



# Year 11 and 12 Senior Curriculum Handbook 2025



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## TABLE OF CONTENTS

Principal's Comments	1	QCE Summary for Parents	6
Subject Cost information	2	Options during Year 11 and/or Year 12	
Staff Directory	3	University study Head Start (USQ)	8
Types of subjects offered/ Subject Changes	4	Useful Websites	9
		The QCE System	10

<b>GENERAL SENIOR SUBJECTS</b>			<b>APPLIED SENIOR SUBJECTS</b>		
	<b>Code</b>	<b>Page</b>		<b>Code</b>	<b>Page</b>
ACCOUNTING	ACC	12	ARTS IN PRACTICE	AIP	39
ANCIENT HISTORY	AHS	13	BUILDING AND CONSTRUCTION SKILLS	BSK	40
BIOLOGY	BIO	14	ENGINEERING SKILLS	ESK	41
BUSINESS	BUS	15	ESSENTIAL ENGLISH	ENE	42
CHEMISTRY	CHM	16	ESSENTIAL MATHEMATICS	MAE	43
CHINESE	CHI	17	FURNISHING SKILLS	FUR	44
DIGITAL SOLUTIONS	DIS	18	INDUSTRIAL GRAPHICS SKILLS	GSK	45
DRAMA	DRA	19	INFORMATION & COMMUNICATION TECHNOLOGY	ICJ	46
ENGINEERING	EGR	20	SOCIAL AND COMMUNITY STUDIES	SCS	47
ENGLISH	ENG	21	VISUAL ARTS IN PRACTICE	VAP	48
ENGLISH AS AN ADDITIONAL LANGUAGE	EAL	22			
FILM, TELEVISION & NEW MEDIA	FTM	23	<b>VET CERTIFICATE COURSES</b>		
GEOGRAPHY	GEG	24	CERTIFICATE I IN BASIC FINANCIAL LITERACY	VFL	49
GERMAN	GER	25	CERTIFICATE II IN COMMUNITY SERVICES	VCS	50
HEALTH	HEA	26	CERTIFICATE II IN HOSPITALITY	VHO	51
LEGAL STUDIES	LEG	27	CERTIFICATE II IN MUSIC	VMS	52
LITERATURE	LIT	28	CERTIFICATE II IN RURAL OPERATIONS	VRP	53
MATHEMATICS GENERAL	MAG	29	CERTIFICATE II IN SAMPLING & MEASUREMENT	VSM	54
MATHEMATICAL METHODS	MAM	30	CERTIFICATE II IN SPORT & RECREATION	VSC	55
MATHEMATICS SPECIALIST	MAS	31	CERTIFICATE II IN WORKPLACE SKILLS	VWS	56
MODERN HISTORY	MHS	32	CERTIFICATE II IN SKILLS FOR WORK & VOCATIONAL PATHWAYS	VSK	57
MUSIC	MUS	33	FORMULA STUDENT – CERTIFICATE II IN ENGINEERING PATHWAYS	VFS	58
MUSIC EXTENSION (This subject is for Year 12 students only)	MUX	34			
PHYSICAL EDUCATION	PED	35	<b>OTHER PROGRAMS</b>		
PHYSICS	PHY	36	SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS	SAT	59
PSYCHOLOGY	PSY	37	DIVERSE LEARNERS	DL	61
VISUAL ART	ART	38			



## PRINCIPAL'S COMMENTS

At Centenary Heights State High School, our senior curriculum provides students with an opportunity to engage in a broad mix of learning experiences. These holistic experiences help to develop skills that prepare them to be independent and productive citizens. For all of our students, the required minimum standard is attaining a Queensland Certificate of Education (QCE) or for eligible students a Queensland Certificate of Individual Achievement (QCIA). In many respects, these experiences are both a culmination of thirteen years of schooling and a launching point for the next phase of their lives.

Senior students at our school can expect to engage in:

- Collaborative learning experiences
- Critical and creative thinking
- Opportunities to lead and influence others and the broader school agenda
- Activities that develop deep knowledge, work-ready skills and national qualifications that support all students to progress into further study or work

Embedded within every student's learning are opportunities to practice and become more enterprising, resilient, creative and confident. These are skills that support student success now and beyond their time at school. Similarly, attributes including being well mannered and respectful, well groomed, showing humility and being responsible all contribute to behaviours and personal attributes that lead to on-going success.

In the senior school, students need to be self-motivated and mature in the approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work collaboratively with their teachers and their peers to achieve excellence in all of their pursuits. To be successful, students will need to:

- Be very committed to their learning and improvement
- Seek feedback and take deliberate actions to address the feedback
- Be reflective learners and analyse their successes and challenges
- Be adaptable, self-directed and able to solve problems individually and collaboratively

We believe it is essential to give students the best opportunity to make informed and thoughtful subject choices. Our senior phase aims to assist students to engage in learning, to enjoy being a student at Centenary Heights State High School, to connect to the changing world we live in and to build productive working relationships between students and teachers. We wish each student all the very best in making the most of this learning experience and look forward to further developing productive partnerships between staff and our community of students and parents/carers.

Darren Cook  
Principal



Dear Parent/Carer

Senior Curriculum subject booklets were emailed to all Year 10 students recently. While some subjects do not attract a fee those listed in the table below do have an additional cost attached to them.

<b>Subject</b>	<b>Annual Cost – Materials and Consumables</b>
Biology	\$20.00 materials and consumables fee
Building & Construction Skills	\$85.00 materials and consumables fee
Certificate II in Hospitality	\$90.00 materials and consumables fee
Certificate II in Music	\$50.00 materials and consumables fee
Certificate II in Rural Operations	\$20.00 materials and consumables fee
Certificate II in Sampling and Measurement	\$20.00 materials and consumables fee
Certificate II in Sport and Recreation	\$20.00 materials and consumables fee
Certificate II in Workplace Skills	\$40.00 materials and consumables fee
Chemistry	\$20.00 materials and consumables fee
Engineering Skills	\$110.00 materials and consumables fee
Film, Television and New Media	\$60.00 materials and consumables fee
Formula Student – Certificate II in Engineering Pathways	\$65.00 materials and consumables fee
Furnishing Skills	\$150.00 materials and consumables fee
Music	\$40.00 materials and consumables fee
Physics	\$20.00 materials and consumables fee
Psychology	\$20.00 materials and consumables fee
Visual Arts	\$70.00 materials and consumables fee
Visual Arts in Practice	\$70.00 materials and consumables fee

Please note that the above subjects may not be selected if there is a situation where school fees have not been paid in full or pay-off agreement not honoured. If you have any queries or need any further information please contact the Textbook Office on 4636 7576.

Darren Cook  
Principal

# Staff Directory

If you require any information about subjects offered in the Senior Curriculum Handbook please contact:

## Guidance Officers

Mr Jeremy Cox  
Mrs Kim Rohde

## Heads of Year 10

Ms Louise O'Mara  
Mr Tim O'Connell  
Ms Angela Garner

## Heads of Department

Business and Innovation	Mrs Melissa Rohde-Bidgood	<a href="mailto:mrohd1@eq.edu.au">mrohd1@eq.edu.au</a>
Design Technologies and Hospitality	Mr Gordon Collis	<a href="mailto:gcoll26@eq.edu.au">gcoll26@eq.edu.au</a>
English and International Studies	Mrs Sally Codyre	<a href="mailto:scody4@eq.edu.au">scody4@eq.edu.au</a>
Health and Physical Education	Ms Amy Kramer	<a href="mailto:akram9@eq.edu.au">akram9@eq.edu.au</a>
Humanities	Mrs Mary-Anne Searle-Tebbit	<a href="mailto:mjsea0@eq.edu.au">mjsea0@eq.edu.au</a>
Languages	Mr Tim O'Connell	<a href="mailto:tocon1@eq.edu.au">tocon1@eq.edu.au</a>
Mathematics and Numeracy	Mr Michael Bowden	<a href="mailto:mbowd15@eq.edu.au">mbowd15@eq.edu.au</a>
Sciences	Miss Kym Penman	<a href="mailto:kpenm2@eq.edu.au">kpenm2@eq.edu.au</a>
The Arts	Mrs Heidi Law	<a href="mailto:hlaw38@eq.edu.au">hlaw38@eq.edu.au</a>
Diverse Learners Program (DL)	Mrs Rachael Mayers	<a href="mailto:rmaye12@eq.edu.au">rmaye12@eq.edu.au</a>
Career Pathways	Mr Dave McMillan	<a href="mailto:dmcmi32@eq.edu.au">dmcmi32@eq.edu.au</a>
Head Start Co-ordinator	Mr Ben Gott	<a href="mailto:bgott14@eq.edu.au">bgott14@eq.edu.au</a>
Learning Support	Mrs Bec Hefron	<a href="mailto:bhefr1@eq.edu.au">bhefr1@eq.edu.au</a>

## Types of Subjects Offered

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR. Typically, it is expected that most students will complete these courses across Years 11 and 12.

Students may choose a course of study from:

**(A) QCAA SUBJECTS – General and/or Applied**

**(B) OTHER – Vocational Education Training**

### General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies. General subjects include Extension subjects. At the end of Year 12, General subjects lead to QCAA ratings on the Senior Statement and they contribute to the awarding of a **Tertiary Entrance Statement**. This Tertiary Entrance Statement incorporates the individual student's **ATAR** and the respective **Field Positions 1 - 10**.

### Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

### English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English and Literature. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

### Applied 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. The subjects we offer in this category are in recognition of the diversity of interests and abilities of our students and are aimed at providing a viable, relevant and worthwhile pathway option. The approach, whilst emphasising the practical, will still require consistent hard work by all students who select these subjects, as they seek excellence in the field that challenges them.

### Senior External Examination

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

### OTHER SENIOR PROGRAMS INCLUDE:

School Based Apprenticeships and Traineeships and Special Education Unit subjects.

TAFE Queensland South West has indicated that Vocational programs, **TAFE (VET) in Schools Program**, will be on offer to our students.

Typically, students attend TAFE one day per week. The course is considered their sixth subject (5 school subjects and 1 TAFE course). Students need to keep up with lessons missed at school. Courses incur fees dependent on their content and material requirements. Please consider if a TAFE course will help prepare you for your future.

## **SUBJECT CHANGES:**

Students and parents should note that all Senior Subjects are two year (four unit) programs which demand not only a strong commitment to study but also regular class attendance. This is so that the aims and objectives within a given subject can be fully satisfied. Because the requirements of attendance and coursework completion will determine whether a student gains credit for any given semester's work within a subject, students are not permitted to change subjects **unless extensive consultation has occurred between the student's parents/carers and the class teacher, Heads of Department, Guidance Officer and/or administration.**

Should a change of subject be considered appropriate for a student after thorough consultation, the change **may occur only within the first two weeks of Units 2 and 3.** A change of subject at the end of Unit 1, Year 11 would of course mean that the student may only expect to be credited with having completed **three out of the four units** for the new subject. If the change occurred in the first two weeks of Unit 3, you will only gain credit for two units of the new subject.

After the first two weeks of Unit 3 there may be no change to a student's subject selection as Units 3 and 4 are linked. It should also be noted that tertiary institutions often stipulate that a specific number of semesters need to have been completed as a prerequisite for course entry.

In Years 11 and 12, students are required to study six subjects unless:

- The student is signed into a School-based Apprenticeship or Traineeship (SAT) in which case he/she will study five subjects with the traineeship counting as the sixth
- There is an ongoing medical circumstance affecting learning. The decision to carry a lesser number of subjects will be left with the principal in negotiation with the family
- The student is experiencing difficulties associated with extraordinary family circumstances – again the decision is at the principal's discretion, in consultation with the family

## QCE Information – Summary for Parents

### Queensland Certificate of Education

From 2006, students in Year 10 have worked towards a new school qualification. It is the Queensland Certificate of Education (QCE). The first QCEs were awarded to eligible students in 2008.

### Eligibility for a QCE

To be eligible for a QCE, a student is required to be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority (QCAA). For most students the QCE will be achieved over Years 11 and 12.

The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

### What is a credit?

A credit is the minimum amount of learning at the set standard that may contribute to the QCE. A credit has two elements: an amount of learning and a set standard.

For example, a credit for a school subject is one unit (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard.

For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

### New flexibility

The QCE qualification recognises more learning options. Students may design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning needs to take place at school. Some learning may be with a registered training provider, in a workplace or with a community group.

### The Senior Statement

The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and where and when the learning took place.

The QCAA will issue the Senior Statement to young people who:

- have met the requirements for the Queensland Certificate of Education,

**or**

- are attending a school, and have banked at least one achievement in their Learning Account and are enrolled at a school until the prescribed date at the end of Year 12, **or**
- have completed a pattern of study which makes them ATAR eligible.



# Types of learning and requirements

## Core courses of study

Core courses of study are the types of courses usually undertaken by young people during the senior phase of secondary education. Core courses of study and their potential credit value include:

- General and/or Applied subjects (up to four credits per subject)<sup>1</sup>
- QCAA Extension subjects (up to two credits each)
- Nationally recognised Vocational Education and Training (VET) qualifications (that is, a course accredited under the VETE Act) that leads to the award of a Certificate II, III or IV (Certificate II – four credits; Certificates III and IV – eight credits)<sup>2</sup>
- A school-based apprenticeship or traineeship<sup>3</sup> (four credits)
- Recognised studies categorised as core

A young person is required to complete twenty credits to be eligible for a QCE. A minimum of twelve credits are required to come from completed core courses of study. A total of eight credits from a combination of core, preparatory, complementary or advanced courses (see the next two sections) may contribute towards the twenty credits required for the award of a QCE.

## Preparatory courses of study

Preparatory courses of study are generally courses that are used as stepping stones to further study. Preparatory courses of study and their potential credit value include:

- QCAA Short course – Literacy
- QCAA Short course – Numeracy
- Certificate I qualifications
- Recognised studies categorised as Preparatory

Preparatory courses of study may contribute a maximum of four credits towards the award of a QCE.

## Complementary courses of study

Complementary courses of study are generally undertaken through organisations other than those offering core or preparatory courses of study. Complementary courses of study and their potential credit value include:

- University subjects
- Diplomas and Advanced Diplomas
- Recognised studies categorised as Complementary

## Required standard of achievement

A young person is entitled to obtain credits for the completion of a course of study, or part completion of a course of study, only when a minimum standard of achievement has been reached in the particular course of study. The following table outlines the set standard for courses of study.

Course of study	Set standard
General and applied subjects	At least a Sound Achievement for each Unit*
Vocational education and training	Competency achieved
University subjects achieved while at school	At least a pass as defined by the course
Recognised studies categorised as Complimentary	Certificate awarded

## Literacy and numeracy requirements

A QCE is only awarded to a person who has achieved set standards of literacy and numeracy. The following table outlines the ways in which the literacy and numeracy requirements may be met.

<sup>1</sup> The subjects *Functional Mathematics and Functional English* do not contribute any credit to the QCE.

<sup>2</sup> Some VET Certificates III and IV attract fewer than 8 credits.

<sup>3</sup> A young person completes up to a maximum of 30 per cent of the qualification as part of a school-based apprenticeship.

## OPTIONS DURING YEAR 11 AND / OR YEAR 12 - UNIVERSITY STUDY USQ Head Start Program

Many young people are uncertain of their future career paths after school. The University of Southern Queensland (UniSQ) offers them the opportunity to try a university subject whilst they are completing their senior studies. Students are required to complete the application process, in consultation with the school co-ordinator. If they start the subject and decide they are not suited to the program they may withdraw by the census date without incurring any academic or financial penalty.

### Reasons to study UniSQ's Head Start Program:

- Guaranteed entry: Successfully complete a subject and be eligible for guaranteed entry into a related UniSQ degree, provided that all of the pre-requisites are also met.
- Save money: The first course is free (student amenity fees of approximately \$36 per subject and textbooks still need to be purchased). Subsequent courses are approximately \$395.
- Receive two QCE points for the completion of every Head Start subject.

### How to apply:

- Consult with Mr Gott (Head Start Co-ordinator) about your choice of subject.
- Complete the Head Start application on line.

### Requirements:

- A minimum of B average across all subjects (the latest report card will need to be provided to UniSQ as part of the application).
- Year 12 students completing Head Start in Semester 1 may choose to drop a subject and pick up a study line to help cope with the demands of completing a university subject.

The result obtained by the student forms part of their university academic record and thus may lessen the load on commencing university study.

The disciplines available to students complement the variety of options available in our senior school and include, but are not limited to:

- Anatomy and Physiology
- Education
- Law
- Psychology
- Computer Programming
- Nursing
- Engineering
- Biology
- Agricultural and Environmental Chemistry

Students and their parents/carers may find out more about the program by contacting Ben Gott either by phone on 4636 7500 or email [bgott14@eq.edu.au](mailto:bgott14@eq.edu.au).

## WEBSITE INFORMATION

### **Career Information**

<https://www.centheigshscareers.com/>

<https://www.cdaa.org.au/blog/myfuture-the-national-career-information-service>

<http://education.gov.au/career-bullseye-posters>

<http://www.careersevent.com/>

### **Training**

<http://trainandemploy.qld.gov.au/>

<https://training.gov.au/>

<https://www.grouptrainingdirectory.com.au/>

<http://www.skillsone.com.au/>

<http://www.skillsgateway.training.qld.gov.au/>

<http://www.myskills.gov.au/>

### **Apprenticeship Information**

<http://apprenticeshipsinfo.qld.gov.au/>

<http://www.australianapprenticeships.gov.au/>

<http://www.aapathways.com.au/Search/Industry>

### **Job Information**

<http://www.jobsearch.gov.au/>

<http://www.seek.com.au/>

<http://www.careerone.com.au/>

<http://joboutlook.gov.au/>

<http://www.jobaccess.gov.au/>

### **Tertiary Information**

<https://www.qcaa.qld.edu.au/>

<http://www.qtac.edu.au/home>

<https://www.qilt.edu.au/>

<http://tafeqld.edu.au/>

<http://studyassist.gov.au/sites/StudyAssist/>

<http://www.hobsonscoursefinder.com.au/>

### **Planning for the future**

[https://www.qcaa.qld.edu.au/downloads/senior/qce\\_pathways\\_poster\\_plan\\_your\\_pathway.pdf](https://www.qcaa.qld.edu.au/downloads/senior/qce_pathways_poster_plan_your_pathway.pdf)

### **Youth Information websites**

<http://www.education.gov.au/youth>

# The new QCE system

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students completing Year 12 will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can choose from a wide range of subjects and courses to suit their work and study goals.

The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates who wish to go to university. ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

Visit QTAC for details: [www.qtac.edu.au](http://www.qtac.edu.au).



## About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued when students meet all the requirements, either at the completion of Year 12, or after they have left school.

## Senior Education Profile

Queensland students receive a Senior Education Profile when they complete Year 12. It can be accessed in their learning account in the Student Portal, via the myQCE website. All students receive a senior statement, which lists the subjects and courses in their learning account and results achieved. Eligible students also receive a QCE. Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive a statement of results and a QCE when eligible.

## QCE requirements

Students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school. They must also meet the requirements below:

**Set amount**

20 credits from contributing courses of study, including:

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

**Set pattern**

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

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

**Set standard**

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

**Literacy & numeracy**

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

## Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student’s learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

### ● Core: At least 12 credits must come from completed Core courses of study

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

### ● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Literacy</li> <li>• QCAA Short Course in Numeracy</li> </ul>	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by the QCAA

### ● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>• QCAA Short Course in Career Education</li> </ul>	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by the QCAA

## Literacy & numeracy

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

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

### ● Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

### ● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

For more information about the QCE requirements see the *QCE and QCIA policy and procedures handbook* at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).

<b>Subject name</b>	<b>Accounting</b>
<b>Subject code</b>	ACC
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 in General Maths and General English/Literature

### Course overview

Accounting develops an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts to understand, prepare and interpret financial reports. They synthesise financial data and other information to make decisions and communicate recommendations.

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

### Course outline

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

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA.

There is a combination of both practical work and theory-based tasks.

Unit 3		Unit 4	
Summative internal assessment 1: • Examination — combination response	25%	Summative internal assessment 3: • Project — cash management	25%
Summative internal assessment 2: • Examination — short response	25%	Summative external assessment: • Examination — short response	25%

### Course requirements

Homework is to be completed regularly.

### Course accreditation

QCAA General subject contributing to an ATAR score.

### Career opportunities

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

<b>Subject name</b>	<b>Ancient History</b>
<b>Subject code</b>	AHS
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Year 11 (if subject is studied in Semester 2 Year 10) Minimum C for History Year 11 (if subject is not studied in Semester 2 Year 10) Minimum C for an alternative Humanities subject and Minimum C General English/Literature/English as an additional language

### Course overview

Ancient History aims to provide students with a better understanding of why the world is the way it is and to develop students' sense of values in order to create a more socially just world. There is also a strong focus on skills development, specifically the ability to critically assess information, debate and make decisions.

### Course outline

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the Ancient World</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Features of ancient societies</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Hannibal Barca or Alexander the Great</li> <li>• Hatshepsut</li> </ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Philip II and Alexander III of Macedon or Fifth Century Athens</li> <li>• The Medieval Crusades or Pompeii and Herculaneum</li> </ul>	<b>People, power and authority</b> <ul style="list-style-type: none"> <li>• Civil War and the breakdown of the Roman Republic</li> <li>• Julius Caesar</li> </ul>

### Assessment

For each semester in Year 11 and 12 there will be a maximum of 2 assessment items.

The four categories of assessment in Ancient History are:

- Examination - short response to historical resources
- Investigation - independent source investigation
- Investigation – historical essay based on research
- Examination – essay in response to historical resources

The external assessment will be a short response to historical sources.

### Excursions

Excursions (which may incur a cost) may be an element of the course.

### Course Accreditation

Ancient History is a recognised QCAA General subject and will contribute to an ATAR score.

### Career opportunities

Students who have studied Ancient History are keenly sought by a broad range of employers and occupy key roles in our community. These include:

Advertising	Politics	Marketing	Media
Tourism	Business and Public Relations	Teaching	International relations
Industry and Commerce	Private Enterprise	Law	Welfare and Social Work

<b>Subject name</b>	<b>Biology</b>
<b>Subject code</b>	BIO
<b>Subject type</b>	General
<b>Subject fee</b>	\$20
<b>Prerequisites</b>	Minimum C+ Year 10 Semester 2 General Science AND Minimum C+ Year 10 Semester 2 Taster General Maths, Maths Methods and General English, Literature

### Course 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 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.

### Course outline

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

### Assessment

In Units 1 and 2 students complete a Data Test, Student Experiment, Research Investigation and Exam. Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

#### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1: • Data test	10%	Summative internal assessment 3: • Research investigation	20%
Summative internal assessment 2: • Student experiment	20%		
Summative external assessment: 50% - Examination			

### Career opportunities

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.

### Special Course requirements

Students are expected to do homework regularly, to follow up class activities and to prepare for the next class. Total homework over the period of a week should be approximately 2½ hours. Appropriate footwear is to be worn in the laboratory, i.e. shoes with impervious uppers. The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work and this is a mandatory component of the course.



<b>Subject name</b>	<b>Business</b>
<b>Subject code</b>	BUS
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English/Literature

### Course 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.

### Course outline

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

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four summative assessments.

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 • Examination — combination response	25%	Summative internal assessment 3 • Extended response — feasibility report	25%
Summative internal assessment 2 • Investigation — business report	25%	Summative external assessment • Examination — combination response	25%

### Course requirements

Separate folder with plastic sleeves is recommended to keep each topic/notes in an orderly arrangement.

### Course accreditation

QCAA General subject contributing to an ATAR score.

### Career opportunities

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.

<b>Subject name</b>	<b>Chemistry</b>
<b>Subject code</b>	CHM
<b>Subject type</b>	General
<b>Subject fee</b>	\$20
<b>Prerequisites</b>	Minimum C+ Year 10 Semester 2 General Science AND Minimum C+ Year 10 Semester 2 Taster General Maths, Maths Methods and General English/Literature

**Course 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.

**Course outline**

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

**Assessment**

In Units 1 and 2 students complete a Data Test, Student Experiment, Research Investigation and Exam. Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

**Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1: • Data test	10%	Summative internal assessment 3: • Research investigation	20%
Summative internal assessment 2: • Student experiment	20%		
Summative external assessment: 50% Examination			

**Course requirements**

Students are expected to do homework regularly to follow up class activities and to prepare for the next class. Activities would include set work, practical records, reading, making summaries and learning work. Total homework time over a period of one week should be in the vicinity of 2½ hours. Appropriate footwear is to be worn in the laboratory, i.e. shoes with impervious uppers.

**Career opportunities**

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.

<b>Subject name</b>	<b>Chinese</b>
<b>Subject code</b>	CHI
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Recommended prior study in Chinese to Year 10.

### Course 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.

### Course outline

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Peers</li> <li>• Education</li> </ul>	探索世界 <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel and exploration</li> <li>• Social customs</li> <li>• Chinese influence around the world</li> </ul>	我们的社会; 文化和特性 <b>Our society; culture and identity</b> <ul style="list-style-type: none"> <li>• Lifestyles and leisure</li> <li>• The arts, entertainment and sport</li> <li>• Groups in society</li> </ul>	我的现在和未来 <b>My present; my future</b> <ul style="list-style-type: none"> <li>• The present</li> <li>• Future choices</li> </ul>

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1: • Examination — short response	20%	Summative internal assessment 3: • Multimodal presentation and interview	30%
Summative internal assessment 2: • Examination — extended response	25%	Summative external assessment: • Examination — combination response	25%

### Career opportunities

A course of study in Chinese can establish a basis for further education (studying a language is looked at favourably by most universities) and employment in many professions and industries. In particular, 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.

<b>Subject name</b>	<b>Digital Solutions</b>
<b>Subject code</b>	DIS
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General Maths and Minimum C General English/Literature

### Course 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.

### Course outline

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

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

There is a combination of both practical work and theory-based tasks.

#### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 • Investigation — technical proposal	20%	Summative internal assessment 3 • Project — folio	25%
Summative internal assessment 2 • Project — digital solution	30%	Summative external assessment • Examination	25%

### Course requirements

**BYOD** Please refer to the Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device.

### Career opportunities

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.

<b>Subject name</b>	<b>Drama</b>
<b>Subject code</b>	DRA
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English /Literature Minimum B Year 10 Semester 2 Essential English

### Course overview

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning.

### Course outline

Drama units are based around inquiry questions. These include:

<b>Unit 1 – Share</b> <ul style="list-style-type: none"> <li>• Focus on the elements of Drama and traditions of storytelling</li> <li>• Exploration of a modern playtext</li> <li>• Acting skills resulting in a polished performance</li> <li>• Process of devising an original dramatic concept</li> </ul>	<b>Unit 2 – Reflect</b> <ul style="list-style-type: none"> <li>• Workshop the power of Theatre Makers</li> <li>• All aspects of staging are explored i.e. set, lighting, costume, acting</li> <li>• Analysis of live theatre</li> <li>• Realising directorial vision through performance</li> </ul>
<b>Unit 3 – Challenge</b> <ul style="list-style-type: none"> <li>• Theatre of social comment. How can theatre be used to inform audiences?</li> <li>• Study of a playtext</li> <li>• Performance skills with emphasis on theatre conventions</li> <li>• Analysis of live theatre</li> </ul>	<b>Unit 4 – Transform</b> <ul style="list-style-type: none"> <li>• Examining a traditional text i.e. Shakespeare and transforming into a contemporary performance</li> <li>• Directorial skills</li> <li>• External exam analysing a live performance</li> </ul>

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

<b>Unit 1 – Share</b> <ul style="list-style-type: none"> <li>• Performance – published text</li> <li>• Project – dramatic concept</li> </ul>	<b>Unit 2 – Reflect</b> <ul style="list-style-type: none"> <li>• Extended analytical response under examination conditions</li> <li>• Practice-led project – directorial vision and performance</li> </ul>
<b>Unit 3 – Challenge</b> <ul style="list-style-type: none"> <li>• Performance (20%)</li> <li>• Project – dramatic concept (20%)</li> </ul>	<b>Unit 4</b> <ul style="list-style-type: none"> <li>• Project – practice-led project (35%)</li> <li>• External Exam -</li> <li>• Extended Response (25%)</li> </ul>

### Course requirements

Students undertaking the subject Drama will be required to provide their own set of 'theatre blacks' (long black pants and a black T-shirt). Subject to availability students will also be invited/required to attend evening excursions of Toowoomba's Empire Theatre or participate in professional artist workshops during school times, approximate cost \$20.

### Career opportunities

Performer, director, teacher, playwright, producer, casting director, stage manager, stage technician, company manager, sales, IT, archivist, fundraiser, festival director, tour manager, critique, set designer, costume designer, lighting designer, sound designer, musical director, wig/hair and makeup designer.

<b>Subject name</b>	<b>Engineering</b>
<b>Subject code</b>	EGR
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 Maths Methods and Minimum C General English/Literature

### Course overview

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

### Course outline

Unit 1	Unit 2	Unit 3	Unit 4
<b>Engineering fundamentals and society</b> <ul style="list-style-type: none"> <li>• Engineering history</li> <li>• The problem-solving process in Engineering</li> <li>• Engineering communication</li> <li>• Introduction to Engineering mechanics</li> <li>• Introduction to engineering materials</li> </ul>	<b>Emerging technologies</b> <ul style="list-style-type: none"> <li>• Emerging needs</li> <li>• Emerging processes and machinery</li> <li>• Emerging materials</li> <li>• Exploring autonomy</li> </ul>	<b>Statics of structures and environmental considerations</b> <ul style="list-style-type: none"> <li>• Application of the problem-solving process in Engineering</li> <li>• Civil structures and the environment</li> <li>• Civil structures, materials and forces</li> </ul>	<b>Machines and mechanisms</b> <ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Materials</li> <li>• Machine control</li> </ul>

### Assessment - Term 3

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA.

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1: • Project — folio	25%	Summative internal assessment 3: • Project — folio	25%
Summative internal assessment 2: • Examination	25%	Summative external assessment: • Examination	25%

### Course accreditation

QCAA General subject contributing to an ATAR score.

### Career opportunities

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

<b>Subject name</b>	<b>English</b>
<b>Subject code</b>	ENG
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English/Literature

### Course overview

The subject English focuses on the study of both literary (novels, short stories, poetry, plays, films) and non-literary (contemporary and everyday texts such as media and digital) texts. English develops students' capacities as independent, innovative and creative thinkers through opportunities to interpret and create a range of texts.

### Course outline

Students will undertake the following units of study:			
YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts	Texts and Culture	Textual Connections	Close Study of Literary texts
<ul style="list-style-type: none"> <li>Examining and creating perspectives in texts:</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts:</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<ul style="list-style-type: none"> <li>Exploring connections between texts:</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places:</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

### Assessment

Assessment	Assessment	Assessment	Assessment
Formative internal assessment/s	Formative internal assessment/s	Summative internal assessment 1: <ul style="list-style-type: none"> <li>Extended response - written response for a public audience (25%)</li> </ul> Summative internal assessment 2: <ul style="list-style-type: none"> <li>Extended response - persuasive spoken response (25%)</li> </ul>	Summative internal assessment 3: <ul style="list-style-type: none"> <li>Extended response - imaginative written response (25%)</li> </ul> Summative external assessment: <ul style="list-style-type: none"> <li>Examination - analytical written response (25%)</li> </ul>

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

### Career opportunities

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

<b>Subject name</b>	<b>English as an Additional Language</b>
<b>Subject code</b>	EAL
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English/Literature

### Course overview

English as an Additional Language is designed for students for whom English is not their first or home language. Entry to the subject will be based mainly on teacher recommendation. Interested students should check eligibility requirements with the Head of Department. Like English, the subject focuses on the study of both literary (novels, short stories, poetry, plays, films) and non-literary (contemporary and everyday texts such as media and digital) texts. English, as an Additional Language, develops students' capacities as independent, innovative and creative thinkers through opportunities to interpret and create a range of texts.

**Please note:** This subject is incompatible with the following English senior syllabuses: English, Literature, English and Literature Extension.

### Course outline

Students will undertake the following units of study:

<b>Unit 1</b> Language, text and culture	<b>Unit 2</b> Perspectives in texts	<b>Unit 3</b> Issues, ideas and attitudes	<b>Unit 4</b> Close study of literary texts
<ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to a variety of media and literary texts</li> <li>Creating analytical and persuasive texts</li> </ul>	<ul style="list-style-type: none"> <li>Examining and shaping perspectives in texts</li> <li>Responding to literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<ul style="list-style-type: none"> <li>Exploring representations of issues, ideas and attitudes in texts</li> <li>Responding to literary and persuasive texts</li> <li>Creating analytical and persuasive texts</li> </ul>	<ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>
<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Summative internal assessment 1:  <ul style="list-style-type: none"> <li>Examination - analytical written response (25%)</li> </ul> Summative internal assessment 2:  <ul style="list-style-type: none"> <li>Extended response - persuasive written response (25%)</li> </ul> </p>	<p><b>Assessment</b> Summative internal assessment 3:  <ul style="list-style-type: none"> <li>Extended response - imaginative spoken/multimodal response (25%)</li> </ul> Summative external assessment:  <ul style="list-style-type: none"> <li>Examination - analytical written response (25%)</li> </ul> </p>

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

### Career opportunities

EAL English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in EAL 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.



<b>Subject name</b>	<b>Film, Television and New Media</b>
<b>Subject code</b>	FTM
<b>Subject type</b>	General
<b>Subject fee</b>	\$60
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English/Literature or Minimum B Year 10 Semester 2 Essential English

### Course overview

Students will creatively apply film, television and new media key concepts (technologies, representations, audiences, institutions and languages) to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts. Through making and responding, students will 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.

### Course outline

Film, Television and New Media units are based around inquiry questions. These include:

<p><b>Unit 1 – Foundation</b>  <b>Technologies:</b> How are tools and associated processes used to create meaning?  <b>Institutions:</b> How are institutional practices influenced by social, political and economic factors?  <b>Languages:</b> How do signs and symbols, codes and conventions create meaning?</p>	<p><b>Unit 2 – Story Forms</b>  <b>Representations:</b> How do representations function in story forms?  <b>Audiences:</b> How does the relationship between story forms and meaning change in different contexts?  <b>Languages:</b> How are media languages used to construct stories?</p>
<p><b>Unit 3 – Participation</b>  <b>Technologies:</b> How do technologies enable or constrain participation?  <b>Audiences:</b> How do different contexts and purposes impact the participation of individuals and cultural groups?  <b>Institutions:</b> How is participation in institutional practices influenced by social, political and economic factors?</p>	<p><b>Unit 4 – Identity</b>  <b>Technologies:</b> How do media artists experiment with technological practices?  <b>Representations:</b> How do media artists portray people, places, events, ideas and emotions?  <b>Languages:</b> How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

<p><b>Unit 1 – Foundation</b></p> <ul style="list-style-type: none"> <li>• Extended response – close analysis of media product</li> <li>• Project – Film competition production</li> </ul>	<p><b>Unit 2 – Story Forms</b></p> <ul style="list-style-type: none"> <li>• Extended response - examination</li> <li>• Project – genre sequence</li> </ul>
<p><b>Unit 3 – Participation</b></p> <ul style="list-style-type: none"> <li>• Case study investigation (15%)</li> <li>• Multi-platform project (25%)</li> </ul>	<p><b>Unit 4 – Identity</b></p> <ul style="list-style-type: none"> <li>• Stylistic project (35%)</li> <li>• Extended response (25%)</li> </ul>

### Course requirements

Students will require:

- Laptop – suggested minimum requirements: i5 processor, Quad Core CPU, 512GB SSD, dedicated video drive, 15" screen.
  - A USB or Portable Hard Drive and minimum 16GB SD Card (preferably SanDisk Class 10).
- An important aspect of the Film, Television and New Media course is that students are required to develop organisational skills. A considerable amount of the preparation and filming is completed outside of class time.

### Career opportunities

Film maker, film director, camera operator, teacher, editor, journalist, critic, theatre technician

<b>Subject name</b>	<b>Geography</b>
<b>Subject code</b>	GEG
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Year 11 (if subject is studied in Semester 2 Year 10) Minimum C for Geography (or alternative Humanities subject) Year 11 (if subject is not studied in Semester 2 Year 10) Minimum C General English/ Literature/English as an additional language

### Course overview

Geography aims to provide students with a better understanding of the Earth's surface as the space in which people live. It also gives students an understanding of the relationship between people and the environment and highlights the impact human activities have on the world.

### Course outline

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

### Assessment

The four categories of assessment in Geography are:

- Examination – Combination response (natural hazards)
- Investigation – Data Report
- Investigation – Field Report
- Examination – Combination of short and extended responses

### Excursions

Two field trips will be undertaken during the course. All students are required to attend these camps as their assessment is a mandatory part of the course. The approximate cost of both camps is \$190 each.

### Course accreditation

Geography is a recognised QCAA General subject and will contribute to an ATAR score.

### Career opportunities

Studies in Geography are of benefit in employment such as:

Town planning and surveying	Engineering	Real Estate	Travel	Government
Journalism	Teaching	Emergency Management	Meteorology	Geographical Information Systems (GIS)
Public Relations	Environmental Officer	Business	Conservation	Agriculture

<b>Subject name</b>	<b>German</b>
<b>Subject code</b>	GER
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Recommended prior study in German to Year 10

### Course overview

German provides students with the opportunity to reflect on their understanding of the German 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 German-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.

### Course outline

Unit 1	Unit 2	Unit 3	Unit 4
<b>Meine Welt: My world</b> <ul style="list-style-type: none"> <li>Family/carers</li> <li>Peers</li> <li>Education</li> </ul>	<b>Unsere Welt erkunden: Exploring our world</b> <ul style="list-style-type: none"> <li>Travel and exploration</li> <li>Social customs</li> <li>German influences around the world</li> </ul>	<b>Unsere Gesellschaft; Kultur und Identität: Our society; culture and identity</b> <ul style="list-style-type: none"> <li>Lifestyles and leisure</li> <li>The arts, entertainment and sports</li> <li>Groups in society</li> </ul>	<b>Meine Gegenwart; Meine Zukunft: My present; My future</b> <ul style="list-style-type: none"> <li>The present</li> <li>Future choices</li> </ul>

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

### Summative assessments

Unit 3	Unit 4		
Summative internal assessment 1: <ul style="list-style-type: none"> <li>Examination — short response</li> </ul>	20%	Summative internal assessment 3: <ul style="list-style-type: none"> <li>Multimodal presentation and interview</li> </ul>	30%
Summative internal assessment 2: <ul style="list-style-type: none"> <li>Examination — extended response</li> </ul>	25%	Summative external assessment: <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>	25%

### Career opportunities

A course of study in German can establish a basis for further education (studying a language is looked at favourably by most universities) and employment in many professions and industries. In particular, 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.

<b>Subject name</b>	<b>Health</b>
<b>Subject code</b>	HEA
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English/Literature

### Course overview

This subject 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, Health offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this subject. Health is developmental subject and becomes increasingly more complex across the four units through the use of the Health inquiry model.

Students will use an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students will define and understand broad health topics (elective topics listed in Course Outline), 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.

### Course outline

Unit 1		Unit 2	
<b>Resilience as a personal health resource.</b> Formative internal assessment 1: Investigation - Analytical Exposition. Attending a curriculum camp is part of this unit. Costs are involved.	25 marks	<b>Peers and family as resources for healthy living - Body Image.</b>  Formative internal assessment 2: Investigation - Action Research	25 marks
		<b>Peers and family as resources for healthy living- Body Image</b> Formative internal assessment: Examination - Response to stimulus	25 marks
Unit 3		Unit 4	
<b>Community as a resource for healthy living - Homelessness</b> Summative internal assessment 1: Investigation - Action Research	25%	<b>Respectful Relationships in the post-schooling transition</b> Summative internal assessment 3: Investigation	25%
<b>Community as a resource for healthy living - Homelessness</b> Summative internal assessment 2: Examination - Extended Response	25%	<b>Respectful Relationships in the post-schooling transition</b> Summative external assessment: Examination - extended response	25%

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

### Course requirements

Due to the large amount of research-based work it is recommended that students are able to access the internet at home, the school library or local library.

### Career opportunities

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 and nursing.

<b>Subject name</b>	<b>Legal Studies</b>
<b>Subject code</b>	LEG
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Year 11 (if subject is studied in Semester 2 Year 10) Minimum C for Legal Studies Year 11 (if subject is not studied in Semester 2 Year 10) Minimum C for an alternative Humanities subject and Minimum C General English/Literature/English as an additional language

### Course overview

Legal Studies gives students a background to the workings of law in our society while equipping students with the key investigative, written and analytical skills. Students who undertake Legal Studies are given a solid basis in the necessary skills to gain employment or further education and training in the area.

### Course outline

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

### Assessment

The four categories of assessment in Legal Studies are:

- Combination response exam
- Argumentative essay
- Inquiry report
- Combination response

### Course requirements

Legal Studies is a recognised QCAA General subject and will contribute to an ATAR score.

### Excursions

There will be an excursion to the Supreme Court in Brisbane in Year 11 at an approximate cost of \$40.

### Career opportunities

Legal Studies students develop considerable expertise in areas such as researching topics, knowing our law and legal systems and making judgements about society. Typical occupations would include:

Police	Legal Secretary	Solicitor	Social Worker	Teacher
Librarian	Counsellor	Journalist	Writer	Diplomat
Public Service	Psychologist	Finance	Management	Criminologist

**NOTE:** Legal Studies is a course that focuses on 'real life' investigations of local community legal issues, questions and procedures.

<b>Subject name</b>	<b>Literature</b>
<b>Subject code</b>	LIT
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English/Literature

### Course overview

The subject Literature focuses on the study of literary (novels, short stories, poetry, plays, films) texts. English develops students' capacities as independent, innovative and creative thinkers through opportunities to interpret and create a range of texts.

### Course outline

Students will undertake the following units of study:			
YEAR 11		YEAR 12	
Unit 1 Introduction to Literary Studies	Unit 2 Intertextuality	Unit 3 Literature and Identity	Unit 4 Independent Explorations
<ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<ul style="list-style-type: none"> <li>• Ways literary texts connect with each other - genre, concepts and contexts</li> <li>• Ways literary texts connect with each other - style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>
<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Summative internal assessment 1:  <ul style="list-style-type: none"> <li>• Examination - analytical written response (25%)</li> </ul> Summative internal assessment 2:  <ul style="list-style-type: none"> <li>• Extended response - imaginative spoken/multimodal response (25%)</li> </ul> </p>	<p><b>Assessment</b> Summative internal assessment 3:  <ul style="list-style-type: none"> <li>• Extended response - imaginative written response (25%)</li> </ul> Summative external assessment:  <ul style="list-style-type: none"> <li>• Examination - analytical written response (25%)</li> </ul> </p>

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

### Career opportunities

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

<b>Subject name</b>	<b>General Mathematics</b>
<b>Subject code</b>	MAG
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General Maths

**Course overview**

This subject has been developed - with input from university providers with a broad range of university course requirements in mind - to provide the mathematics needed for students entering a wide range of university courses. As seen below in the course outline, there is still some algebraic competency required, but this is much less than required for Mathematical Methods and Specialist Mathematics.

For students considering studying General Mathematics who are not intending to go on to University, you should first consider the Essential Mathematics option as this was the subject created - with input from TAFE and training providers - with non-university-orientated students in mind. Although the summative assessment may seem similar in both subjects, the General Mathematics exams are longer, covering a greater range of topics. Also, the time students have to work on the Problem Solving and Modelling Task is shorter in General Mathematics, with less class-time given to working on the task. A non-university pathway student choosing Essential Mathematics will have a higher chance of being successful in mathematics than if electing to do General Mathematics.

Does this mean you cannot do General Mathematics if you are planning on doing a non-university pathway for senior? No, you can. However, you need to realise the demands of this subject will be higher than Essential Mathematics, requiring significant time spent doing extra study and practice outside of class lesson time. Also, with the demands of many vocational pathways, you may find yourself missing a mathematics lesson each week. To catch up missed learning in General Mathematics will be much more challenging than it would be in Essential Mathematics. It is strongly suggested that you would be already achieving a B result or better to consider selecting General Mathematics when on a non-university pathway with your other senior subject selections.

**Course outline**

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

**Assessment**

Assessments in Unit 1 and Unit 2 are formative and are devised to replicate Internal assessments used in Unit 3 and Unit 4. In Unit 3 and Unit 4 students complete four summative assessments. For Year 12 the results from each of the internal assessments are combined with the external assessment result to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A to E.

**Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1: Problem-solving and modelling task (4 weeks, 3 class lessons)			20%
Summative internal assessment 2: Examination (90 minutes)	15%	Summative internal assessment 3: Examination (90 minutes)	15%
Summative external assessment covering Units 3 and 4 (2 x one and a half hour exams)			50%

**Course requirements**

Students will be required to have a TI-30XB Multiview Scientific Calculator.. These are available for purchase from the Textbook Office for approximately \$25.00

**Career opportunities**

A course of study in General Mathematics can establish a basis for further education and employment in fields such as: Business, Commerce, Education, Finance, IT, Social Science and The Arts.

<b>Subject name</b>	<b>Mathematical Methods</b>
<b>Subject code</b>	MAM
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 Maths Methods

### Course overview

This subject is more technically demanding than General Mathematics and achieving success in Mathematical Methods will prepare students for entry in certain courses where a high level of mathematics is required. If gaining a high ATAR score is required for what a student wishes to do at university, then a good result in Mathematical Methods is more likely to help achieve that higher ATAR score than doing General Mathematics. Put simply, a B in Mathematical Methods will contribute to a higher ATAR score than a B in General Mathematics.

Mathematical Methods does require a high level of algebraic skill, and combines both examining real-life technical applications of mathematics, with looking at the purely abstract patterns of mathematics, needed to develop sophisticated mathematical models.

A common concern expressed by students is that they have to work really hard to be successful in this subject. We would challenge that notion by saying students need to learn to work smarter, not harder. Successful Mathematical Methods students do not necessarily do every question of every exercise. Instead, they look for the differences in questions, and seek a deeper understanding of concepts so they can tackle any problem given to them. That being said, it is a challenging course and should only be chosen by students already demonstrating a reasonably sound level of success in their current Maths Methods Taster subject.

### Course outline

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

### Assessment

Assessments in Unit 1 and Unit 2 are formative and are devised to replicate Internal assessments used in Unit 3 and Unit 4. In Unit 3 and Unit 4 students complete three summative assessments. The results from each of the internal assessments are combined with the external assessment result to provide a subject score out of 100 which contributes to their ATAR score. Students will also receive an overall exit subject result from QCAA that is A to E.

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): (completed in Units 3 or 4) Problem-solving and modelling task (three class lessons, maximum 2000 words)			20%
Summative internal assessment 2 (IA2): Examination (90 minutes)	15%	Summative internal assessment 3 (IA3): Examination (90 minutes)	15%
Summative external assessment covering Units 3 and 4 (2 x 90 minute exams)			50%

### Course requirements

Students will be required to purchase or hire a TI-84+CE Graphic Calculator. These are available for purchase at a cost of approximately \$210. They can also be hired from the Textbook Office for \$20.00 per semester. Other TI brand graphic calculators are also acceptable choices, like TI-Nspire CXII.

### Career opportunities

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.



<b>Subject name</b>	<b>Specialist Mathematics</b>
<b>Subject code</b>	MAS
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 Maths Methods

**Course overview**

This subject must be done in conjunction with Mathematical Methods. The reason being, in certain topics it builds on the concepts covered in Mathematical Methods. Specialist Mathematics looks deeper into these concepts to consider the reasons behind the mathematics we use and why it works. Seeking this 'proof' behind the concepts and rules we use in other areas of mathematics is central to Specialist Mathematics.

It also looks at several topics that have an engineering-related focus, and some of the topics do support the learning that occurs in senior Physics. Many topics are pure mathematics and can lead to careers where being a good mathematician is central to the job. Feedback from past students would suggest Specialist Mathematics for the most part is not more difficult than Mathematical Methods. It just means doing more maths, so you would want to really like the subject.

Like Mathematical Methods, another reason students choose Specialist Mathematics is that being *successful* in Specialist Mathematics can contribute to a high ATAR score. However, this statement should come with the qualification that mathematics needs to be a strength and an interest, as *success* will not come without motivation and application.

**Course outline**

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

**Assessment**

Assessments in Unit 1 and Unit 2 are formative and are devised to replicate Internal assessments used in Unit 3 and Unit 4. In Unit 3 and Unit 4 students complete four summative assessments. The results from each of the internal assessments are combined with the external assessment result to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A to E.

**Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1); (completed in Unit 3 or 4) Problem-solving and modelling task (3 class lessons, maximum 2000 words)			20%
Summative internal assessment 2 (IA2): Examination (90 minutes)	15%	Summative internal assessment 3 (IA3): Examination (90 minutes)	15%
Summative external assessment (EA) covering Units 3 and 4 (2 x 90 minute exams)			50%

**Course requirements**

Students will be required to purchase or hire a TI-84+CE Graphic Calculator. These are available for purchase at a cost of approximately \$210. They can also be hired from the Textbook Office for \$20 per semester. Other TI-brand graphic calculators are also acceptable choices, like TI-Nspire CXII.

**Career opportunities** 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.

<b>Subject name</b>	<b>Modern History</b>
<b>Subject code</b>	MHS
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Year 11 (if subject is studied in Semester 2 Year 10) Minimum C for History Year 11 (if subject is not studied in Semester 2 Year 10) Minimum C for an alternative Humanities subject and Minimum C General English/ Literature/English as an additional language

### Course overview

Modern History aims to provide students with a better understanding of why the world is the way it is and to develop students' sense of values in order to create a more socially just world. There is also a strong focus on skills development, specifically the ability to critically assess information, debate and make decisions.

### Course outline

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>French Revolution 1789 – 1799</li> <li>Russian Revolution 1905 - 1920</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>Empowerment of First Nations Australians since 1938</li> <li>African-American civil rights movement since 1954</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>Germany since 1914</li> <li>Israel since 1917</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>Australian engagement with Asia since 1945</li> <li>The Cold War and its aftermath 1945 - 2014</li> </ul>

### Assessment

The four categories of assessment in Modern History are:

- Short response to historical sources
- Independent source investigation
- Investigation – historical essay based on research
- Examination – essay in response to historical sources.

The external assessment will be answering unseen questions in response to evidence from historical sources provided in the examination.

### Excursions

Excursions (which may incur a cost) may be an element of the course.

### Course Accreditation

Modern History is a recognised QCAA General subject and will contribute to an ATAR score.

### Careers

Students who have studied Modern History are keenly sought by a broad range of employers and occupy key roles in our community. These include:

Advertising	Politics	Marketing	Media
Tourism	Business and Public Relations	Teaching	International Relations
Industry and Commerce	Private Enterprise	Law	Welfare and Social Work

<b>Subject name</b>	<b>Music</b>
<b>Subject code</b>	MUS
<b>Subject type</b>	General
<b>Subject fee</b>	\$40
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English/Literature or Minimum B Year 10 Semster 2 Essential English

### Course overview

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Students will explore and develop skills in composition, performance and musicology to explore how music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

### Course outline

Music units are based around inquiry questions. These include:

<p><b>Unit 1 – Designs</b> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p><b>Unit 2 – Identities</b> How do musicians use their understanding of music elements, concepts and practices to communicate identity when performing, composing and responding to music?</p>
<p><b>Unit 3 – Innovations</b> How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p><b>Unit 4 – Narratives</b> How do musicians manipulate music elements and concepts to communicate narrative when performing, composing and responding to music?</p>

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

<p><b>Unit 1 – Designs</b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> </ul>	<p><b>Unit 2 – Identities</b></p> <ul style="list-style-type: none"> <li>• Integrated project</li> <li>• Examination – extended response</li> </ul>
<p><b>Unit 3 – Innovations</b></p> <ul style="list-style-type: none"> <li>• Performance (20%)</li> <li>• Composition (20%)</li> </ul>	<p><b>Unit 4 – Narratives</b></p> <ul style="list-style-type: none"> <li>• Integrated project (35%)</li> <li>• Examination (25%)</li> </ul>

### Course requirements

A pair of headphones with microphone are essential

Students will develop some keyboard, vocal and guitar skills as a part of the course. If students wish to pursue a career in Music, they may find it beneficial to have skills in an orchestral instrument.

### Career opportunities

Performer, Composer, Teacher, Music Librarian, Theatre Manager, Director, Song Writer, Therapist, Instrument maker/repairer, Radio programmer, Theatre Technician.

<b>Subject name</b>	<b>Music Extension</b>
<b>Subject code</b>	MUX
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English Completion of Units 1 and 2 in General Music Must be completing Units 3 and 4 in General Music

### Course overview

In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. Students may choose to specialise in Composition, Musicology or Performance.

Music Extension is an Extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music Extension can establish a basis for further education and employment in the fields of performing arts and music.

### Course outline

<p><b>Unit 3 – Explore</b> Key Idea 1 – Initiate best practice Key Idea 2 – Consolidate best practice</p> <p>In Unit 3, students enter into an apprenticeship and work towards realising their potential as composers, musicologists or performers. As an apprentice, students will work alongside an expert, artisan and/or resource to explore their specialisation.</p>	<p><b>Unit 4 – Emerge</b> Key Idea 3 – Independent best practice</p> <p>As emerging artists, students critically reflect on their musicianship and refine practice in an endeavour to discover their personal style as musicians. They operate with increasing independence and sophistication through independent application of the subject matter from Unit 3 and through the student's emerging individual music voice or identity.</p>
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### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

<p><b>Unit 3 –</b> <b>Composition</b> - IA1 (20%) and IA2 (20%) <b>OR</b> <b>Musicology</b> - IA1 (20%) and IA2 (20%) <b>OR</b> <b>Performance</b> - IA1 (20%) and IA2 (20%)</p>	<p><b>Unit 4 –</b> <b>Composition Project</b> – IA3 (35%) <b>OR</b> <b>Musicology Project</b> – IA3 (35%) <b>OR</b> <b>Performance Project</b> – IA3 (35%) EA – Examination (25%)*</p>
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EA – Summative external assessment draws on learning from both Units 3 and 4 and is completed by all students no matter their specialisation.

### Course requirements

- A pair of earphones are essential
- Access to specific technology and/or instruments specific to their specialisation

### Career opportunities

Performer, Composer, Teacher, Music Librarian, Theatre Manager, Director, Song Writer, Therapist, Instrument maker/repairer, Radio programmer, Theatre Technician.

<b>Subject name</b>	<b>Physical Education</b>
<b>Subject code</b>	PED
<b>Subject type</b>	General
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C Year 10 Semester 2 General English/Literature

### Course overview

In Physical Education students experience deep learning in three dimensions: about, through and in movement contexts (Brown & Penney 2012; Stolz & Thorburn 2017). In this subject, students will engage in a range of physical activities to develop movement sequences and movement strategies. The Physical Education syllabus is developmental and becomes increasingly complex across the four units. Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

### Course outline

Unit 1		Unit 2	
<b>Motor learning in physical activity</b>	25%	<b>Sport psychology in physical activity</b>	25%
Formative internal assessment 1: Project – Folio: Touch*		Formative internal assessment 3: Project – Folio: Tennis*	
<b>Functional anatomy and biomechanics in physical activity</b>	25%	<b>Equity – Barriers and Enablers</b>	25%
Formative internal assessment 2: Examination - Combination Response: Touch Football		Formative internal assessment 3: Investigation Report	

Unit 3		Unit 4	
<b>Tactical awareness in physical activity</b>	25%	<b>Energy, fitness and training integrated in physical activity</b>	25%
Summative internal assessment 1: Project — Folio – Futsal		Summative internal assessment 3: Project – Folio: Athletics*	
<b>Ethics and integrity and physical activity</b>	25%	<b>Energy, fitness and training and physical activity</b>	25%
Summative internal assessment 2: Investigation - Report		Summative external assessment (EA): Examination — combination response	

\* subject to class numbers

### Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four Summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

### Course requirements

Due to the large amount of research based work and data gathering it is highly recommended that students are able to access the internet at home, the school library or local library and maintain sufficient storage for files. Student performance will be regularly recorded to provide evidence of performance capabilities.

### Career opportunities

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.

<b>Subject name</b>	<b>Physics</b>
<b>Subject code</b>	PHY
<b>Subject type</b>	General
<b>Subject fee</b>	\$20
<b>Prerequisites</b>	Minimum C+ Year 10 Semester 2 General Science AND Minimum C+ Year 10 Semester 2 Taster General Maths, Maths Methods and General English, Literature

### Course overview

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

### Course outline

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

### Assessment

In Units 1 and 2 students complete a Data Test, Student Experiment, Research Investigation and Exam. Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1: • Data test	10%	Summative internal assessment 3: • Research investigation	20%
Summative internal assessment 2: • Student experiment	20%		
Summative external assessment: 50% • Examination			

### Career opportunities

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

### Special subject requirements

Students are expected to do homework regularly to follow up class activities and to prepare for the next class. Activities would include set work, practical records, reading, making summaries and learning work. Total homework time over a period of one week should be in the vicinity of 2½ hours. Appropriate footwear is to be worn in the laboratory, i.e. shoes with impervious uppers.

<b>Subject name</b>	<b>Psychology</b>
<b>Subject code</b>	PSY
<b>Subject type</b>	General
<b>Subject fee</b>	\$20
<b>Prerequisites</b>	Minimum C+ Year 10 Semester 2 General Science AND Minimum C+ Year 10 Semester 2 Taster General Maths, Maths Methods and General English, Literature

### Course 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.

### Course outline

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

### Assessment

In Units 1 and 2 students complete a Data Test, Student Experiment, Research Investigation and Exam. Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall exit subject result from QCAA that is A-E.

### Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1: • Data test	10%	Summative internal assessment 3: • Research investigation	20%
Summative internal assessment 2: • Student experiment	20%		
Summative external assessment: 50% - Examination			

### Career opportunities

A course of study in Psychology can establish a basis for further education and employment in the fields of counselling, human resources, medicine and nursing, marketing and education. nursing, electrical, water treatment, beauty therapy, hairdressing, hospitality, food processing.

### Special subject requirements

Students are expected to do homework regularly to follow up class activities and to prepare for the next class. Activities would include set work, practical records, reading, making summaries and learning work. Total homework time over a period of one week should be in the vicinity of 2½ hours. Appropriate footwear is to be worn in the laboratory, i.e. shoes with impervious uppers.

<b>Subject name</b>	<b>Visual Art</b>
<b>Subject code</b>	ART
<b>Subject type</b>	General
<b>Subject fee</b>	\$70
<b>Prerequisites</b>	Minimum B - Year 10 Semester 2 English/Literature

### Course 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 will 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.

### Course outline

Students research the concept, develop and reflect on individual ideas in relation to the focus and resolve work that visually communicates their intended meaning. Students study visual art theory and reflect on how artists consider ideas and information, media techniques and processes.

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	Art as code	Art as knowledge	Art as alternate

### Assessment

<p>Year 11 students will complete the following:</p> <ul style="list-style-type: none"> <li>• An experimental folio</li> <li>• An investigation</li> <li>• A project</li> <li>• Formal examination</li> </ul>	<p>Year 12 students will complete:</p> <ul style="list-style-type: none"> <li>• An investigation</li> <li>• Two projects</li> <li>• An external examination</li> </ul>
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### Excursions

Year 11 students will participate in a full day immersion workshop at a venue in Toowoomba at a cost to be advised. There may be an opportunity to participate in other excursions depending on exhibition dates.

### Career opportunities

Advertising, Architecture, Archaeology, Cartooning, Computer Generated Imagery, Decorating, Fashion, Film, Industrial Design, Museum, Gallery, Graphic Artist, TV, Theatre, Teaching, Fine Arts, Photography and Interior Design.

### Special subject requirements

All students must have a basic kit of art equipment which includes:

<ul style="list-style-type: none"> <li>• Set of suitable quality paintbrushes</li> <li>• 2 x 2B pencils</li> <li>• 1 x soft white eraser</li> </ul>	<ul style="list-style-type: none"> <li>• A basic set of watercolour pencils</li> <li>• A basic set of chromacryl acrylic paints (tubes)</li> </ul>
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Please note: Paintbrushes are available for purchase from the Textbook Office.



<b>Subject name</b>	<b>Arts in Practice</b>
<b>Subject code</b>	<b>AIP</b>
<b>Subject type</b>	Applied
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

### **Course overview**

The five disciplines of the arts: Visual Art, Drama, Dance, Music and Media are all studied in the Arts in Practice curriculum. Each of these art forms reflect distinct bodies of knowledge, understanding and skills. All involve critical and creative thinking processes and have a close relationship, often used in interrelated artistic products.

### **Course outline**

Units of study within Arts in Practice are very student centred. Students are able to select their preferred discipline – Visual Art, Media, Music, Drama or Dance – to research, design, create and evaluate. These art forms are studied within the context of bigger community events and professional artists' body of work. An example being that students may produce an art installation meeting a specific client's requirements for an upcoming festival or community event.

### **Assessment**

Assessment is designed to allow students to demonstrate the range of standards, using a variety of techniques:

- Product – students produce an artwork with a combination of components, may include art work i.e. painting/drawing, performance, multimedia
- Project – Students investigate a community event and/or an established professional artist to centre their work. Original artwork is developed within this specific context before reflecting on the process

### **Course requirements**

Students will need a set of coloured pencils and access to the internet at home. Students are encouraged to attend an evening excursion to see a live production at The Empire Theatre (subject to availability) \$25.

### **Career opportunities**

Artist agent, arts retailer, private instructor, gallery assistant, museum curator, florist, stylist, exhibition planner, artist, illustrator, photographer, prop designer, actor, teacher, editor, musician, video game designer, cartoonist, choreographer, dancer, director, graphic novels, pattern maker.

<b>Subject name</b>	<b>Building and Construction Skills</b>
<b>Subject code</b>	BSK
<b>Subject type</b>	Applied
<b>Subject fee</b>	\$85
<b>Prerequisites</b>	Nil

### Course overview

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

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

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### Course outline

The Building and Construction Skills course is designed around the following contexts:

Unit 1	Construction in the domestic building industry
Unit 2	Fixing and finishing
Unit 3	Site preparation and foundations
Unit 4	Framing and cladding

### Assessment

Each unit of work is assessed using a practical demonstration and project

<b>Practical demonstration</b>	<b>Project</b>
Students work individually	Students work individually
Students produce a product that required them to use 3 to 5 production processes	Students produce a product that required them to use 5 to 7 production processes
Students document their work in a multimodal of up to three minutes, 6 A4 pages, or equivalent digital media	Students document their work in a multimodal of up to five minutes, 8 A4 pages, or equivalent digital media

### Course accreditation

QCAA Applied subject **not** contributing to an ATAR score.

### Careers

A course of study in Building and 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.

<b>Subject name</b>	<b>Engineering Skills</b>
<b>Subject code</b>	ESK
<b>Subject type</b>	Applied
<b>Subject fee</b>	\$110
<b>Prerequisites</b>	Nil

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

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### Course outline

The Engineering Skills course is designed around four elective topics.

Year 11	Year 12
1. Unit option A: Fitting and machining 2. Unit option B: Welding and fabrication	3. Unit option C: Sheet metal working 4. Unit option D: Production in the manufacturing engineering industry

### Assessment

Year 11	Year 12
Unit 1 <ul style="list-style-type: none"> <li>• Practical Demonstration - Multimodal</li> <li>• Project – Multimodal</li> </ul> Unit 2 <ul style="list-style-type: none"> <li>• Practical Demonstration – Multimodal</li> <li>• Project - Multimodal</li> </ul>	Unit 3 <ul style="list-style-type: none"> <li>• Practical Demonstration - Multimodal</li> <li>• Project - Multimodal</li> </ul> Unit 4 <ul style="list-style-type: none"> <li>• Practical Demonstration – Multimodal</li> <li>• Project - Multimodal</li> </ul>

### Course accreditation

QCAA Applied subject **not** contributing to an ATAR score.

### Career opportunities:

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

<b>Subject name</b>	<b>Essential English</b>
<b>Subject code</b>	ENE
<b>Subject type</b>	Applied
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

### Course overview

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

### Course outline

Students will undertake the following units of study:			
<b>YEAR 11</b>		<b>YEAR 12</b>	
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Language that Works	Texts and Human Experiences	Language that Influences	Representations and Popular Culture Texts
<ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Formative internal assessment/s	Formative internal assessment/s	Summative internal assessment 1: <ul style="list-style-type: none"> <li>• Extended response - spoken/signed response</li> </ul> Summative internal assessment 2: <ul style="list-style-type: none"> <li>• Common internal assessment</li> </ul>	Summative internal assessment 3: <ul style="list-style-type: none"> <li>• Extended response - multimodal response</li> </ul> Summative internal assessment 4: <ul style="list-style-type: none"> <li>• Extended response - written response</li> </ul>

### Career opportunities

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work.

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.

<b>Subject name</b>	<b>Essential Mathematics</b>
<b>Subject code</b>	MAE
<b>Subject type</b>	Applied
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C- Year 10 Semester 2 Essential Maths

### Course overview

Essential Mathematics is best suited to students planning to follow a vocational education pathway, whether that is progressing to TAFE courses, an apprenticeship/traineeship, or just work readiness, while completing their senior certificate.

A common misconception is that Essential Mathematics is a 'basic' mathematics option and therefore students sometimes feel they should pick a more challenging Mathematics subject for senior. This is simply not true. Essential Mathematics was developed, with the input of TAFE and training providers, to give students the level and type of mathematics important for the courses and training programs offered to non-university pathway students. Some of these courses can be quite demanding mathematically and, as such, Essential Mathematics endeavours to give students the background learning to meet those demands. Many concepts in Essential Mathematics are similar to those in General Mathematics but with a greater focus on work readiness and life skills.

Another key difference is, in Essential Mathematics students have less content to cover in each Unit of work. This gives them more time to develop and show their competency in the mathematical skills they are learning. Whereas, in General Mathematics and the other university-pathway mathematics subjects more content is covered in each unit, requiring significant commitment to study outside of class time.

### Course outline

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

### Assessment

Assessments in Unit 1 and Unit 2 are formative and are devised to replicate Internal assessments used in Unit 3 and Unit 4. In Unit 3 and Unit 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA. In Unit 1 and Unit 2 (Year 11) students complete four formative assessments the same as below.

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task (time frame to be negotiated in unit planning) (8 hours, maximum 1000 words)	25%	Summative internal assessment 3 (IA3): Problem-solving and modelling task (time frame to be negotiated in unit planning) (8 hours, maximum 1000 words)	25%
Common internal assessment (CIA) (60 minutes)	25%	Summative internal assessment 4 (IA4): Examination (60 minutes)	25%

### Course requirements

Students will be required to have a TI-30XB Multiview Scientific Calculator. These are available for purchase from the Textbook Office for approximately \$25.00.

### Career opportunities

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.

<b>Subject name</b>	<b>Furnishing Skills</b>
<b>Subject code</b>	FUR
<b>Subject type</b>	Applied
<b>Subject fee</b>	\$150
<b>Prerequisites</b>	Nil

### Course overview

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

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

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### Course outline

The Furnishing Skills course is designed around four elective topics.

Year 11	Year 12
1. Unit option A: Furniture making 2. Unit option B: Cabinet making	3. Unit option C: Interior furnishing 4. Unit option D: Production in the domestic furniture industry

### Assessment

Year 11	Year 12
Unit 1 <ul style="list-style-type: none"> <li>Practical demonstration - Multimodal</li> <li>Project - Multimodal</li> </ul> Unit 2 <ul style="list-style-type: none"> <li>Practical demonstration – Multimodal</li> <li>Project - Multimodal</li> </ul>	Unit 3 <ul style="list-style-type: none"> <li>Practical demonstration - Multimodal</li> <li>Project - Multimodal</li> </ul> Unit 4 <ul style="list-style-type: none"> <li>Practical demonstration – Multimodal</li> <li>Project – Multimodal</li> </ul>

### Course accreditation

QCAA Applied subject **not** contributing to an ATAR score.

### Career opportunities

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.

<b>Subject name</b>	<b>Industrial Graphics Skills</b>
<b>Subject code</b>	GSK
<b>Subject type</b>	Applied
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

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

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

### Course outline

The Industrial Graphics Skills course is designed around the following contexts:

Unit 1	Drafting for residential building
Unit 2	Computer aided manufacturing
Unit 3	Graphics for the construction industry
Unit 4	Graphics for the engineering industry

### Assessment

Each unit of work is assessed using a practical demonstration and project.

<b>Practical demonstration</b>	<b>Project</b>
Students develop their responses in class and in their own time	Students develop their responses in class and in their own time
Students work individually	Students work individually
Students produce drawings using drafting skills and procedures used in 3 to 5 production processes	Students produce drawings using drafting skills and procedures used in 5 to 7 production processes
Students document their work in a multimodal; up to 3 minutes, 6 A4 pages, or equivalent digital media	Students document their work in a multimodal; up to 5 minutes, 8 A4 pages, or equivalent digital media

### Course accreditation

QCAA Applied subject **not** contributing to an ATAR score

### Career opportunities

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.

<b>Subject name</b>	<b>Information and Communication Technology</b>
<b>Subject code</b>	ICJ
<b>Subject type</b>	Applied
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Nil

### Course overview

Information and 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 21<sup>st</sup> century today.

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

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to a variety of business contexts, to meet client expectations and product specifications.

### Course outline

The Information and Communication Technology course is designed around four units of study:

- Subject matter integrated into units of study
- Complementary skills of literacy, numeracy and 21<sup>st</sup> century skills integrated into units
- Ethical practices
- Problem-solving process.

Topics	Technology contexts studied
<ul style="list-style-type: none"> <li>• Pathways</li> <li>• Client briefs and technical information</li> <li>• Skills</li> <li>• Practices</li> <li>• Processes</li> </ul>	<ul style="list-style-type: none"> <li>• Digital imaging and modelling</li> <li>• Layout and publishing</li> <li>• App development</li> <li>• Robotics</li> </ul>

### Assessment

Product proposal	Project
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, skills, practices and processes, analysis/examination and/or evaluation of processes and product
A project proposal consists of: <ul style="list-style-type: none"> <li>• <b>multimodal:</b> at least two (2) modes delivered at the same time minutes</li> <li>• class time and home time required.</li> </ul>	Presented in multimodal response: <ul style="list-style-type: none"> <li>• <b>multimodal:</b> up to 5 minutes</li> <li>• <b>8 x A4 pages</b></li> <li>• <b>Or equivalent digital media</b> that includes a demonstration of the functionality of the high-fidelity digital imaging and modelling prototype</li> </ul>

### Course requirements

**BYOD** Please refer to the Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device, however an Intel 5 device handles software better.

### Course accreditation

QCAA Applied subject **not** contributing to an ATAR score.

### Career opportunities

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



<b>Subject name</b>	<b>Social and Community Studies</b>
<b>Subject code</b>	SCS
<b>Subject type</b>	Applied
<b>Subject fee</b>	Nil
<b>Prerequisites</b>	Minimum C in Essential English or higher and/or Minimum C in Social and Community Studies

### Course overview

Social and Community Studies is an Applied subject for students with an interest in the Humanities. It provides students with the skills they need to function efficiently, effectively and positively in current and future life roles. It aims to build in students an understanding that emotional and social wellbeing are significant as are self-reliance, self-management and concern for others. Social and Community Studies emphasises the importance of cultural diversity and responsible attitudes alongside critical and creative thinking skills.

### Course outline

During the two-year course, students will study eight elective topics:	
<ul style="list-style-type: none"> <li>• Life and Financial Choices <ul style="list-style-type: none"> <li>- Money Management</li> <li>- Contemporary Lifestyles</li> </ul> </li> <li>• Arts and Identity – the Arts and the community</li> <li>• Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Legal and Digital Citizenship <ul style="list-style-type: none"> <li>- Law Matters</li> <li>- Digital Technology and Wellbeing</li> </ul> </li> <li>• Relationships and Work Environment – Relationships</li> <li>• World of Work</li> </ul>

### Assessment

Students are assessed using four different assessment techniques. These are:

- Project: Develop recommendations or instructional text or advice
- Investigations: These are research-based tasks which require students to locate and use information
- Extended response: respond to stimulus

### Excursions

Students will be involved in regular excursions (at least one per term) which will incur a cost for bus travel and entry to venues.

### Career opportunities

Students who have studied Social and Community Studies could continue with further education and/or find employment in a range of possible careers including: social work, social justice, hospitality, child care, aged care and other professions that require empathetic interpersonal communication.

<b>Subject name</b>	<b>Visual Arts in Practice</b>
<b>Subject code</b>	VAP
<b>Subject type</b>	Applied
<b>Subject fee</b>	\$70
<b>Prerequisites</b>	Nil

### Course overview

In Visual Arts in Practice (VAP) students develop work across a wide variety of areas. Our emphasis is on the value of art as a means of personal expression. Students are taught techniques and through guided practice produce artworks such as paintings, drawings, sculpture, digital art, ceramic items and prints. VAP may be taken as a subject in its own right; however, it is also complementary to Visual Art (ART) and students can select both art subjects. Theory in this subject is integrated with practical activities and their various processes. Students are required to produce and present a PowerPoint throughout their units of study and written and verbal assessment may occur for some units.

### Course outline

There are four units of study. Units include:

Unit A:	Looking inwards (self)
Unit B:	Looking outwards (others)
Unit C:	Clients
Unit D:	Transform and Extend

### Assessment

Each unit includes 2 discrete assessment tasks which require:

- Preliminary practical and research tasks
- Idea development and experimentation in a visual journal
- A finished minor folio and resolved major practical artwork
- Preparation and presentation of a documentary PowerPoint
- Some assessment tasks require additional written or spoken assessment components

### Excursions

Year 11 or 12 VAP students may (schedule permitting) attend one excursion to Brisbane or Ipswich galleries costing approximately \$50.00 per year.

### Career opportunities

Visual Merchandising (Window Dressing), Interior Design, Floristry, Advertising, Cartooning, Costume Design, Photographer, Jeweller, Self Employed Artist or Craftsperson, Teacher.

### Special subject requirements

All students must have a basic kit of art equipment which includes:

<ul style="list-style-type: none"> <li>• 2 x 2B pencils</li> <li>• 1 x soft white eraser</li> <li>• Suitable quality acrylic and water colour brushes</li> </ul>	<ul style="list-style-type: none"> <li>• A basic set of water-coloured pencils</li> <li>• A basic set of felt pens</li> </ul>
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Please note: Paintbrushes are available for purchase from the Textbook Office

<b>Subject name</b>	<b>Certificate I in Basic Financial Literacy</b>
<b>Subject code</b>	VFL
<b>Subject type</b>	VET (Up to 1 year)
<b>Subject fee</b>	NIL
<b>Entry requirements</b>	NIL

**QUALIFICATION DESCRIPTION:**

This qualification is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the need of increased nationwide financial literacy. The qualification provides learners with the basic skills and knowledge to pursue further learning in a variety of sectors in the financial services industry. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. It may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations. It does not have an industry employment outcome.

**QUALIFICATION PACKAGING RULES:**

To achieve this qualification FNS10120, Certificate I in Basic Financial Literacy, students are required to achieve competence in 6 units, **6 of which are core compulsory units.**

Unit Code	Unit Name	Core/Elective
<a href="#">FNSFLT211</a>	Develop and use personal budgets	Core Unit
<a href="#">FNSFLT212</a>	Develop and use savings plans	Core Unit
<a href="#">FNSFLT213</a>	Develop knowledge of debt and consumer credit	Core Unit
<a href="#">FNSFLT214</a>	Develop knowledge of superannuation	Core Unit
<a href="#">FNSFLT215</a>	Develop knowledge of the Australian financial system and markets	Core Unit
<a href="#">FNSFLT216</a>	Develop knowledge of taxation	Core Unit

**ORGANISATION:**

The program will be delivered through class-based tasks that cover the topics of budgeting, savings plans, consumer debt and credit, superannuation and taxation which are all topics that are highly relevant for life.

**ASSESSMENT:**

Assessment is competency based. Evidence-gathering techniques include folios, written questions, practical observations and work placement.

**PLEASE NOTE:**

This qualification is delivered following the completion of the Short Course in Numeracy. In some circumstances, it is also completed by students outside of the normal timetable structure. **As such, it cannot be selected from the subject smorgasbord during SET Plan interviews.**

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 30258

**PLEASE NOTE:** Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change.

<b>Subject name</b>	<b>Certificate II in Community Services CHC22015</b>
<b>Subject code</b>	VCS
<b>Subject type</b>	VET (1 year)
<b>Subject fee</b>	
<b>Entry requirements</b>	NIL

**QUALIFICATION DESCRIPTION:**

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

**QUALIFICATION PACKAGING RULES:**

To achieve this qualification CHC22015, Certificate II in Community Services, students are required to achieve competence in 9 units, **5 of which are core compulsory units of competency and 4 elective units of competency.**

Unit Code	Unit Name	Core/Elective
CHCCOM001	Provide first point of contact	Core Unit
CHCCOM005	Communicate and work in health or community services	Core Unit
CHCDIV001	Work with diverse people	Core Unit
HLTWHS001	Participate in workplace health and safety	Core Unit
BSBWOR202	Organise and complete daily work activities	Core Unit
HLTAID010	Provide basic emergency life support	Listed Elective
CHCVOL001	Be an effective volunteer	Listed Elective
FSKOCM07	Interact effectively with others at work	Listed Elective
FSKDIG03	Use digital technology for routine workplace tasks	Listed Elective

**ORGANISATION:**

The program will be delivered through class-based tasks. This qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs.

At this level, work takes place under the direction of others and supervision may be direct or indirect. Work may take place in a range of community services organisations.

**ASSESSMENT:**

Assessment is competency based. Evidence-gathering techniques include folios, written questions, practical observations and work placement.

**PATHWAYS:**

Students will develop skills that lead to employment in the field of community services which includes sectors such as aged care and disability support.

**SPECIAL SUBJECT REQUIREMENTS:**

Students are required to engage in a volunteering placement for a minimum of 20 days. Support is provided to facilitate this placement being completed.

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 30258

**PLEASE NOTE:** Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change.

<b>Subject name</b>	<b>Certificate II in Hospitality SIT20322</b>
<b>Subject code</b>	VHO
<b>Subject type</b>	VET (1- 2 years)
<b>Subject fee</b>	\$90
<b>Entry requirements</b>	NIL but an interest in food and cooking is recommended.

**QUALIFICATION DESCRIPTION:**

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

**QUALIFICATION PACKAGING RULES:**

To achieve this qualification SIT20322, Certificate II in Hospitality, students are required to achieve competence in 12 units, **6 of which are core compulsory units of competency and 6 elective units of competency**. This qualification prepares students to perform routine hospitality tasks and demonstrate fundamental operational knowledge, working under direct supervision.

Unit Code	Unit Name	Core/Elective
BSBTWK201	Work effectively with others	Core
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND007	Use hospitality skills effectively **	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygienic practices for food safety	Elective
SITHCCC024	Prepare and present simple dishes	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHFAB021	Provide responsible service of alcohol (Delivered by Aurora Training Institute RTO Code: 32237 via a 3rd Party Agreement)	Elective (Optional)
TLIE0009	Carry out basic workplace communications	Elective
SITHKOP009	Clean kitchen premises and equipment	Elective

**\*\*Assessed out on the job (industry placement) for a minimum of 12 complete service periods or shifts\*\***

\*Additional optional units (Delivered by Aurora Training Institute RTO Code: 32237 via a 3rd Party Agreement):

- SITHGAM022 Provide responsible gambling services at an additional cost of \$50.
- SITSS00080 – Espresso Machine Operation Skillset \$220

**ORGANISATION:**

The program will be delivered through class-based tasks that simulate a Hospitality environment. In addition, **for those students not already working in the Hospitality industry, work experience is mandatory in order to gain the competency SITHIND007 – Use hospitality skills effectively. SITHFAB002 Provide responsible service of alcohol** will be delivered by an external RTO (registered training organisation). Students must attend the training session. Credit transfer will then be granted for this unit of competency.

**ASSESSMENT:**

Assessment is competency based. Evidence-gathering techniques include folios, written questions, practical observations and work placement.

**COSTS:**

(In addition to the Student Resource Scheme - SRS)

\$90.00 to cover the cost of materials - ingredients for demonstrations and group work, an apron and consumables.

**PATHWAYS:**

Students will develop skills that lead to employment in both the food and beverage industry areas of the Hospitality Industry. (If travelling overseas it may increase the chances of gaining employment.)

**SPECIAL SUBJECT REQUIREMENTS:**

Students are required to wear black formal shoes during practical cookery sessions. Students will also be required to wear appropriate dress for food service activities.

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 30258

**PLEASE NOTE:** Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change.

<b>Subject name</b>	<b>Certificate II in Music CUA20620</b>
<b>Subject code</b>	VMS
<b>Subject type</b>	VET (1 - 2 years)
<b>Subject fee</b>	\$50
<b>Entry requirements</b>	Ability to be self-motivated and able to work as a part of a team

**QUALIFICATION DESCRIPTION:**

Certificate II in Music aims to:

- Provide students with opportunities to develop future pathways in Music through being a Music Practitioner.
- Develop skills in making music, playing as an ensemble and an individual, listening to music and using Music technologies.
- Develop skills in group work, negotiation and time-management.

**ENTRY REQUIREMENTS:**

Ability to be self-motivated and be able to work as a part of a team.

**QUALIFICATION PACKAGING RULES:**

8 units of competency: **3 Core units and 5 Elective units.**

Unit Code	Unit Name	Core/Elective
BSBWHS211	Contribute to health and safety of self and others	Core
BSBTWK201	Work effectively with others	Core
CUAIND211	Develop and apply creative arts industry knowledge	Core
CUAMLT211	Develop and apply musical ideas and listening skills	Elective
CUASOU213	Assist with sound recordings	Elective
CUAMPF211	Perform simple music pieces	Elective
CUASTA212	Assist with bump in and bump out of shows	Elective
CUAMPF111	Develop skills to play or sing music	Elective

**ASSESSMENT:**

Students will be assessed through using skills developed and may include:

- Demonstrate safe practices
- Demonstrate ability to perform as an ensemble
- Demonstrate ability to produce a piece of music
- Demonstrate ability to set up a performance

**SPECIAL SUBJECT REQUIREMENTS:**

Nil

**CAREERS:**

Musician, Performer, Composer, Sound technician, Teacher.

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 30258

**PLEASE NOTE:** Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change Correct at time of publication but subject to change

<b>Subject name</b>	<b>Certificate II in Rural Operations AHC21216</b>
<b>Subject code</b>	VRP
<b>Subject type</b>	VET (1 - 2 years)
<b>Subject fee</b>	\$20
<b>Entry requirements</b>	Nil

**QUALIFICATION DESCRIPTION:**

This qualification is designed to give students knowledge and practical experience in a range of rural operations. Students not only acquire general work skills that would be useful in any workplace but also enhance their employment opportunities within the rural industries by completing this course. Students would study units of work where they have the opportunity to develop specific competencies.

- The main area of study would involve the Beef Cattle, Sheep Industries, Poultry and Cropping and associated management and maintenance aspects of this industry e.g. tractors, machinery, welding, fencing, etc.
- Linked with these practical competencies would be the general skills associated with any modern business e.g. communication, working effectively with others, computer skills, etc.

**QUALIFICATION PACKAGING RULES:** Students in this course will work through **15 units of competency: 3 Core units and 12 Electives units** during a maximum time of two years.

Unit Code	Unit Name	Core/Elective
AHCWHS201	Participate in work health and safety processes	Core
AHCWRK204	Work effectively in the industry	Core
AHCWRK209	Participate in environmentally sustainable work practices	Core
AHCWRK213	Participate in workplace communications	Elective
AHCWRK210	Observe and report on weather	Elective
AHCPHT216	Carry out canopy maintenance (Optional)	Elective
AHCINF205	Carry out basic electric fencing operations	Elective
AHCINF202	Install, maintain and repair farm fencing	Elective
AHCLSK202	Care for health and welfare of livestock	Elective
AHCLSK204	Carry out regular livestock observations	Elective
AHCLSK205	Handle livestock using basic techniques	Elective
AHCLSK211	Provide feed for livestock	Elective
AHCLSK216	Clean and maintain livestock pens	Elective
AHCLSK209	Monitor water supplies	Elective
AHCLSK316	Prepare livestock for competition	Elective
AHCLSK206	Identify and mark livestock	Elective
AHCMOM202	Operate tractors (optional – Year 12 only)	Elective
AHCMOM217	Operate quad bikes (optional – Year 12 only)	Elective

**COURSE DELIVERY:**

- The course will be conducted by Centenary Heights SHS staff at the Wilsonton Agricultural Field Study Centre (WAFSC) and other sites.

**EXCURSIONS:**

Field Trips: two trips per year at additional cost

**ASSESSMENT:**

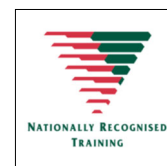
Specific practical and written tasks will need to be completed in order to achieve the desired competencies of the course. Student diary and participation record will also be required.

**HIGH AND EXTREME RISK ACTIVITIES:**

Permission to participate in a range of high and extreme risk activities will be required. Concerns regarding these tasks should be referred to the Head of Department.

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 30258

**PLEASE NOTE:** Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change

<b>Subject name</b>	<b>Certificate II in Sampling and Measurement MSL20122</b>
<b>Subject code</b>	VSM
<b>Subject type</b>	VET (1 - 2 years)
<b>Subject fee</b>	\$20 Students may be required to travel by bus to some off-campus sites to conduct scientific activities.
<b>Entry requirements</b>	Nil

**QUALIFICATION DESCRIPTION:**

This qualification is designed to give students knowledge and practical experiences in a range of scientific operations. The emphasis is on developing work related skills in scientific industries.

**Certificate II Sampling and Measurement** develops students who:

- are interested in and understand the scientific world around them
- engage in discussions about science
- are able to identify questions, investigate and draw evidence-based conclusions
- can question claims made by others about scientific matters
- make informed decisions about the environment and their own health and wellbeing

The Certificate II Sampling and Measurement balances the suite of senior science subjects by offering students opportunities to engage meaningfully in work-based applications of science. As such, this skills-based course gives rise to dual outcomes in employability and scientific literacy.

**QUALIFICATION PACKAGING RULES:**

The Certificate II Sampling and Measurement course focuses on the hands-on nature of science and provides students with opportunities to develop the key competencies in contexts such as Forensics, Microbiology, Food Science and Environmental Studies.

Students in this course will work through **eight units of competency: 4 Core units and 4 Elective** units during a maximum time of two years.

Unit Code	Unit Name	Core/Elective
MSMENV272	Participate in environmentally sustainable work practices	Core
MSL912002	Work within a laboratory or field workplace (induction)	Core
MSL922002	Record and present data	Core
MSL943004	Participate in laboratory or field workplace safety	Core
MSL952003	Collect routine site samples	Elective
MSL972002	Take routine site measurements	Elective
MSL913004	Plan and conduct laboratory/field work	Elective
MSL973025	Perform basic tests	Elective

**COURSE DELIVERY:**

Centenary Heights SHS Science staff will deliver and assess the modules associated with the Certificate.

Specific practical and some written tasks will need to be completed in order to achieve the desired competencies of the course. This includes an element of Work Industry placement.

**CAREER OPPORTUNITIES:**

The scientific skills and key competencies developed by this course are relevant to employment in a range of fields such as the resource sector, health and medicine, animal welfare, pharmaceutical industry, research, recreation and tourism, food technology, biotechnology and forensics; and may form the basis of further training and education.

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 30258

**PLEASE NOTE:** Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change



<b>Subject name</b>	<b>Certificate II in Sport and Recreation SIS20122</b>
<b>Subject code</b>	VSC
<b>Subject type</b>	VET (1 - 2 years)
<b>Subject fee</b>	\$20 per year
<b>Entry requirements</b>	Students require sound physical coordination skills and sound skills in English (spoken and written). A positive attitude towards physical exercise is essential. Students are required to participate to the best of their ability in all aspects of the course.

**QUALIFICATION DESCRIPTION:**

Students enrolled in this qualification will gain skills and abilities necessary for working in the Sport and Recreation industry. This industry recognised qualification provides a sound base for further VET training. It is a practical course where students are required to demonstrate their skills and abilities to achieve a selection of competencies relevant to the Sport and Recreation Industry.

**QUALIFICATION PACKAGING RULES:**

**10 Units are required to complete the qualifications: 6 Core Units and 4 Elective Units.**

Unit Code	Unit Name	Core/Elective
HLTWHS001	Participate in workplace health and safety	Core
SISOFLD001	Assist in conducting recreation sessions	Core
SISXCCS004	Provide quality service	Core
SISXEMR003	Respond to emergency situations	Core
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Core
SISXFAC006	Maintain activity equipment	Core
HLTAID011	Provide first aid	Elective
AHCPGD212	Conduct visual inspection of park facilities	Elective
SISXPLD004	Facilitate groups	Elective
CHCGRP002	Plan and conduct group activities	Elective

**LEARNING EXPERIENCES:**

Certificate II in Sport and Recreation provides the opportunity for students to develop knowledge and skills to enhance their personal and work life. Students will gain specific knowledge and skills related to further training and possible employment in the Recreation Industry. The students will take part in a variety of sports and recreational activities through the course of study.

**ASSESSMENT:**

Practical work constitutes the major part of assessment. Projects may require students to work individually or in pairs to set up and deliver sessions to other students. Students will be involved in preparing, conducting, monitoring and evaluating sessions. Students will demonstrate knowledge and skills in emergency situations. There will also be assessment which requires students to complete a folio of work.

**CAREERS:**

Sports coach/trainer/administrator, recreation industry, sports journalist, police, physical fitness instructor.

**SPECIAL SUBJECT REQUIREMENTS:**

Students are required to wear the complete sports uniform to practical lessons. A hat is required to be worn for outside lessons (Work Place Health & Safety Recreation Industry Requirement). A ring binder to store theory handouts is also required.

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 30258

<b>Subject name</b>	<b>Certificate II in Workplace Skills BSB20120</b>
<b>Subject code</b>	VWS
<b>Subject type</b>	VET (1 - 2 years)
<b>Subject fee</b>	\$40 per year
<b>Entry requirements</b>	Nil

**QUALIFICATION DESCRIPTION:**

This qualification prepares students to carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in defined contexts. Students will perform routine tasks and demonstrate the fundamental operational knowledge and skills

**QUALIFICATION PACKAGING RULES:**

**Certificate II** - 10 units of competency: **5 core unit and 5 elective units.**

Unit Code	Unit Name	Core/Elective
BSBWHS211	Contribute to health and safety of self and others	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBCMM211	Apply communication skills	Core
BSBOPS201	Work effectively in business environments	Core
BSBPEF202	Plan and apply time management	Core
BSBTWK201	Work effectively with others	Elective
BSBTEC101	Operate digital devices	Elective
BSBTEC201	Use business software applications	Elective
BSBTEC202	Use digital technologies to communicate in a work environment	Elective
BSBPEF201	Support personal wellbeing in the workplace	Elective

**LEARNING EXPERIENCES:**

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

- Practical tasks
- Group work
- Activities in a simulated work environment

**ASSESSMENT:**

Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this qualification is continuous and units of competency have been clustered into groups and are assessed this way. Supervised assessment is completed by word processor, presentations, exercises using computer software and other business equipment. Regular assignments may involve simulated administrative duties, responses to computer simulated material and case studies, learning logs of personal experience and reports on business visits and interviews.

**PATHWAYS:**

Further study at TAFE and traineeships in various business administration or employment in business at entry-level.

**COSTS:**

(In addition to the Student Resource Scheme – SRS)

\$40.00 per year – this fee covers printing from computers and booklets. Purchase of a USB (minimum 8GB) and headphones will also be personally required.

**SPECIAL SUBJECT REQUIREMENTS:**

All students are to abide by safety rules and regulations.

BYOD Program: Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device.

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 30258

**PLEASE NOTE:**

Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change.

<b>Subject name</b>	<b>Certificate II in Skills for Work and Vocational Pathways FSK20119</b>
<b>Subject code</b>	VSK
<b>Subject type</b>	VET (up to 12 months)
<b>Subject fee</b>	Nil
<b>Entry requirements</b>	There are no prerequisite requirements for this course. This program is suitable for students who are seeking work experience, part time or full-time employment, traineeships or apprenticeships. However, <b>enrolment into this course is through consultation with relevant school staff e.g. Deputy Principal, Head of Special Education Services, Guidance Officer.</b>

**QUALIFICATION DESCRIPTION:**

The Certificate II in Skills for Work and Vocational Pathways program aims to initiate discussion surrounding potential career pathways and effectively prepare students for the working world. Students will develop a work readiness folio which may be used in the process of gaining work experience or employment. The key focus of this program is to further develop student's literacy and numeracy skills within the context of workplace tasks and situations. The program also provides ongoing support from various school staff and specialist employment agencies to ensure students are progressing toward reaching their goals.

**QUALIFICATION PACKAGING RULES:**

Students who successfully complete this qualification receive 4 QCE Points.

Students in this course will work through **14 units of competency: 1 Core unit and 13 Elective**

Unit Code	Unit Name	Core/Elective
FSKDLRG011	Use routine strategies work-related learning	Core
FSKLRG009	Use strategies to respond to workplace problems	Elective
FSKOCM006	Use oral communications skills to participate in workplace teams	Elective
FSKOCM007	Interact effectively with others at work	Elective
FSKRDG010	Read and respond to routine workplace information	Elective
FSKWTG008	Complete routine workplace formatted texts	Elective
FSKWTG009	Write routine workplace texts	Elective
ICTICT216	Design and create basic organisational documents	Elective
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Elective
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	Elective
FSKNUM018	Collect data and construct routine tables and graphs for work	Elective
FSKNUM023	Estimate, measure and calculate measurements for work	Elective
FNSACC323	Perform financial calculations	Elective
FBPWHS2002	Identify and control risks in own work	Elective

**ASSESSMENT:**

Students will be assessed on specific tasks that will form their folio of work. Tasks may include:

- Interview preparation
- Producing cover letters and resumes at a professional standard
- Completion of workplace forms
- Accessing appropriate career information relevant to identified career pathways

Various numeric tasks relevant to the workplace

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 30258

**PLEASE NOTE:** Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change

**PLEASE NOTE:** This qualification is delivered following the completion of the Short Course in Literacy. In some circumstances, it is also completed by students outside of the normal timetable structure. **As such, it cannot be selected from the subject smorgasbord during SET Plan interviews.**

<b>Subject name</b>	<b>Formula Student - Certificate II in Engineering Pathways</b>
<b>Subject code</b>	VFS
<b>Subject type</b>	Applied subject
<b>Subject fee</b>	\$100. There is a non-compulsory excursion at the end of the course – price to be confirmed.
<b>Entry requirements</b>	Satisfactory Effort and Behaviour results in Year 10

**QUALIFICATION DESCRIPTION:**

Formula Student focuses on students attaining work ready skills in the field of the engineering and manufacturing industries through a series of job cards. Formula Student is structured similar to a place of employment, where students will clock on and off jobs which culminates in a major project.

Over the course of the unit, the team of students will make parts for a Lemans prototype car. They will then assemble the vehicle and as a team test it at a track under supervised conditions for up to 6 hours and against other schools.

Students will gain an understanding of industry practices, interpret drawings and specifications, apply safe and practical production processes in applying hand and power tools in machinery.

The simulated work life infrastructure of Formula Student allows the learner to experience what it might be like in the real world in a controlled environment.

**QUALIFICATION PACKAGING RULES:**

Students who successfully complete this qualification receive 4 (four) QCE credit points.

Unit Code	Unit Name
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
MSAENV272B	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
MEMPE004A	Use fabrication equipment
MSAPMSUP106A	Work in a team

**ASSESSMENT:**

Assessment is competency-based assessment where students complete projects and demonstrate an ability to work through specific units of competency using the benchmarks provided by industry.

**SUBJECT REQUIREMENTS:**

Laptop, high-vis shirt (non-flammable), long cotton pants (ie. denim jeans), work boots.

**All students are to abide by safety rules and regulations.** Aprons are provided for student protection where necessary. Students need to supply and use protective glasses and hearing protection. These are mandatory.

**CAREER OPPORTUNITIES:**

Formula Student teaches students how to be accountable for their work/jobs, which is valued by all employers. Some trade areas that students find careers in are: Metal trades, motor trades, craftsperson, fitter and turner, engineer, manufacturer, mining industry.

**SERVICE AGREEMENT:**

The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



RTO Provider Code - 41124

**PLEASE NOTE:** Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change

## School Based Apprenticeships and Traineeships - SATs

The School-based Apprenticeship and Traineeship (SAT) Program is an initiative of the Federal Government to broaden the options for students whilst they are completing their senior schooling.

The SAT Program allows a student to gain relevant skills in **paid employment** which leads to a nationally recognised Vocational Education and Training (VET) qualification generally at the Certificate III level, whilst they are completing their senior schooling.

The benefits of completing a SAT, in addition to being engaged in paid employment, are endless. A SAT can provide students with knowledge and understanding that simply cannot be transferred within a school classroom. Involvement in the School-based Apprenticeship and Traineeship Program can also allow the student to make a more informed decision about his/her career path options. Additionally, SATs are very effective in improving future employability.

**The key to gaining a SAT is in the student finding an employer.** Typically, students will secure a school-based apprenticeship and traineeship through one of these methods:

- Converting existing casual employment into a SAT
- Utilising their network of friends and family to secure a position
- Engaging in work experience and impressing the employer

It is also appropriate for students to leave school at the end of Year 10, to begin their full-time Apprenticeship. The Queensland Government recognises this as a valuable pathway under their "Learning or Earning" strategy. Students who take up a full-time trade may be qualified by the time they are 19 years of age. The Trade Qualification may be used to gain entry to a Tertiary Institution if so desired.

Students who intend gaining a SAT in the future will still choose the required 6 subjects and may be either ATAR eligible or ineligible. However, the option is there for students who are **signed** into a School-based Apprenticeship or Traineeship (SAT) to commence a flexible timetable arrangement and drop one of their subjects. The SAT will count as the sixth subject and once fully completed contribute up to 8 QCE points. Students may work one school day (in some cases 2 days) or alternatively work out-of-school hours. Students will complete their training both at school and 'on-the-job'.

For more information, please access our school's careers website at:  
<https://www.centheigshscareers.com>.

Alternatively, please do not hesitate to visit the Careers Office should you need assistance or have any questions.

### **COST:**

**(In addition to the Student Resource Scheme – SRS)**

Nil

## VET Courses – External Providers

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In addition to the various school-based subjects on offer, students in Year 11 and 12 may wish to further broaden their knowledge and start working towards a qualification that is directly linked to their chosen career. This can be achieved by enrolling in a Qualification offered through TAFE via the TAFE at School Program or through a Private College/Provider.

Students can study a range of Certificate I and II courses that lead to a workforce pathway, Certificate III Courses or Accelerated Courses. Certificate I and II courses are funded through a VETiS (Vocational Education and Training in Schools) funds allocation, meaning that there is no cost to the student. However, students only receive one allocation of VETiS funding throughout their schooling. Certificate III courses and higher do not attract VETiS funding, so will incur a fee, determined by the provider.

Year 10 students will be given the opportunity to take part in the TAFE Taster Program to sample courses that are offered. Further information with regards to the 2025 TAFE in Schools program will become available in Term 2. The Expression of Interest process to enrol in these courses typically opens at the beginning of Term 3. Students wishing to submit an Expression of Interest will be required to meet with Careers Office staff.

Dependant on student numbers, a local training provider, Hutchies Training, works with our school to deliver Certificate I Construction qualification with delivery to occur off-site.

Additionally, there are a number of private colleges that offer VET-in-schools programs to Queensland schools. Many of these courses will be offered via online-delivery. Students can apply through the staff at the Careers Office.

Students need to be committed to completing the courses, which at the Certificate I and II level will run for one day per week for one year. As such, students may elect to commence such a course in either Year 11 and/or 12. Students must also be prepared to pay any tuition and/or material costs and organise their own transport to and from the training. Once enrolled, Flexible Timetable arrangements can be negotiated by students dropping a subject to accommodate the training required. Successful completion of a Qualification can contribute between 3-8 credit points towards a student's QCE. Minimum requirements by most providers require students to have a pass in year 10 English and Maths.

Please contact the staff at the Careers Office for further information.

## Diverse Learners

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### AIMS:

The aim of the Diverse Learning Team is to support students to achieve to the best of their ability so that they might successfully transition from school into the wider community.

### CONTENT:

- Some students study a full subject load with support provided by a Case Manager who liaises with teachers and parents, and advocates for the student when necessary.
- Some students elect to study one less subject, allowing for a tutorial class in their timetable. A curriculum support tutorial provides students with assistance to complete assignments on time and prepare for examinations.
- In-class support may be provided in subject classes; this varies according to need and resources available.
- In the Senior School students select from a number of options depending on their level of ability and the pathway they identify through the SET Planning process. These options range from General Subjects to Certificate Courses. Some students will be ATAR eligible. All students will work towards the Queensland Certificate of Education (QCE) except those undertaking a highly individualised program who work towards attaining their Queensland Certificate of Individual Achievement (QCIA).
- Students may also participate in work experience. After successful work experience placements, Year 11 students may be eligible to undertake a School-based Traineeship e.g. Certificate II Retail, Certificate II in Kitchen Operations.

### PREREQUISITES:

Centenary Heights State High School Diverse Learning Team supports students who are identified as having supplementary, substantial or extensive adjustments required in order to access a program of learning and/or the school environment.

These students are included in the school's NCCD (Nationally Consistent Collection of Data) each year.

All students have a Personalised Learning Record that outlines strategies to assist them to overcome barriers and experience a meaningful time at school.

### ASSESSMENT:

Some students access the curriculum at the same year level as their same age cohort and are reported as such.

Other students may undertake subjects in a smaller classroom context. These students are assessed and reported against their Individual Learning Expectations as noted in their Personalised Learning Record.

If required, students supported by the Diverse Learning team in the senior school have an AARA (Access Arrangements and Reasonable Adjustments) which clearly highlights adjustments the child is eligible for in assessment and exam contexts.

### COSTS:

#### (In addition to the Student Resource Scheme – SRS)

Exact costs of DL programs cannot be given. Students participate in many activities including work experience and All Abilities sporting events where costs are shared between the parent and the DL department.