au Phone: 4037 5241

Social & Community Studies - SCS

Applied Senior Subject



Overview

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.

Structure

Core knowledge and skills	4 Units from topics below:	
<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 the community 	<ul style="list-style-type: none"> ● Arts and identity ● Australia and its place in the world ● Healthy choices for mind and body 	<ul style="list-style-type: none"> ● Relationships and work environments ● Legal and digital citizenship ● Lifestyle and financial choices

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Investigation	Extended response
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.
Techniques can be chosen from one of the following: <ul style="list-style-type: none"> ● Written: 500–800 words ● Spoken: 3–4 minutes or signed equivalent ● Multimodal: at least 2 different components; 4–5 minutes; 6–8 A4 pages or equivalent digital media 	Techniques can be chosen from one of the following: <ul style="list-style-type: none"> ● Written: up to 1000 words ● Spoken: up to 7 minutes or signed equivalent ● Multimodal: at least 2 modes delivered at the same time; up to 7 minutes; 10 A4 pages or equivalent digital media 	Techniques can be chosen from one of the following: <ul style="list-style-type: none"> ● Written: up to 1000 words ● Spoken: up to 7 minutes or signed equivalent ● Multimodal: at least 2 different components; 4–5 minutes; 6–8 A4 pages or equivalent digital media

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/business-and-humanities>

Cost & Requirements	Student Resource Scheme A Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Bernadette Duffy Staffroom: G Block – Upper Level Email: bduff15@eq.edu.au Phone: 4037 5296

Tourism - TOU

Applied Senior Subject



Overview

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.

Structure

4 Units from topics below	
● Tourism and travel	● Tourism and marketing
● Tourism trends and patterns	● Tourism regulation
● Tourist industry and careers	●

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Investigation
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.
Presented in one of the following modes: <ul style="list-style-type: none"> ● Written: up to 500 words ● Spoken: up to 3 minutes or signed equivalent ● Multimodal: (at least two modes delivered at the same time); up to 3 minutes; 6 A4 pages or equivalent digital media 	Presented in one of the following modes: <ul style="list-style-type: none"> ● Written: up to 1000 words ● Spoken: up to 7 minutes or signed equivalent ● Multimodal: (at least two modes delivered at the same time); up to 7 minutes; 10 A4 pages or equivalent digital media

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/business-and-humanities>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 A Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Bernadette Duffy Staffroom: G Block – Upper Level Email: bduff15@eq.edu.au Phone: 4037 5296

Essential Mathematics - MAE

Applied Senior Subject



Overview

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.

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

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none">● Mock Problem-solving and modelling task.	Problem-solving and modelling task	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
<ul style="list-style-type: none">● Examination Unit 1 Exam - All objectives.	<ul style="list-style-type: none">● Examination Unit 2 Exam All objectives	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

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/mathematics>

Cost & Requirements	Student Resource Scheme Students are required to have access to Scientific Calculator Casio FX82 AU PLUSII approximately \$35.00 GST inc. Students are required to have BYOx Device
Contact	Head of Department: Mr Brendon McAlister Staffroom: Y Block – Upper Level Email: bmcal22@eq.edu.au Phone: 4037 5249

Aquatic Practices - AQP

Applied Senior Subject



Overview

Aquatic Practices provides opportunities for students to learn concepts and experience practical skills valued in aquatic workplaces and other settings. Students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals.

Pathways

Students build their understanding of expectations for work in aquatic settings, career pathways, and further education 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.

Structure

Unit 1: Aquatic Ecosystems	Unit 2: Coastlines and Navigation	Unit 3: Recreational and Commercial Fishing	Unit 4: Aquariums and Aquaculture
<ul style="list-style-type: none"> Explain processes that form, degrade and restore ecosystems and the wide variety of ecological relationships they contain. Gain appreciation and awareness of cultural significance of waterways to Aboriginal peoples, Torres Strait Islander peoples and Australian communities. Develop understanding of conservation and management techniques for aquatic ecosystems. Evaluate effectiveness of current management of aquatic ecosystems and consider ways this could be improved. 	<ul style="list-style-type: none"> Observe properties of waves and explain types of currents and their importance to the distribution of resources in the ocean. Model geological features of Earth, coastal processes of erosion, and function of coastal engineering structures. Explore traditional and modern methods of navigation and communication. Interpret legislation, weather and tide information to safely plan a voyage. 	<ul style="list-style-type: none"> Causes of fishery declines and sustainable management strategies. Analyse and interpret status of fisheries species and importance of artificial reefs to fishery populations. Model capture–recapture scenarios, use safe seafood handling techniques, and evaluate the use of digital technology in fisheries. Understanding of the types and use of fishing gear, factors that affect fishery populations, impact of fisheries on the ocean environment. 	<ul style="list-style-type: none"> Develop understanding of the biotic and abiotic components that need to be monitored and maintained in an aquarium, aquaculture, aquaponics or mariculture system. Develop practical skills in testing and analysing the results of water quality parameters. Analyse the processes of producing, processing and marketing aquaculture products. Structure, operation or products of an aquaculture system.

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Investigation
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.

The following course planner links will give you a week by week look at what this subject involves:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Please see the video link at bottom to experience our Science subject information videos in action.

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Please see the video link at bottom to experience our leading Science excursions that places students working with real scientists in the field.

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/science>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 Students are required to have BYOX Device.
Contact	Head of Department: Mrs Charlotte Stewart Staffroom: A Block - Upper Level Email: cstew169@eq.edu.au Phone: 4037 5228

Building & Construction Skills - BSK

Applied Senior Subject



Overview

Building and Construction Skills introduces the students to practices and processes used in the Construction Industry. Students are required to demonstrate knowledge and skills through a range of practical projects and tasks that relate to a range of Construction Industry contexts. The units of study require a mixture of individual tasks and projects, along with group projects, and students will develop their ability to work in a team and complete their assigned tasks.

Students will learn to interpret drawings and technical information, select and demonstrate safe practical construction processes using hand/power tools, machinery and equipment. Students will learn to communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt construction processes for the structures and products they produce.

The 4 units of study will come from the following 6 topics - formwork and concreting, framing and cladding, fixing and finishing, construction in the domestic building industry, construction in the commercial building industry, construction in the civil construction industry.

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.

Course Objectives

<ul style="list-style-type: none"> ● Demonstrate practices, skills and procedures ● Interpret drawings and technical information ● Select practices and processes 	<ul style="list-style-type: none"> ● Sequence processes ● Evaluate processes and structures ● Adapt planned processes, skills and procedures
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Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Practical Demonstration	Practical Demonstration	Practical Demonstration	Practical Demonstration
Practical Project & Multimodal presentation	Practical Project & Multimodal presentation	Practical Project & Multimodal presentation	Practical Project & Multimodal presentation

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/industrial-technologies>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9
Contact	Head of Department: Mr Steve Johnson Staffroom: Y Block – Lower Level Email: sjohn145@eq.edu.au Phone: 4037 5263 Subject Coordinator: Mr Joe Brolese Staffroom: F Block Email: jbrol1@eq.edu.au Phone: 4037 5234

Engineering Skills - ESK

Applied Senior Subject



Overview

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 learn about industry practices and how to interpret specifications including technical information and drawings. They learn to demonstrate and apply safe practical production processes with hand/power tools and machinery. Students will produce a range of products using a variety of engineering production techniques. They will also learn to 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.

The 4 units of study will come from the following 6 topics – fitting and machining, welding and fabrication, sheet metal working, production in the structural engineering industry, production in the transport engineering industry, production in the manufacturing engineering industry.

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.

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.

Course Objectives

<ul style="list-style-type: none"> ● Demonstrate practices, skills and procedures ● Interpret drawings and technical information ● Select practices and processes 	<ul style="list-style-type: none"> ● Sequence processes ● Evaluate processes and structures ● Adapt planned processes, skills and procedures
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Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Practical Demonstration	Practical Demonstration	Practical Demonstration	Practical Demonstration
Practical Project & Multimodal presentation	Practical Project & Multimodal presentation	Practical Project & Multimodal presentation	Practical Project & Multimodal presentation

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/industrial-technologies>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9
Contact	Head of Department: Mr Steve Johnson Staffroom: Y Block – Lower Level Email: sjohn145@eq.edu.au Phone: 4037 5263 Subject Coordinator: Mr Joe Brolese Staffroom: F Block Email: jbro1@eq.edu.au Phone: 4037 5234

Furnishing Skills - FUR

Applied Senior Subject



Overview

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

Students learn about industry practices and how to interpret specifications including technical information and drawings. They learn to demonstrate and apply safe practical production processes with hand/power tools and machinery. Students will produce a range of products using a variety of furnishing production techniques. They will also learn to 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.

The 4 units of study will come from the following 6 topics – furniture making, cabinet making, interior furnishing, production in the domestic furniture industry, production in the commercial furniture industry, production in the bespoke furniture industry.

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.

Course Objectives

<ul style="list-style-type: none">● Demonstrate practices, skills and procedures● Interpret drawings and technical information● Select practices and processes	<ul style="list-style-type: none">● Sequence processes● Evaluate processes and structures● Adapt planned processes, skills and procedures
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Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Practical Demonstration	Practical Demonstration	Practical Demonstration	Practical Demonstration
Practical Project & Multimodal presentation	Practical Project & Multimodal presentation	Practical Project & Multimodal presentation	Practical Project & Multimodal presentation

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/industrial-technologies>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9
Contact	Head of Department: Mr Steve Johnson Staffroom: Y Block – Lower Level Email: sjohn145@eq.edu.au Phone: 4037 5263 Subject Coordinator: Mr Joe Brolese Staffroom: F Block Email: jbrol1@eq.edu.au Phone: 4037 5234

Industrial Graphics Skills - GSK

Applied Senior Subject



Overview

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 learn about industry practices and how to interpret technical information and drawings. They learn to demonstrate and apply safe practical modelling procedures with tools and materials. They 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.

The 4 units of study will come from the following 6 topics – drafting for residential building, computer aided manufacturing, computer aided drafting – modelling, graphics for the construction industry, graphics for the engineering industry, graphics for the furnishing industry.

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.

Course Objectives

<ul style="list-style-type: none"> ● Demonstrate practices, skills and procedures ● Interpret drawings and technical information ● Select practices and processes 	<ul style="list-style-type: none"> ● Sequence processes ● Evaluate processes and structures ● Adapt planned processes, skills and procedures
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Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Practical Demonstration	Practical Demonstration	Practical Demonstration	Practical Demonstration
Practical Project & Multimodal presentation	Practical Project & Multimodal presentation	Practical Project & Multimodal presentation	Practical Project & Multimodal presentation

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/industrial-technologies>

Cost & Requirements	Student Resource Scheme
Contact	Head of Department: Mr Steve Johnson Staffroom: Y Block – Lower Level Email: sjohn145@eq.edu.au Phone: 4037 5263 Subject Coordinator: Mr Joe Brolese Staffroom: F Block Email: jbro11@eq.edu.au Phone: 4037 5234

Hospitality Practices - HPJ

Applied Senior Subject



Overview

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.

Structure

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

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Investigation	Extended response
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 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.

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/food-design-and-hospitality-technologies>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9 It would be beneficial for students to have their own BYOx Device.
Contact	Head of Department: Mr Steve Johnson Staffroom: Y Block – Lower Level Email: sjohn145@eq.edu.au Phone: 4037 5263 Subject Coordinator: Ms Rebecca O'Brien Staffroom: B Block Email: robri88@eq.edu.au Phone: 4037 5226

Information & Communication Technology (eSports) -

ICJ

Applied Senior Subject



Overview

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.

The digital environment continues to be transformed by the evolution and impact of ICT. Through problem solving students will learn to understand the dynamic field of esports and the role of software and hardware in this field. Students will explore how online competitive gaming impacts society on individual to international levels.

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

Pathways

Studying Information & Communication Technology can lead to careers in the following fields: ICT operations, help desk, sales support, digital media support, office administration, records and data management, call centres, esports administration, esports development, esports journalism, esports marketing and management, esports promotion and coaching.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
eSports Online Communication	Network Fundamentals for Esports Tournaments	Audio and video production for eSports trailers	Esports competition document

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Unit 1	Unit 2		Unit 3		Unit 4
Extended Response	Project	Evaluation	Project	Audio & Video Production	Extended response

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/digital-technologies>

Cost & Requirements	Student Resource Scheme. Tournament fees. See page 9
Contact	Head of Department: Mr Steve Johnson Staffroom: Y Block – Lower Level Email: sjohn145@eq.edu.au Phone: 4037 5263

Drama in Practice - DRP

Applied Senior Subject



Overview

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

In Drama in Practice, students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’ — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

Structure

Core topics	Elective topics
<ul style="list-style-type: none"> ●Dramatic Principles ●Dramatic Practices 	<ul style="list-style-type: none"> ●Acting (stage and screen) ●Play building ●Directing ●Contemporary Theatre

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Product	Performance	Extended Response
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of a design solution.	A technique that assesses physical demonstrations as outcomes as applying a range of cognitive, technical, physical and/or creative/ expressive skills	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
At least two different components from the following: ●Product ●Performance Written: 500–900 words Spoken: 2½–3½ mins Multimodal non-presentation: 8 A4 pages max (or equiv.) presentation: 3–6 mins	Product - variable conditions based on product (design solution in 2D or 3D); playscript; program; webpage.	Acting performance: 3 – 5 mins Screen Performance – 2 ½ - 3½ mins Directing Performance – 5 – 7 mins	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/performing-arts>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9 BYOX Laptop would support the student’s learning in the subject.
Contact	Head of Department: Mrs Jeanette Gibbins Staffroom: M Block Email: jgibb21@eq.edu.au Phone: 4037 5251

Dance in Practice - DIP

Applied Senior Subject



Overview

In contemporary Australian society, dance is a growing art form that reflects not only the evolving Australian psyche and increasing cultural diversity, but also established and progressive worldwide dance genres and styles. It exists in many forms, fulfilling ritual, cultural and social functions.

Dance in Practice gives students opportunities to explore these functions through active engagement in dance and dance productions at a school and community level. This syllabus focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

In Dance in Practice, students create, perform and produce dance works in class, school and community contexts. This involves the integration of knowledge of the world with experience and perception. To do this, students examine aesthetic codes and symbol systems and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

Students undertake the study of at least three dance genres in Dance in Practice, gaining a broad range of technical and expressive skills and understanding. Exposure to multiple dance genres fosters a greater appreciation of dance as an art form.

Pathways

There are many roles for dance practitioners in dance industries, including choreographer, performer, designer, technician and producer. A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Structure

Core topics	Elective topics
<ul style="list-style-type: none"> ● Dance Performance ● Dance Production ● Dance Literacies 	<ul style="list-style-type: none"> ● Popular Dance ● World Dance ● Contemporary

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Product	Performance
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of a design solution.	A technique that assesses physical demonstrations as outcomes as applying a range of cognitive, technical, physical and/or creative/ expressive skills
At least two different components from the following: <ul style="list-style-type: none"> ● Product ● Performance Written: 500–900 words Spoken: 2½–3½ minutes Multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes	Product - variable conditions based on product (design solution in 2D or 3D); Choreographic work (2 – 3 mins)	Dance Performance: 2 – 3mins Production Performance – variable conditions Teaching Performance – variable conditions

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9 BYOX Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Jeanette Gibbins Staffroom: M Block Email: jgibb21@eq.edu.au Phone: 4037 5251

Music in Practice - MUP

Applied Senior Subject



Overview

Musicians fulfil many roles in a community — as makers/creators, performers, presenters, journalists, technicians, administrators and managers. Music in Practice gives students opportunities to explore these and other roles through active engagement with music and music productions, and, where possible, by interacting with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

In Music in Practice, students explore and engage with the core music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. Through the music activities of composing, performing and responding, they apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician. Preparation for the workplace is further enhanced by fostering a positive work ethic, teamwork and project management skills. The syllabus provides the flexibility for schools to cater for students with interests in career, industry or technical aspects of music, and for those with interests in performance-based and creative aspects. The discipline and commitment of music-making provides opportunity for personal growth and the development of lifelong learning skills. It helps build students' self-esteem, resilience and personal motivation, and allows them to refine time management and collaborative teamwork skills in activities that reflect the real-world practices of composers, performers and audiences.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

Structure

Core topics	Elective topics
<ul style="list-style-type: none"> ● Music Principles ● Music Practices 	<ul style="list-style-type: none"> ● Practical Music skills ● World Music ● Music Technology and Production ● Performance Craft ● Contemporary Music ● Community Music ● The Music Industry

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Product	Performance
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills to create music.	A technique that assesses physical demonstrations as outcomes as applying a range of cognitive, technical, physical and/or creative/ expressive skills
At least two different components from the following: Product Performance Written: 500–900 words Spoken: 2½–3½ minutes Multimodal non-presentation: 8 A4 pgs. Presentation: 3–6 minutes	Composition Manipulating existing sounds – min. 2 mins Arranging and Creating – min. of 32 bars or 1 min.	Music Performance: minimum 2 mins Production Performance – variable conditions

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9 BYOX Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Jeanette Gibbins Staffroom: M Block Email: jgibb21@eq.edu.au Phone: 4037 5251

Arts in Practice - AIP

Applied Senior Subject



Overview

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. A focus area throughout this school’s course is designing and creating characters both in three dimensions and also using digital art and computer animation packages to create unique characters and tell stories.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Working as a Designer <ul style="list-style-type: none"> ●2D Design for Print ●Responding to Design Briefs to produce brands for industries related to Fashion, Merchandising and Music. 	Moving Image Design <ul style="list-style-type: none"> ●Digital Animation and GIF design ●Film Media Design – creative music video excerpt 	Digital Marketing and Design <ul style="list-style-type: none"> ●Designs to promote an event, idea or business. ●Safe and ethical social media marketing and design. 	Design for Social Impact <ul style="list-style-type: none"> ●Using design for change ●Create a product to change behaviour or persuade audiences – media campaign, video projection or mini-documentary

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

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. ●Non-presentation: 10 A4 pages max (or equivalent) ●Presentation: 4–7 minutes. 	Variable conditions.

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/visual-arts>

Cost & Requirements	Student Resource Scheme plus subject specific additional resource costs apply. See page 9 BYOx Laptop would support the student’s learning in the subject.
Contact	Head of Department: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 4037 5252

Media Arts in Practice - MAP

Applied Senior Subject



Overview

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. A focus throughout the course is using Photography and Photographic manipulation to connect and communicate with audiences.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Photography <ul style="list-style-type: none"> ● Basics of Visual Language ● Image manipulation in Photoshop and Lightroom 	Portraiture <ul style="list-style-type: none"> ● Traditional, experimental and commercial approaches to the portrait. 	Concept and Communication <ul style="list-style-type: none"> ● Photojournalism ● Conceptual and symbolic photography 	Curation and Exhibition <ul style="list-style-type: none"> ● Staging an exhibition ● Setting up a professional portfolio

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Product
A response to a single task, situation and/or scenario. At least two different components from the following: Product - Portfolio of Photographic and Digitally manipulated images <ul style="list-style-type: none"> ● Written: 500–900 words ● Spoken: 2½–3½ minutes ● Multimodal ● Non-presentation: 8 A4 pages max (or equivalent) ● Presentation: 3–6 minutes 	A technique that assesses the application of skills in the production of media artwork/s. <ul style="list-style-type: none"> ● Product - Portfolio of Photographic and Digitally manipulated images variable conditions

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/visual-arts>

Cost & Requirements	Student Resource Scheme <u>plus</u> subject specific additional resource costs apply. See page 9 BYOx Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 4037 5252

Visual Arts in Practice - VAP

Applied Senior Subject



Overview

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. A focus throughout the course is using skills to create actual artworks that could enhance public spaces within the community or be sold as a product to specific groups of people in the community.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Foundations <ul style="list-style-type: none"> ● Experimental Drawing approaches ● Design Proposal 	Fusions <ul style="list-style-type: none"> ● Resolved art work for display or sale 	Imprint - Products <ul style="list-style-type: none"> ● Experimental printmaking approaches 	Imprint - Promotions <ul style="list-style-type: none"> ● Resolved art work for display and sale ● Business proposal 	Contemporary Comment 1 <ul style="list-style-type: none"> ● Investigation into contemporary artists ● Concept Sketch 	Contemporary Comment 2 <ul style="list-style-type: none"> ● Resolved Art work or Marquette based on concept sketch. 	Prototype to Production <ul style="list-style-type: none"> ● Young designers business brand or logo ● SWAT analysis ● Product to feature in young designers' market.

Topics are subject to change prior to commencement, to ensure alignment to the QCAA syllabus.

Assessment

Project	Product
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 project consists of: <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 ● Non-presentation: 8 A4 pages max (or equivalent) ● Presentation: 3–6 minutes. 	<ul style="list-style-type: none"> ● Variable conditions

For more information on this subject, visit:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas/visual-arts>

Cost & Requirements	Student Resource Scheme <u>plus</u> excursion costs apply. See page 9 BYOx Laptop would support the student's learning in the subject.
Contact	Head of Department: Mrs Janelle Williams Staffroom: N Block Email: jwill343@eq.edu.au Phone: 4037 5252

2024 Vocational Training at Trinity Bay SHS



Trinity Bay State High School

RTO Number: 30446

PSP20218 Certificate II in Auslan (VAN)



Qualification description

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.

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity Bay State High School.

Course units

To attain a PSP20218 Certificate II in Auslan, 3 units of competency must be achieved:

Unit code	Title
PSPLAN001	Converse in Auslan at a basic user level
PSPLAN002	Compare the fundamental differences between Auslan and English structure
PSPLAN003	Source information on Deaf culture, and communicate according to Deaf protocol

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction
- simulated workplace
- guided learning
- online training.

Fees

Student Resource Scheme costs apply.

A Laptop would support the student's learning in the subject.

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.

Work placement

Not applicable

Pathways

Upon completion of 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 Worker
- Teacher of Hearing impaired/Deaf
- Careers Counsellor
- Teacher's Aide
- Child Care Worker

Contact

Head of Department: Ms Wendy Chiu
Staffroom: A Block – Upper Level
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Subject Expert: Mr Rod Ives
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Trinity Bay State High School

RTO Number: 30446

BSB30120 Certificate III in Business (VBI)



Qualification description

Certificate III in Business is offered as a senior subject where students learn what it takes to become a business professional. Students achieve skills in procedural, clerical, administrative and operational tasks that require technology and business skills. Students will apply a broad range of competencies using discretion, judgement and relevant theoretical knowledge. Refer to training.gov.au for specific information about the qualification.

Entry requirements

Students will need to demonstrate a level 3 criteria of literacy and numeracy in the Australian Core Skills Framework to be found competent in this course.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity Bay State High School.

Course units

To attain a BSB30120 Certificate III in Business, 13 units of competency must be achieved:

Unit code	Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBTEC301	Design and produce business documents
BSBTEC302	Design and produce spreadsheets
BSBTEC303	Create electronic presentations
BSBPEF301	Organise personal work priorities
BSBOPS305	Process customer complaints
BSBPUR301	Purchase goods and services
BSBMKG434	Promote products and services

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction
- simulated workplace
- guided learning
- online training.

Fees

Student Resource Scheme costs apply. A laptop would support the student's learning in the subject

Assessment

Assessments are completed in a series of assessment projects. 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.

Work placement

Not applicable.

Pathways

The Certificate III in Business can be a pathway for pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). Some students utilise this qualification for entry level positions in the workforce such as:

- Receptionist
- Personal assistant
- Administration officer
- General clerk
- Sales assistant
- Customer service officer
- Finance officer

This Certificate III can offer direct entry to certain university courses at JCU – please visit <https://www.jcu.edu.au/pathways-to-university/vettafe> for more information

Contact	Head of Department: Mrs Bernadette Duffy Staffroom: G Block – Upper Level Email: bduff15@eq.edu.au Phone: 4037 5296
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Trinity Bay State High School

RTO Number: 30446

FSK20119 Certificate II in Skills for Work & Vocational Pathways (VSK)



Qualification description

This course 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
- Entry level digital literacy and employability skills
- A vocational training and employment plan.

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity Bay State High School.

Course units

To attain a FSK20119 Certificate II in Skills for Work & Vocational Pathways, 14 units of competency must be achieved:

Unit code	Title
FSKRDG010	Read and respond to routine workplace information
FSKOCM007	Interact effectively with others at work
FSKLRG011	Use routine strategies for work related learning
FSKLRG007	Use strategies to identify job opportunities
FSKLRG010	Use routine strategies for career planning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
BSBWHS211	Contribute to health and safety of self and others
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKLRG006	Participate in work placement
FSKLRG009	Use strategies to respond to routine workplace problems
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
FSKWGT009	Write routine workplace texts

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction
- simulated workplace
- guided learning
- online training.

Fees

Student Resource Scheme costs apply.

A laptop would support the student's learning in the subject.

Assessment

Assessments are completed in a series of assessment projects. 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.

Work placement

Not applicable.

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.

Contact

Head of Department: Mrs Bernadette Duffy
 Staffroom: G Block – Upper Level
 Email: bduff15@eq.edu.au
 Phone: 4037 5296



Trinity Bay State High School

RTO Number: 30446

CUA40920 Certificate IV in Music (VMU)



Qualification description

This subject provides a strong basis for students planning on entering the music industry. The Certificate IV is a performance specialisation and has a very practical foundation. It covers a range of industry knowledge and prepares individuals for professional music work opportunities. Successful students will learn skills including events management and production, solo / band performance techniques, improvisation, stage craft and recording. Refer to training.gov.au for specific information about the qualification.

Entry requirements

Students will need to demonstrate a level 3 criteria of literacy and numeracy in the Australian Core Skills Framework to be found competent in this course.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity Bay State High School.

Course units

Unit code	Title
BSBESB301	Investigate business opportunities
CUACMP311	Implement copyright arrangements
CUAIND411	Extend expertise in specialist creative fields
CUAMWB402	Manage feedback on creative practice
CUAMLT311	Develop and apply aural perception skills
CUAMPF411	Rehearse music for group performances
CUAMPF412	Develop and apply stagecraft skills
CUAMPF414	Perform music as part of a group
CUAMPF415	Develop and apply instrumental techniques
CUAMPF418	Develop performance techniques on a second instrument
CUASOU306	Operate sound reinforcement systems
CUASOU331	Undertake live audio operations
CUASOU406	Develop and implement sound plans
CUASOU412	Manage audio input sources

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction
- simulated workplace
- guided learning
- online training.

Fees

Student Resource Scheme costs apply.

A laptop would support the student's learning in the subject.

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.

Learning Experiences

Students develop performing skills including individual skills and playing in groups. Performance experiences include performing at school and public events. Students perform in Bands with others on the main instrument/vocal and a second instrument/vocal. Students also produce and record live performances.

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

Contact	Head of Department: Mrs Jeanette Gibbins Staffroom: M Block Email: jgibb21@eq.edu.au Phone: 4037 5251
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ICT30120 Certificate III in Information Technology (VCM)

(With a focus on Creative Media & Animation)

Qualification description

This is a nationally recognised qualification which reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation and basic digital media skills. Certificate III in I.T. (Creative Media and Animation) has a very practical foundation, including units in digital drawing, 2D animation, stop motion animation and modelling for 3D animation and games.

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

Entry requirements

Students will need to demonstrate a level 3 criteria of literacy and numeracy in the Australian Core Skills Framework to be found competent in this course. Students will require a basic level of computer skills, and are recommended to have a BYOD laptop suitable for running Adobe and Autodesk software.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity Bay State High School.

Course units

Unit code	Title
BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
CUAANM301	Create 2D digital animations
ICTGAM304	Develop three-dimensional (3D) models for digital games
ICTGAM305	Apply simple textures and shading to three-dimensional (3D) models for digital games
CUADIG304	Create visual design components
CUADIG311	Prepare video assets
CUAPOS211	Perform basic vision and sound editing

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction
- simulated workplace
- guided learning
- online training.

Fees

Student Resource Scheme costs apply.

A laptop would support the student's learning in the subject.

Assessment

Assessments are completed in a series of assessment projects. 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.

Work Experience

Not applicable.

Pathways

Students will leave this course with a showreel video and basic on-line presence to showcase their skills and knowledge. This qualification can lead to further certificates, diploma, advanced diploma or bachelor degrees in Design and Animation from a range of universities, TAFE and private colleges in Queensland and Australia. This certificate can prepare students for entry level employment in design and animation studios.

Contact

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Email: jwill343@eq.edu.au
Phone: 4037 5252



Trinity Bay State High School

RTO Number: 30446

CHC30221 Certificate III in School Based Education Support (VES)



Qualification description

This is a nationally recognised qualification that reflects the roles of Teacher Aides. Roles include general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. This type of work requires the use of discretion and judgement within the boundaries of established policies and procedures. Refer to training.gov.au for specific information about the qualification.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity Bay State High School. It is recommended to complete only 5 subjects in Year 11 and 12, so your 6th line can be utilised for in class work experience.

Course units

To attain a CHC30221 Certificate III in Education Support, 15 units of competency must be achieved:

Unit code	Title
CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical requirements in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills
CHCEDS037	Support the development of numeracy skills
CHCEDS060	Work effectively with students and colleagues
CHCEDS059	Contribute to the health and safety of students
CHCEDS057	Support students with additional needs in the classroom
CHCEDS061	Support responsible student behaviour
CHCEDS041	Set up and sustain learning areas
CHCECE054	Encourage understanding of Aboriginal Torres Strait Islander cultures
BSBWRT311	Write simple documents
CHCEDS048	Work with students in need of additional learning support
HLTAID011	Provide First Aid

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

Entry requirements

Students will need to demonstrate a level 3 criteria of literacy and numeracy in the Australian Core Skills Framework to be found competent in this course.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction
- simulated workplace
- guided learning
- online training.

Fees

\$90 First Aid Certificate.

Student Resource Scheme costs apply.

A laptop would support the student's learning in the subject.

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. Assessments will consist of written assessments and in class observations.

Work placement

This qualification also requires 100 hours of work experience, which will be completed at Trinity Bay State High School. This can be arranged by dropping one subject line.

Pathways

This qualification leads to a career pathway as:

- An education support worker (Teacher Aide)
- Assistant teachers
- Support student learning in a range of settings.

Education support workers work mainly with students in classroom settings in primary or secondary schools.

JCU will accept the Certificate III in Education Support to meet the ATAR/rank requirement for all Bachelor of Education courses.

Visit <https://www.jcu.edu.au/pathways-to-university/vettafe> for more information

Contact	Head of Department: Mrs Antigone Paris Staffroom: G Block – Upper Level Email: apari3@eq.edu.au Phone: 4037 5206
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SIS20221 Certificate II in Sport – Developing Athlete (VDA)

NATIONALLY RECOGNISED
TRAINING

Rugby League Excellence Program

Qualification description

Rugby League Excellence is a selective program designed for gifted and talented students who demonstrate advanced ability/considerable potential in rugby league. It is an opportunity for students to pursue rugby league excellence in a supportive educational environment and apply skills and knowledge to pursue a career as an athlete at a regional or state level. This is a nationally recognised qualification for individuals to pursue a career as an athlete at a regional, state or territory level, working under the guidance of a coach.

Entry requirements

Selection for this subject is dependent on an application process to the Trinity Bay Rugby League Excellence Program.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity Bay State High School.

Course units

Unit code	Title
BSBPEF301	Organise personal work priorities
FNSFLT211	Develop and use personal budgets
SIRXWHS001	Work safely
SISSPAR003	Follow specialist dietary advice
SISSPAR007	Work as an athlete
SISSRGL002	Participate in rugby league at an intermediate level
SISSPAR009	Participate in conditioning for sport
HLTAID011	Provide First Aid
FSKDIG002	Use digital technology for routine and simple workplace tasks

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction/training
- strength and conditioning coaching
- online learning.

Fees

\$85 First Aid Course

Student Resource Scheme costs apply.

BYOX Laptop would support the student's learning in the subject.

Assessment

Assessments are completed in a series of competency based assessment projects. Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace.

Work placement

Not required.

Pathways

A course of study in Rugby League Excellence can establish a basis for further education and employment in the rugby league industry in areas such as performance, management and training. With additional training and experience, potential employment outcomes may include elite rugby league player, coach, manager, trainer, sport conditioner and basic sport industry knowledge.

Contact	Head of Department: Mr Jacob Stanton Staffroom: Sports Complex Email: jstan108@eq.edu.au Phone: 4037 5241
	Subject Coordinator: Mr Shannon Riles Staffroom: Sports Complex Email: srile6@eq.edu.au Phone: 4037 5241



Binnacle Training

RTO Number: 31319

SIS30321 Certificate III in Fitness (VFT) Plus SIS20115 Certificate II in Sport and Recreation



Qualification description

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.

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

Entry requirements

Students will need to demonstrate a level 3 criteria of literacy and numeracy in the Australian Core Skills Framework to be found competent in this course.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity Bay State High School.

Course units

To attain a SIS30321 Certificate III in Fitness + SIS20115 Certificate II in Sport & Recreation, 21 units of competency must be achieved:

Unit code	Title
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
HLTAID003	Provide first aid
SISXCAI002	Assist with activity sessions
BSBWOR202	Organise and complete daily work activities
SISXCCS001	Provide quality service
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBTEC201	Use business software applications
BSBSUS211	Participate in environmentally sustainable work practices
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
ICTICT203	Operate application software packages
BSBSUS201	Participate in environmentally sustainable work practices
SISFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT052	Provide healthy eating information
SISFFIT014	Instruct exercise to older clients

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction
- simulated workplace
- guided learning
- online training.

Fees

Year 11 - VETiS eligible: \$280 (\$40 RTO fee + \$240 subject fee)

Year 11 - if not VETiS eligible: \$600 (\$265 Cert II course fee + \$55 first aid course fee + \$40 RTO fee + \$240 subject fee)

Year 12 : \$380 (\$100 upgrade to Cert III course fee + \$40 RTO fee + \$240 subject fee)

Subject fees cover access to external facilities and expert coaches. Student resource scheme also applies.

VETiS funding is a Queensland Government initiative for priority skills employment. An eligible high school student can choose one VETiS funded Certificate I or II qualification.

A laptop would support the student's learning in the subject.

Assessment

Students enrol in qualification: SIS20115 Certificate II in Sport and Recreation (Year11)

Students enrol in qualification: SIS30315 Certificate III in Fitness (Year12)

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.

Work placement

MANDATORY: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 55+), undertaken at the school gym or an alternate fitness facility sourced by the school.

RECOMMENDED: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

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

Contact

Head of Department: Mr Jacob Stanton
Staffroom: Sports Complex
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Phone: 4037 52415

2024 Vocational Training off campus



Aviation Australia

RTO Number: 30770



MEA20518 Certificate II in Aircraft Line Maintenance

Qualification description

This school pathway program is the perfect introduction for anyone with a passion for aviation. After you finish the course, you will be well prepared for any further study or vocational training, including aircraft maintenance engineering. Being an aircraft maintenance engineer means working on the most exciting and advanced technology in the world. It's a hands-on and extremely rewarding career path where you literally see your hard work take off. Refer to training.gov.au for specific information about the qualification.

Entry requirements

To be eligible to enrol in this qualification, applicants must:

- Be aged 15 years or older, currently enrolled in Year 11 at a Queensland school and be passing all school subjects;
- Permanently reside in Queensland;
- Be an Australian citizen, Australian permanent resident (includes humanitarian entrant); New Zealand citizen or temporary resident with the necessary visa and work permits on the pathway to permanent residency; AND

Course units

To attain a MEA20518 Certificate II in Aircraft Line Maintenance, 15 units of competency must be achieved:

Unit code	Title
MEA154	Apply work health and safety practice in aviation maintenance
MEA155	Plan and organise aviation maintenance work activities
MEA156	Apply quality standards during aviation maintenance activities
MEA107	Interpret and use aviation maintenance industry manuals and specifications
MAE157	Complete aviation maintenance industry documentation
MEA158	Perform basic hand skills, standard trade practices and fundamentals in aviation maintenance
MEA117	Apply self in aviation maintenance environment
MEA119	Perform administrative processes to prepare for certification of civil aircraft A level line maintenance
MEA295	Use electrical test equipment to perform basic electrical tests on aircraft components
MEA264	Remove and install aircraft electrical/avionic components during line maintenance
MEA265	Remove and install general aircraft electrical hardware
MEA344	Remove and install aircraft components
MEA418	Perform basic repair of aircraft internal fittings during line maintenance
MSMENV272	Participate in environmentally sustainable work practices
MEA345	Perform scheduled line maintenance activities on gas turbine engine fixes wing aircraft

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

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 20 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Aviation Australia.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Fee Free - there is no student co-contribution tuition fee for eligible students. Shirt is provided upon commencement of course.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement NA

Pathways

This qualification provides a pathway to work in

- Apprenticeship
- Aircraft line Maintenance Engineer (Qualified)

Successful Completion - Up to 4 QCE Credit Points



CUA20420 Certificate II in Aboriginal and/or Torres Strait Islander Cultural Arts

Qualification description

This course will help you develop basic creative and technical skills in a range of visual arts practices and media types. Students will focus on their personal identity and culture and develop art work that represents this.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a CUA20420 Certificate II Aboriginal and/or Torres Strait Islander Cultural Arts, 10 units of competency must be achieved:

Unit code	Title
BSBWHS211	Contribute to the health & safety of others
CUAATS111	Develop understanding of own Aboriginal and/or Torres Strait Islander identity
CUAPPR211	Make simple creative work
CUAATS211	Prepare for work in the aboriginal and/or Torres Strait Islander cultural arts industry
CUAACD101	Use basic drawing techniques
CUAACD201	Develop drawing skills to communicate ideas
CUAPAI211	Develop painting skills
CUAPRI211	Develop printmaking skills
CUATEX201	Develop skills in textile work
CUAATS212	Investigate and present features of Aboriginal and/or Torres Strait Islander culture

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 7 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

VETiS study is funded by the Qld government. It permits a High School student to study one employment stream qualification. Where a student chooses the Certificate III in Aboriginal and Torres Strait Islander Education, this course would be delivered free of charge.

TAFE North QLD

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in

- Aboriginal and Torres Strait Islander community arts workshop assistant
- Aboriginal and Torres Strait Islander community arts centre assistant
- Artist

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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AUR20720 Certificate II in Automotive Vocational Preparation

Qualification description

Kick start your career in the automotive industry with this foundation course. Gain basic skills in electrical and mechanical components and systems. Learn how to use appropriate tools and equipment to complete basic removal, inspection and refitting of automotive components. Use this training as a pathway to a mechanical apprenticeship.

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain an AUR20720 Certificate II in Automotive Vocational Preparation, 12 units of competency must be achieved:

Unit code	Title
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURETK001	Identify, select and use low voltage electrical test equipment
AURETR115	Inspect, test and service batteries
AURTTA003	Use and maintain basic mechanical measuring devices
AURTTE003	Remove and tag engine system components
AURTTE007	Dismantle and assemble single cylinder four-stroke petrol engines

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access the AUR20720 Certificate II in Automotive Vocational Preparation.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessment tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in

- Automotive Trade Assistant
- Vehicle Service Assistant
- Automotive apprenticeships:
 - Automotive electrician
 - Automotive air-conditioning fitter
 - Automotive electrical fitter
 - Automotive manufacturing technician
 - Automotive mechanic
- Automotive parts interpreter
- Diesel fitter
- Vehicle body builder

Successful Completion - Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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AUR20420 Certificate II in Automotive Electrical Technology

Qualification description

Gain foundation skills and knowledge to service and repair electrical and mechanical systems in light or heavy vehicles. Learn how to service engines, build and solder electrical circuits, install electrical accessories, and more. Use this training as a pathway to an automotive mechanical or automotive electrical apprenticeship.

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

Entry requirements

Available to Year 12 students who have successfully completed AUR20720 Certificate II in Automotive Vocational Preparation or equivalent.

Duration and location

This is a one year course delivered in **Year 12 ONLY** on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a AUR20420 Certificate II in Automotive Electrical Technology, 15 units of competency must be achieved:

Unit code	Title
AURAEA002	Follow environmental & sustainability best practice in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETK002	Use and maintain electrical test equipment in an automotive workplace
AURETR006	Solder electrical wiring and circuits
AURETR007	Apply knowledge of automotive electrical circuits and wiring systems
AURETR008	Remove and replace electrical units and assemblies
AURETR009	Install vehicle lighting and wiring systems
AURETR011	Install basic ancillary electrical systems and components
AURETR112	Test and repair basic electrical circuits
AURETR115	Inspect, test and service batteries
AURATA001	Identify basic automotive faults using troubleshooting processes
AURETK001	Identify, select and use low voltage electrical test equipment
AURETR013	Inspect, test and service charging systems
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURETR116	Read and apply vehicle wiring schematics and drawings

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results.

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access AUR20420 Certificate II in Automotive Electrical Technology.

PPE Equipment – Approved Steel Cap Boots & Industrial work wear – long pants & long sleeve shirt. Safety Glasses.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in

- Automotive Trade Assistant
- Vehicle Service Assistant
- Automotive apprenticeships:
 - Automotive electrician
 - Automotive air-conditioning fitter
 - Automotive electrical fitter
 - Automotive manufacturing technician
 - Automotive mechanic
- Automotive parts interpreter
- Diesel fitter
- Vehicle body builder

Successful Completion – Up to 4 QCE Credit Points



10935NAT Certificate II in Autonomous Technologies

Qualification description

Explore a range of exciting possibilities with this entry-level qualification and build foundation skills for your future in a variety of fields including electronic design, programming, or industrial design.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a 10935NAT Certificate II in Autonomous Technologies, 14 core units of competency plus elective units must be achieved:

Unit code	Title
ICTPRG302	Apply introductory programming techniques
MSMSUP390	Use structured problem-solving tools
MSMWHS200	Work safely
NAT10935001	Work effectively in autonomous environments
NAT10935002	Handle technical communication in autonomous environments
NAT10935003	Design basic fluid power logic diagrams for autonomous systems
NAT10935004	Design basic logic ladder diagrams for autonomous electric control circuits
NAT10935005	Produce a documentation suite for autonomous systems
NAT10935006	Configure autonomous embedded systems
NAT10935007	Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications
NAT10935008	Use basic positioning technology
NAT10935009	Conduct a basic autonomous technology project
VU22324	Build a simple network and establish end to end connectivity
VU22338	Configure and program a basic robotic system

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access the 10935NAT Certificate II in Autonomous Technologies.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

N/A

Pathways

This qualification provides a prerequisite to study CHC32015 Certificate III in Community Information Technology.

Career Outcome:

- Junior Technician
- Junior Engineering Technician

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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TAFE at School

RTO Number: 0275



CPC10120 Certificate I in Construction

Qualification description

Build a career in carpentry with this pre-apprenticeship course. Gain basic skills and learn to read and interpret plans, measure and calculate. Use construction tools and materials to undertake a basic construction project. Construction Industry White Card training is also delivered in this course, which is an industry requirement for you to work on a Queensland construction site. This course will enhance your opportunity to gain an apprenticeship. Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a CPC10120 Certificate I in Construction, 8 units of competency must be achieved:

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

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 8 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access the CPC10120 Certificate I in Construction.

PPE Equipment – Approved Steel Cap Boots & Industrial work wear – long pants & long sleeve shirt. Safety Glasses

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in

- Carpentry apprenticeship
- Construction trade assistant

Successful Completion – Up to 3 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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UEE22020 Certificate II in Electrotechnology (Career Start)

Qualification description

Kick start your career in the electrotechnology industry and use your skills to seek an apprenticeship in a range of electrical trade areas. Learn how to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multi-path DC circuits. Learn about environmentally sustainable work practices and the use of materials, tools and components for electrical work. This course covers the Construction Industry White Card training – an industry requirement to work on Queensland construction sites, a CPR certificate and all units needed for stage 1A of an electrical apprenticeship.

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

Entry requirements

Students will be required to meet high language, literacy and numeracy (LLN) standards to gain entry into this program. A LLN assessment will be required at the time of application.

Duration and location

This is a one-year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a UEE22020 Certificate II in Electrotechnology (Career Start), 7 core units of competency plus elective units must be achieved:

Unit code	Title
CPCWHS1001	Prepare to work Safely in the construction industry
UEECD0007	Apply Work Health and Safety regulations, codes and practices in the workplace
UEECD0046	Solve problems in single path circuits
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEECD0038	Provide Solutions and report on routine electrotechnology problems
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 8 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access UEE22020 Certificate II in Electrotechnology (Career Start).

PPE Equipment

Approved Steel Cap Boots & Industrial work wear – long pants & long sleeve shirt. Safety Glasses

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in:

- Electrical apprenticeship
- Electrician
- Electronics & Communications tradesperson
- Electrical instrumentation tradesperson
- Air-conditioning & refrigeration
- Electrical fitter

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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MEM20413 Certificate II in Engineering Pathways

Qualification description

This course will introduce you to the engineering trade and provide you with basic skills to operate tools and equipment to produce and modify objects. Gain basic welding skills, communication skills and use this training as a pathway to an apprenticeship in a variety of engineering fields, such as sheet metal, fabrication and diesel fitting.

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a MEM20413 Certificate II in Engineering Pathways, 14 units of competency must be achieved:

Unit code	Title
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSMENV272B	Participate in environmentally sustainable work practices
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy-acetylene and soldering equipment
MEMPE004A	Use fabrication equipment
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MSMSUP106A	Work in a team

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week.

Fees

Students must be eligible for VETiS funding to access the MEM20413 Certificate II in Engineering Pathways.

PPE Equipment

Approved Steel Cap Boots & Industrial work wear – long pants & long sleeve shirt. Safety Glasses

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in

- Trade Assistant/worker in:
 - Diesel mechanical
 - Metal fabrication
 - Machining
 - Fitting and turning
 - Fitter & Turner
 - Diesel Fitter
 - Metal Fabricator
 - Welder
 - Boat Builder
 - Pattern Maker

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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HLT23215 Certificate II in Health Support Services

Qualification description

Gain highly regarded skills to work in the health care sector with diverse people in an assistance role. Learn how to work effectively with others in a team environment, communicate in the workplace and apply health and safety and infection control practices. Use this training as a pathway to higher level qualifications in aged care, individual support or nursing.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a HLT23215 Certificate II in Health Support Services, 4 core units of competency plus elective units must be achieved:

Unit code	Title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection control
HLTWHS001	Participate in workplace health and safety

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 4 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access the HLT23215 Certificate II in Health Support Services.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a prerequisite to study HLT23215 Certificate III in Health Services Assistance offered at TAFE post graduation.

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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SIT20322 Certificate II in Hospitality

Qualification description

Get a taste for the hospitality industry with this entry level course. Gain a variety of practical skills including food and beverage service, Responsible Service of Alcohol (RSA), coffee making skills (barista) and how to prepare basic dishes. Learn how to provide excellent customer service and gain industry knowledge in safe work practices, hygiene and food safety. Use this training as a pathway to further training in the hospitality industry.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a SIT20322 Cert II in Hospitality, 6 core units of competency plus elective units must be achieved:

Unit code	Title
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

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Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access the SIT20322 Certificate II in Hospitality.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a prerequisite to study SIT30622 Certificate III in Hospitality offered at TAFE post graduation.

Successful Completion – Up to 4 QCE Credit Points



MAR20321 Certificate II in Maritime Operations

Qualification description

Get a head start on your maritime career with this entry level course. Gain skills to operate a commercial vessel up to 12m long. Learn how to maintain auxiliary marine engine systems, plan and navigate a passage and operate inboard and outboard motors. Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a MAR20321 Certificate II in Maritime Operations, 13 units of competency must be achieved:

Unit code	Title
HLTAID011	Provide first aid
MARB027	Perform basic servicing and maintenance of main propulsion unit and auxiliary systems
MARC037	Operate inboard and outboard motors
MARC038	Operate main propulsion unit and auxiliary systems
MARF027	Apply basic survival skills in the event of vessel abandonment
MARF028	Follow procedures to minimise and fight fires on board a vessel
MARF029	Meet work health and safety requirements
MARF030	Survive at sea using survival craft
MARH013	Plan and navigate a passage for a vessel up to 12 metres
MARI003	Comply with regulations to ensure safe operation of a vessel up to 12 metres
MARJ006	Follow environmental work practices
MARK007	Handle a vessel up to 12 metres
MARN008	Apply seamanship skills aboard a vessel up to 12 metres

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery & Location

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

- Face-to-face instruction one day per week at Great Barrier Reef International Marine College 55-61 Tingira Street PORTSMITH QLD

Fees

Students must be eligible for VETIS funding to access the Certificate II in Maritime Operations.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in

- Deckhand/Master of Vessels up to 12m

Successful Completion – Up to 4 QCE

Credit Points

Contact

VET Coordinator: Mrs Hayley Murphy
Staffroom: E Block – Senior Secondary Office
Email: hmurp70@eq.edu.au
Phone: 4037 5259



11054NAT Certificate II in Plumbing Services

Qualification description

Increase your prospects in a career in the plumbing industry by developing your skills with this pre-apprenticeship course. With a strong focus on safe plumbing practices, you will learn how to operate hand and power tools, read plans and perform basic welding and plumbing installation techniques. Construction Industry White Card training is also delivered in this course, which is an industry requirement for you to work on a Queensland construction site.

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a 11054NAT Certificate II in Plumbing Services, 18 units of competency must be achieved:

Unit code	Title
CPCPCM2043	Carry out WHS requirements
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCWHS1001	Prepare to work safely in the construction industry
ASBAWA201	Asbestos awareness in the construction industry
CPCPCM2046	Use plumbing hand and power tools
CPCPCM2039	Carry out interactive workplace communication
CPCPCM2045	Handle and store plumbing materials
CPCPCM2041	Work effectively in the plumbing services sector
CPCPCM2048	Cut and join sheet metal
CPCCCM2021	Work safely at heights
CPCCCM2008	Erect and dismantle restricted height scaffolding
CPCPCM2055	Work safely on roofs
CPCPCM2047	Carry out levelling
HLTAID011	Provide First Aid
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCPCM2054	Carry out concreting and rendering

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 18 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week
- 80 Hours work experience in school holidays

Fees

Students must be eligible for VETiS funding to access 11054NAT Certificate II in Plumbing Services.

PPE Equipment – Approved Steel Cap Boots & Industrial work wear – long pants & short sleeve shirt. Safety Glasses

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

Students must undertake 80 hours of mandatory vocational placement (Work Experience)

Pathways

This qualification provides a pathway to work in

- Plumbing apprenticeship
- Plumbing trade assistant
- Plumber
- Roof Plumber
- Gas Fitter
- Plumber mechanical

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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RII20120 Certificate II in Resources & Infrastructure Work Preparation

Qualification description

Kick start a career in mining and civil construction with this entry level course. This course is a pathway to further study and will equip you with the basic skills to work in the industry. Gain hands-on skills in a range of duties including, identifying environmental and heritage concerns and conducting local risk controls.

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a RII20120 Certificate II in Resources & Infrastructure Work Preparation, 4 core units plus elective units of competency must be achieved:

Unit code	Title
RIICOM201E	Communicate in the workplace
RIIENV201E	Identify and assess environmental and heritage concerns
RIIRIS201E	Conduct local risk control
RIIWHS201E	Work safely and follow WHS policies and procedures

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 4 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access the RII20120 Certificate II in Resources and Infrastructure Work Preparation.

PPE Equipment

Approved Steel Cap Boots & Industrial work wear (long pants & long sleeve shirt)
Safety Glasses

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in

- Civil construction plant operator
- Earthmoving operator
- General civil construction worker
- Work health & safety systems officer/coordinator
- Project leader/manager
- Construction/contract manage

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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Qualification description

Embark upon a career in retail cosmetics with this entry-level course. Gain hands-on skills in retail, colour analysis, skin care, photographic and camouflage make-ups, as well as sales and customer service. You will have the opportunity to create a photographic portfolio during practical studio time.

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a SHB20121 Certificate II in Retail Cosmetics, 9 units of competency must be achieved:

Unit code	Title
SHBXWH003	Apply safe hygiene, health and work practices
SHBBCCS005	Advise on beauty products and services
SHBBMUP009	Design and apply make-up
SHBXCCS007	Conduct salon financial transactions
SHBBCCS004	Demonstrate retail skin care products
SHBXIND003	Comply with organisational requirements within a personal services environment
SHBXIND005	Communicate as part of a salon team
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXIND003	Organise personal work requirements

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 9 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access the SHB20121 Certificate II in Retail Cosmetics.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in

- Beauty Therapist
- Make-up/skin care sales person
- Salon worker

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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TAFE at School

RTO Number: 0275

SHB20216 Certificate II in Salon Assistant



Qualification description

Kick start your career in hairdressing with this entry level course. Learn basic hairdressing tasks, product knowledge and communication techniques to greet and prepare clients. As part of your practical training you will perform activities in a live salon environment including colour removal, shampoo and conditioning treatments and client communication. Use this training as a pathway to a hairdressing apprenticeship. Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a SHB20216 Certificate II in Salon Assistant, 8 units of competency must be achieved:

Unit code	Title
BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBXCCS001	Conduct salon financial transactions
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND002	Communicate as part of a salon team
SHBXIND001	Comply with organisational requirements within a personal services environment

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 8 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access the SHB20216 Certificate II in Salon Assistant.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a pathway to work in

- Hairdressing apprenticeship
- Salon Assistant
- Hair Stylist

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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MSL20118 Certificate II in Sampling and Measurement

Qualification description

This qualification will provide you with the introductory technical skills and basic scientific knowledge for a career in a laboratory environment. Learn how to perform the essential functions of collecting, handling and transporting samples, and develop basic testing and laboratory skills. Gain skills complementary to the mining, pharmaceutical, biological and environmental science industries.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a MSL20118 Certificate II in Sampling and Measurement, 4 core units of competency plus elective units must be achieved:

Unit code	Title
MSL912001	Work within a laboratory or field workplace (induction)
MSL922001	Record and present data
MSL943004	Participate in Laboratory or field workplace safety
MSMENV272	Participate in environmentally sustainable work practices
MSL952001	Collect routine site samples
MSL973013	Perform basic tests
MSL973014	Prepare working solutions
MSL972001	Conduct routine site measurements

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 4 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

Students must be eligible for VETiS funding to access the MSL20118 Certificate II in Sampling and Measurement.

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

NA

Pathways

This qualification provides a prerequisite to study MSL30118 Certificate III in Laboratory Skills

Career Outcome:

- Tester/Sampler
- Food Manufacturing tester
- Air sampler
- Sample Courier
- Field Assistant
- Laboratory attendant

Successful Completion – Up to 4 QCE Credit Points

Contact	VET Coordinator: Mrs Hayley Murphy Staffroom: E Block – Senior Secondary Office Email: hmurp70@eq.edu.au Phone: 4037 5259
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SIS20321 Certificate II in Sport Coaching

Qualification description

Get a head start on your sports career with this entry-level qualification and gain the practical skills you need to conduct coaching sessions in community-based sports clubs and organisations. Gain a range of basic coaching skills required to work under the supervision of a coach to engage participants in sports. Successful completion of this course will qualify you to undertake further studies in the sports and fitness industries.

Multi-Sports

A holistic athlete education and development program for secondary school athletes from a range of sporting codes. This may include access to sport specific coaches, for example Basketball, Rugby League and/or AFL (dependent on areas of interest).

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one year course delivered in Years 11 and 12 on site at TAFE FNQ in partnership with TAFE at School.

Course units

To attain a SIS20321 Certificate II in Sport Coaching, 7 units of competency must be achieved:

Unit code	Title
HLTAID011	Provide first aid
SIRXWHS001	Work safely
SISSCO002	Work in a community coaching role
SISXCAI002	Assist with activity sessions
SISSCO001	Conduct sport coaching sessions with foundation level participants
SISXCAI001	Provide equipment for activities
SISSPAR009	Participate in conditioning for sport

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

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 7 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction one day per week

Fees

\$70 –Uniform Fee – Sports Training Shirt & Shorts.

Students must be eligible for VETiS funding to access the SIS20321 Certificate II in Sport Coaching

Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments. All assessments tasks are designed in accordance to the relevant training package and may include written assignments, practical assessments, project work, oral/written tests or other methods deemed appropriate to assess your competence in carrying out tasks to a required standard.

Work placement

N/A

Pathways

This qualification provides a pathway to work in:

- Community coach, manager, trainer or official

Successful Completion – Up to 4 QCE Credit Points

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