Introduction

This Resource guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all the Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of Redcliffe State High School’s curriculum offerings.

Our curriculum provides a variety of opportunities for students while catering to the schools’ contexts, resources, students’ pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, TAFE and school, VET, school specific courses and syllabuses offered at RSHS.

Please be note that although we do our best to provide students with a wide range of subjects we cannot guarantee every possible option as there are thousands of combinations of subjects. If there is low candidature choosing a subject and we cannot provide it there may be the opportunity for students to undertake the course through Brisbane School of Distance Education (BSDE).

Thank you

Sue Linde
Deputy Principal Curriculum RSHS
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Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE) or
- Queensland Certificate of Individual Achievement (QCIA). (*For students who receive an individualised program*)


Statement of results

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

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

Queensland Certificate of Education (QCE)

The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued. Students at RSHS are expected to achieve a QCE by the end of their Senior Schooling (Year 12).

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. (*They do not undertake a QCE whilst at school.*) At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior Subjects

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

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

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

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

Applied syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCA. These include language examinations eg Chinese. These are different to the external exams sat as part of the General subjects.

Vocational Education

Students can access VET programs through the school if it:

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

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses

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

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

Applied syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
• community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

• core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

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. (This also includes Literature Extension and English as an Additional Language, which are not offered at Redcliffe High).

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student’s English result to be included in the calculation of their ATAR.
General syllabuses

**Structure**

The syllabus structure consists of a course overview and assessment.

**General syllabuses course overview**

General syllabuses are developmental four-unit courses of study.

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

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

**Extension syllabuses course overview**

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

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

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

**Assessment**

**Units 1 and 2 assessments**

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

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

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

**Units 3 and 4 assessments**

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

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.
The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students’ results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students’ overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

**Instrument-specific marking guides**

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

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

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

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

**External assessment**

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

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

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

**Brisbane School of Distance Education (BSDE)**

BSDE is a school that allows students to study subjects in an online capacity. Students can elect to study with the BSDE if Redcliffe SHS either does not offer the subject a student wants to undertake in senior or if the student wants to study two subjects that are only offered on the one line (i.e. a subject clash). In this instance the student would elect to undertake one subject through the BSDE and would undertake the other through Redcliffe SHS. More information about the BSDE can be found here: [https://brisbanesde.eq.edu.au/Ourschool/Pages/About-us---guidelines.aspx](https://brisbanesde.eq.edu.au/Ourschool/Pages/About-us---guidelines.aspx).

The Redcliffe SHS coordinator for the BSDE is the Senior Schooling HOD (located in N7).

**Music Extension — available to eligible Music students in 2020. One year course**

- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
**Applied syllabuses**

**Structure**

The syllabus structure consists of a course overview and assessment.

**Applied syllabuses course overview**

Applied syllabuses are developmental four-unit courses of study.

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

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

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

**Assessment**

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

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

Applied syllabuses do not use external assessment.

**Instrument-specific standards matrixes**

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

**Essential English and Essential Mathematics — Common internal assessment**

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

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

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

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

**Summative internal assessment — instrument-specific standards**

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

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

**Assessment**

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: [https://www.qcaa.qld.edu.au/senior/sep-calendar](https://www.qcaa.qld.edu.au/senior/sep-calendar).

Results are based solely on students’ demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

**VET**

**Course overview**

Students can undertake VET courses offered in the school. They can also do this as part of a School Based Apprenticeship or Traineeship

**Assessment**

This is stated as per the individual Training Package (TP). Generally students work towards the competencies outlined in the TP.

**TAFE**

We offer through TAFE a number of subjects. Please go to TAFE online to access “TAFE at Schools”

The TAFE/Skills Tech in Schools Program is available to all students who wish to study Vocational modules that are not offered at Redcliffe SHS. This program provides students with the opportunity to extend the areas in which they are studying and to gain some vocational training in an area of interest to them. Students can study a TAFE/Skills Tech course by attending a TAFE College and complete the modules offered. We work closely with TAFE Brisbane, Bracken Ridge and Caboolture Campuses and Skills Tech at Bracken Ridge.

**How does it work?**

TAFE Brisbane & Skillstech offers the opportunity for high school students in Year 11 and Year 12 to enrol in a range of training options e.g. TAFE Brisbane one day a week during the school term over
two years to complete a Certificate II, III or IV. Some extra days may be required for Work Experience.

**How do students participate in courses?**
Students who wish to study at TAFE should identify the course they want to undertake as part of the SET Plan process. They can do this by reviewing the TAFE at Schools Guide. This guide is distributed to students in Term 2. Spares are available from School Administration. Once students identify the course they want to undertake they inform their Pathways teacher in Term 3. The Pathways teacher then passes this information onto the Senior Schooling HOD who nominates the student for the course. TAFE then emails the student and parent/guardian an enrolment pack (this usually occurs towards the end of Term 3).

**What costs are there?**
Costs are detailed in the respective TAFE in Schools Course Guide. These guides are distributed to students in Term 2.
Some of the areas of study available at TAFE Brisbane (Caboolture, Bracken Ridge, Redcliffe,) are:

- Animal Studies
- Business
- Community Studies
- Design Fundamentals
- Fitness
- Hairdressing
- Interior Design
- Arts
- Tourism
- Information Technology

Study areas available through Skills Tech Australia (Bracken Ridge) in 2018 were: Automotive, Electro technology, Engineering, Building and Construction

**Students will attend TAFE one day per week.**
Students need to catch up on work missed as a result of attending TAFE through discussions with their teachers. To assist students in catching up with missed work the school does allow them to drop one subject for a study lesson. Should the study lesson fall in Period 1 or Period 4 they are “off campus”. If it falls in Periods 2 or 3 the student must go to the school library.

Please note students are only entitled to take up a study lesson after the successful completion of one (1) term at TAFE. The premise behind this is that most students, if they are going to discontinue enrolment at TAFE, will do so in the first term. Likewise, should students successfully complete one term they generally complete the course.
Students may apply a study lesson with the Senior Schooling HOD providing they meet the above criteria.
## QCAA subjects and VET offered at RSHS

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Redcliffe High Senior Subject Guide 2020

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Mathematics

Head of Department
Mrs Michelle Fry
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General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics (see page 75)
General Mathematics
General senior subject

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

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

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

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

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

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

• select, recall and use facts, rules, definitions and procedures drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices
• comprehend mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices
• communicate using mathematical, statistical and everyday language and conventions
• evaluate the reasonableness of solutions
• justify procedures and decisions by explaining mathematical reasoning
• solve problems by applying mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices.
Structure

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<tr>
<td>• Graphs and networks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Networks and decision mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td></td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td>15%</td>
</tr>
<tr>
<td>Summative external assessment (EA): 50%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>

Pre-requisite Requirement to Enrolment

Successful completion of General Mathematics in Year 10.

Required Equipment

Scientific Calculator. Texas Instrument Ti30Xbmview

Cost is approximately $20.00.
Mathematical Methods
General senior subject

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

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

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

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

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra, statistics and functions</strong></td>
<td><strong>Calculus and further functions</strong></td>
<td><strong>Further calculus</strong></td>
<td><strong>Further functions and statistics</strong></td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences and series 1</td>
<td>• Exponential functions 2</td>
<td>• The logarithmic function 2</td>
<td>• Further differentiation and applications 3</td>
</tr>
<tr>
<td>• Functions and graphs</td>
<td>• The logarithmic function 1</td>
<td>• Further differentiation and applications 2</td>
<td>• Trigonometric functions 2</td>
</tr>
<tr>
<td>• Counting and probability</td>
<td>• Trigonometric functions 1</td>
<td>• Integrals</td>
<td>• Discrete random variables 2</td>
</tr>
<tr>
<td>• Exponential functions 1</td>
<td>• Introduction to differential calculus</td>
<td></td>
<td>• Continuous random variables and the normal distribution</td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences</td>
<td>• Further differentiation and applications 1</td>
<td></td>
<td>• Interval estimates for proportions</td>
</tr>
</tbody>
</table>

Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA): 50%</strong></td>
</tr>
<tr>
<td>• Examination</td>
<td>• Examination</td>
</tr>
<tr>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

Pre-requisite Requirement to Enrolment

Successful completion of Mathematical Methods in Year 10.

Required Equipment

Graphics Calculator. TINSPIRENONCASCX
Cost is approximately $220.00. Students are provided with supplier details.
Specialist Mathematics
General senior subject

Specialist Mathematics’ major domains are Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Combinatorics, vectors and proof</strong>&lt;br&gt;• Combinatorics&lt;br&gt;• Vectors in the plane&lt;br&gt;• Introduction to proof</td>
<td><strong>Complex numbers, trigonometry, functions and matrices</strong>&lt;br&gt;• Complex numbers 1&lt;br&gt;• Trigonometry and functions&lt;br&gt;• Matrices</td>
<td><strong>Mathematical induction, and further vectors, matrices and complex numbers</strong>&lt;br&gt;• Proof by mathematical induction&lt;br&gt;• Vectors and matrices&lt;br&gt;• Complex numbers 2</td>
<td><strong>Further statistical and calculus inference</strong>&lt;br&gt;• Integration and applications of integration&lt;br&gt;• Rates of change and differential equations&lt;br&gt;• Statistical inference</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Problem-solving and modelling task</td>
<td><strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Examination</td>
</tr>
<tr>
<td>20%</td>
<td>15%</td>
</tr>
</tbody>
</table>
| **Summative internal assessment 2 (IA2):**<br>• Examination | **Summative external assessment (EA):** 50%
• Examination |
| 15% | |

Required Equipment

Graphics Calculator. TINSPRENONCASCX
Cost is approximately $220.00. Students are provided with supplier details.
English

Head of Department
Ms Rachel Skelton
rskel9@eq.edu.au

General

- English
- Literature

Applied

- Essential English (see page 77)
English
General senior subject

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

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

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

Pathways

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

Students may study English and Literature concurrently.

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives and texts</td>
<td>Texts and culture</td>
<td>Textual connections</td>
<td>Close study of literary texts</td>
</tr>
<tr>
<td>• Examining and creating perspectives in texts</td>
<td>• Examining and shaping representations of culture in texts</td>
<td>• Exploring connections between texts</td>
<td>• Engaging with literary texts from diverse times and places</td>
</tr>
<tr>
<td>• Responding to a variety of non-literate and literary texts</td>
<td>• Responding to literary and non-literary texts, including a focus on Australian texts</td>
<td>• Examining different perspectives of the same issue in texts and shaping own perspectives</td>
<td>• Responding to literary texts creatively and critically</td>
</tr>
<tr>
<td>• Creating responses for public audiences and persuasive texts</td>
<td>• Creating imaginative and analytical texts</td>
<td>• Creating responses for public audiences and persuasive texts</td>
<td>• Creating imaginative and analytical texts</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — written response for a public audience</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response — persuasive spoken response</td>
<td>• Examination — analytical written response</td>
</tr>
</tbody>
</table>
Literature
General senior subject

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

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

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

Pathways

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

Students may study Literature and English concurrently.

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to literary studies</strong></td>
<td><strong>Texts and culture</strong></td>
<td><strong>Literature and identity</strong></td>
<td><strong>Independent explorations</strong></td>
</tr>
<tr>
<td>• Ways literary texts are received and responded to</td>
<td>• Ways literary texts connect with each other — genre, concepts and contexts</td>
<td>• Relationship between language, culture and identity in literary texts</td>
<td>• Dynamic nature of literary interpretation</td>
</tr>
<tr>
<td>• How textual choices affect readers</td>
<td>• Ways literary texts connect with each other — style and structure</td>
<td>• Power of language to represent ideas, events and people</td>
<td>• Close examination of style, structure and subject matter</td>
</tr>
<tr>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
</tr>
</tbody>
</table>

Assessment

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

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — analytical written response</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response — imaginative spoken/multimodal response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Humanities

Head of Department
Mrs Angela Auton
aauto2@eq.edu.au

General

- Ancient History
- Geography
- Legal Studies
- Modern History

Applied (see pages 79, 81 and 83)

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investigating the ancient world</strong></td>
<td><strong>Personalities in their time</strong></td>
<td><strong>Reconstructing the ancient world</strong></td>
<td><strong>People, power and authority</strong></td>
</tr>
<tr>
<td>• Digging up the past</td>
<td>• Hatshepsut</td>
<td>• Thebes — East and West, 18th Dynasty Egypt</td>
<td>Schools choose one study of power from:</td>
</tr>
<tr>
<td>• Ancient societies — Slavery</td>
<td>• Akhenaten</td>
<td>• The Bronze Age Aegean</td>
<td>• Ancient Egypt — New Kingdom Imperialism</td>
</tr>
<tr>
<td>• Ancient societies — Art and architecture</td>
<td>• Xerxes</td>
<td>• Assyria from Tiglath Pileser III to the fall of the Empire</td>
<td>• Ancient Greece — the Persian Wars</td>
</tr>
<tr>
<td>• Ancient societies — Weapons and warfare</td>
<td>• Perikles</td>
<td>• Fifth Century Athens (BCE)</td>
<td>• Ancient Greece — the Peloponnesian War</td>
</tr>
<tr>
<td>• Ancient societies — Technology and engineering</td>
<td>• Alexander the Great</td>
<td></td>
<td>• Ancient Rome — the Punic Wars</td>
</tr>
<tr>
<td></td>
<td>• Hannibal Barca</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment

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

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#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — essay in response to</td>
<td>• Investigation — historical essay based on</td>
</tr>
<tr>
<td>historical sources</td>
<td>research</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Independent source investigation</td>
<td>• Examination — short responses to historical</td>
</tr>
<tr>
<td></td>
<td>sources</td>
</tr>
</tbody>
</table>

QCAA will nominate one topic that will be the basis for an external examination from:

- Thutmose III
- Rameses II
- Themistokles
- Alkibiades
- Scipio Africanus
- Caesar
- Augustus

---

Unit 1
- Ancient societies — The family
- Ancient societies — Beliefs, rituals and funerary practices.

Unit 2
- Boudica
- Cao Cao
- Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)
- Richard the Lionheart
- Alternative choice of personality

Unit 3
- Philip II and Alexander III of Macedon
- Early Imperial Rome
- Pompeii and Herculaneum
- Later Han Dynasty and the Three Kingdoms
- The ‘Fall’ of the Western Roman Empire
- The Medieval Crusades

Unit 4
- Ancient Rome — Civil War and the breakdown of the Republic
- Thutmose III
- Rameses II
- Themistokles
- Alkibiades
- Scipio Africanus
- Caesar
- Augustus
Geography
General senior subject

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Responding to risk and vulnerability in hazard zones
  - Natural hazard zones
  - Ecological hazard zones                  | Planning sustainable places
  - Responding to challenges facing a place in Australia
  - Managing the challenges facing a megacity | Responding to land cover transformations
  - Land cover transformations and climate change
  - Responding to local land cover transformations | Managing population change
  - Population challenges in Australia
  - Global population change                 |                                            |                                            |                                            |

Redcliffe High Senior Subject Guide 2020
Assessment

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

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Summative assessments

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — data report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Investigation — field report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Legal Studies
General senior subject

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond reasonable doubt</td>
<td>Balance of probabilities</td>
<td>Law, governance and change</td>
<td>Human rights in legal contexts</td>
</tr>
<tr>
<td>- Legal foundations</td>
<td>- Civil law foundations</td>
<td>- Governance in Australia</td>
<td>- Human rights</td>
</tr>
<tr>
<td>- Criminal investigation process</td>
<td>- Contractual obligations</td>
<td>- Law reform within a dynamic society</td>
<td>- The effectiveness of international law</td>
</tr>
<tr>
<td>- Criminal trial process</td>
<td>- Negligence and the duty of care</td>
<td></td>
<td>- Human rights in Australian contexts</td>
</tr>
<tr>
<td>- Punishment and sentencing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas in the modern world</td>
<td>Movements in the modern world</td>
<td>National experiences in the modern world</td>
<td>International experiences in the modern world</td>
</tr>
<tr>
<td>- Industrial Revolution, 1760s–1890</td>
<td>- Workers’ movement since the 1860s</td>
<td>- France, 1799–1815</td>
<td>- Trade and commerce between nations since 1833</td>
</tr>
<tr>
<td>- American Revolution, 1763–1783</td>
<td>- Women’s movement since 1893</td>
<td>- New Zealand, 1841–1934</td>
<td>- Mass migrations since 1848</td>
</tr>
<tr>
<td>- French Revolution, 1789–1799</td>
<td>- May Fourth Movement in China, 1919</td>
<td>- Germany, 1914–1945</td>
<td>- Information Age since 1936</td>
</tr>
<tr>
<td>- Age of Imperialism, 1848–1914</td>
<td></td>
<td>- United States of America, 1917–1945</td>
<td>- Genocides and ethnic cleansings since 1941</td>
</tr>
</tbody>
</table>

Redcliffe High Senior Subject Guide 2020
Unit 1 | Unit 2 | Unit 3 | Unit 4
---|---|---|---
- Iranian Revolution, 1977–1979 | - Environmental movement since the 1960s | - Space exploration since 1957
- Arab Spring since 2010 | - LGBTIQ civil rights movement since 1969 | - Rights and recognition of First Peoples since 1982
- Alternative topic for Unit 1 | - Pro-democracy movement in Myanmar (Burma) since 1988 | - Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1): | Summative internal assessment 3 (IA3):
  - Examination — essay in response to historical sources |  - Investigation — historical essay based on research |
  25% | 25% |
| Summative internal assessment 2 (IA2): | Summative external assessment (EA):
  - Independent source investigation |  - Examination — short responses to historical sources |
  25% | 25% |
Design Technologies

Head of Department - Mr David Christie
dchri8@eq.edu.au

General

- Design

Applied (see pages 85, 87 and 91)

- Building and Construction Skills
- Furnishing Skills
- Hospitality Practices

VET (see pages 89, 93 and 95)

- MEM20413 – Certificate II in Engineering Pathways. RTO Blue Dog Training Pty Ltd (31193)
- SIT20316 - Certificate II in Hospitality. RTO Redcliffe State High School (30430)
- FBP30117 – Certificate III in Food Processing Micro Brewing. RTO Calibre Training and Development (32394)
Design
General senior subject

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design in practice</strong></td>
<td><strong>Commercial design</strong></td>
<td><strong>Human-centred design</strong></td>
<td><strong>Sustainable design</strong></td>
</tr>
<tr>
<td>• Experiencing design</td>
<td>• Explore — client needs</td>
<td>• Designing with empathy</td>
<td>• Explore — sustainable</td>
</tr>
<tr>
<td>• Design process</td>
<td>and wants</td>
<td></td>
<td>design opportunities</td>
</tr>
<tr>
<td>• Design styles</td>
<td>• Develop — collaborative design</td>
<td></td>
<td>• Develop — redesign</td>
</tr>
</tbody>
</table>

Redcliffe High Senior Subject Guide 2020
Assessment

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

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  • Examination — design challenge | 15%  
  Summative internal assessment 3 (IA3):  
  • Project | 25% |
| Summative internal assessment 2 (IA2):  
  • Project | 35%  
  Summative external assessment (EA):  
  • Examination — design challenge | 25% |
Health and Physical Education

Head of Department – Mr Mick Baker
mbake17@eq.edu.au

**General**

- Physical Education

**Applied (see pages 97 and 99)**

- Sport and Recreation

- Rugby League Excellence incorporating QCAA Applied course Sport and Recreation

**VET (see pages 100 and 101)**

- Girl’s Sport and Fitness Academy incorporating
  
  *Certificate III in Fitness SIS30315* Plus entry qualification: *SIS20115 Certificate II in Sport and Recreation* - RTO Binnacle Training, (31319)

- Certificate III in Fitness SIS30315 Plus entry qualification:  
  
  *SIS20115 Certificate II in Sport and Recreation* - RTO Binnacle Training, (31319)
Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others’ health and physical activity in diverse and changing contexts.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motor learning, functional anatomy, biomechanics and physical activity</strong></td>
<td><strong>Sport psychology, equity and physical activity</strong></td>
<td><strong>Tactical awareness, ethics and integrity and physical activity</strong></td>
<td><strong>Energy, fitness and training and physical activity</strong></td>
</tr>
<tr>
<td>• Motor learning integrated with a selected physical activity</td>
<td>• Sport psychology integrated with a selected physical activity</td>
<td>• Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity</td>
<td>• Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity</td>
</tr>
<tr>
<td>• Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>• Equity — barriers and enablers</td>
<td>• Ethics and integrity</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Investigation — report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Science

Head of Department
Mr Carl Coleman
ccole13@eq.edu.au

General

- Biology
- Chemistry
- Physics
- Engineering
- Psychology

VET (see page 104)

Introduction to Laboratory Operations

- MSL20118 – Certificate II in Laboratory Sampling and Measurement – VETiS – RTO ABC Training and Consulting (5800)

- MSL30118 – Certificate III in Laboratory Skills - VETiS – RTO ABC Training and Consulting (5800)
Biology
General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cells and multicellular organisms</td>
<td>Maintaining the internal environment</td>
<td>Biodiversity and the interconnectedness of life</td>
<td>Heredity and continuity of life</td>
</tr>
<tr>
<td>- Cells as the basis of life</td>
<td>- Homeostasis</td>
<td>- Describing biodiversity</td>
<td>- DNA, genes and the continuity of life</td>
</tr>
<tr>
<td>- Multicellular organisms</td>
<td>- Infectious diseases</td>
<td>- Ecosystem dynamics</td>
<td>- Continuity of life on Earth</td>
</tr>
</tbody>
</table>
Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td>• Examination</td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 50%

• Examination
Chemistry
General senior subject

Chemistry is the study of materials and their properties and structure.

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemical fundamentals — structure, properties and reactions</strong></td>
<td><strong>Molecular interactions and reactions</strong></td>
<td><strong>Equilibrium, acids and redox reactions</strong></td>
<td><strong>Structure, synthesis and design</strong></td>
</tr>
<tr>
<td>• Properties and structure of atoms</td>
<td>• Intermolecular forces and gases</td>
<td>• Chemical equilibrium systems</td>
<td>• Properties and structure of organic materials</td>
</tr>
<tr>
<td>• Properties and structure of materials</td>
<td>• Aqueous solutions and acidity</td>
<td>• Oxidation and reduction</td>
<td>• Chemical synthesis and design</td>
</tr>
<tr>
<td>• Chemical reactions — reactants, products and energy change</td>
<td>• Rates of chemical reactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td>• Examination</td>
</tr>
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</tbody>
</table>
Physics provides opportunities for students to engage with classical and modern understandings of the universe.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thermal, nuclear and electrical physics</strong></td>
<td><strong>Linear motion and waves</strong></td>
<td><strong>Gravity and electromagnetism</strong></td>
<td><strong>Revolutions in modern physics</strong></td>
</tr>
<tr>
<td>• Heating processes</td>
<td>• Linear motion and force</td>
<td>• Gravity and motion</td>
<td>• Special relativity</td>
</tr>
<tr>
<td>• Ionising radiation and nuclear reactions</td>
<td>• Waves</td>
<td>• Electromagnetism</td>
<td>• Quantum theory</td>
</tr>
<tr>
<td>• Electrical circuits</td>
<td></td>
<td></td>
<td>• The Standard Model</td>
</tr>
</tbody>
</table>

Assessment

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<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
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<tbody>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td>10%</td>
</tr>
<tr>
<td>• Data test</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td>20%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
<td>20%</td>
</tr>
<tr>
<td>• Research investigation</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td>50%</td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>
Engineering
General senior subject

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.

Pathways
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.

Objectives
By the conclusion of the course of study, students will:
- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering fundamentals and society</strong></td>
<td>Emerging technologies</td>
<td>Statics of structures and environmental considerations</td>
<td>Machines and mechanisms</td>
</tr>
<tr>
<td>- Engineering history</td>
<td>- Emerging needs</td>
<td>- Application of the problem-solving process in Engineering</td>
<td>- Machines in society</td>
</tr>
<tr>
<td>- The problem-solving process in Engineering</td>
<td>- Emerging processes and machinery</td>
<td>- Civil structures and the environment</td>
<td>- Materials</td>
</tr>
<tr>
<td>- Engineering communication</td>
<td>- Emerging materials</td>
<td>- Civil structures, materials and forces</td>
<td>- Machine control</td>
</tr>
<tr>
<td>- Introduction to engineering mechanics</td>
<td>- Exploring autonomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Introduction to engineering materials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep.

In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning.

In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

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

- describe and explain scientific concepts, theories, models and systems and their limitations as they relate to the field of psychology
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual development</td>
<td>Emerging technologies</td>
<td>Individual thinking</td>
<td>The influence of others</td>
</tr>
<tr>
<td>• Psychological science A</td>
<td>• Psychological science B</td>
<td>• Localisation of function in the brain</td>
<td>• Social psychology</td>
</tr>
</tbody>
</table>
Assessment

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

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

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 50%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>
Languages

Head of Department –
Mrs Valerie Blane
vgblao@eq.edu.au

General subjects

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **私のくらし**  
My world  
- Family/carers and friends  
- Lifestyle and leisure  
- Education | **私のまわり**  
Exploring our world  
- Travel  
- Technology and media  
- The contribution of Japanese culture to the world | **私の社会**  
Our society  
- Roles and relationships  
- Socialising and connecting with my peers | **私の将来**  
My future  
- Finishing secondary school, plans and reflections  
- Responsibilities and moving on |
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>● Examination — short response</td>
<td>● Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>● Examination — combination response</td>
<td>● Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Creative Industries

Acting Head of Department
Mrs Brylee Taylor
bcolu4@eq.edu.au

General

- Drama
- Film, Television and New Media
- Music
- Visual Art

Applied (see pages 105, 107 and 109)

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

Excellence in Drama programme (see page 113 and 114)

- Centre of Artistic Development (CAD)
- Drama in Practice

VET (see page 111)

- CUA20215 - Certificate II in Creative Industries RTO
  Redcliffe State High School (30430)
Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share</strong>&lt;br&gt;How does drama promote shared understandings of the human experience?</td>
<td><strong>Reflect</strong>&lt;br&gt;How is drama shaped to reflect lived experience?&lt;br&gt;  • Realism, including Magical Realism, Australian Gothic</td>
<td><strong>Challenge</strong>&lt;br&gt;How can we use drama to challenge our understanding of humanity?</td>
<td><strong>Transform</strong>&lt;br&gt;How can you transform dramatic practice?&lt;br&gt;  • Contemporary performance</td>
</tr>
</tbody>
</table>
• cultural inheritances of storytelling
• oral history and emerging practices
• a range of linear and non-linear forms

• associated conventions of styles and texts

• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre
• associated conventions of styles and texts
• inherited texts as stimulus

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):  • Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):  • Project — dramatic concept</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):  • Project — practice-led project</td>
<td>35%</td>
</tr>
<tr>
<td>Summative external assessment (EA):  • Examination — extended response</td>
<td>25%</td>
</tr>
</tbody>
</table>
Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong>&lt;br&gt;• Concept: technologies&lt;br&gt;How are tools and associated processes used to create meaning?&lt;br&gt;• Concept: institutions</td>
<td><strong>Story forms</strong>&lt;br&gt;• Concept: representations&lt;br&gt;How do representations function in story forms?&lt;br&gt;• Concept: audiences</td>
<td><strong>Participation</strong>&lt;br&gt;• Concept: technologies&lt;br&gt;How do technologies enable or constrain participation?&lt;br&gt;• Concept: audiences</td>
<td><strong>Identity</strong>&lt;br&gt;• Concept: technologies&lt;br&gt;How do media artists experiment with technological practices?</td>
</tr>
</tbody>
</table>
How are institutional practices influenced by social, political and economic factors?
- Concept: languages
How do signs and symbols, codes and conventions create meaning?

How does the relationship between story forms and meaning change in different contexts?
- Concept: languages
How are media languages used to construct stories?

How do different contexts and purposes impact the participation of individuals and cultural groups?
- Concept: institutions
How is participation in institutional practices influenced by social, political and economic factors?

- Concept: representations
How do media artists portray people, places, events, ideas and emotions?
- Concept: languages
How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>- Case study investigation</td>
<td>- Stylistic project</td>
</tr>
<tr>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>- Multi-platform project</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 25%</td>
<td></td>
</tr>
<tr>
<td>- Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>
Music
General senior subject

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Integrated project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Composition</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>
Visual Art
General senior subject

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

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art as lens</strong></td>
<td><strong>Art as code</strong></td>
<td><strong>Art as knowledge</strong></td>
<td><strong>Art as alternate</strong></td>
</tr>
<tr>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
</tr>
<tr>
<td></td>
<td>• Concept: art as a coded visual language</td>
<td></td>
<td>• Concept: evolving alternate</td>
</tr>
</tbody>
</table>
• Concept: lenses to explore the material world
  • Contexts: personal and contemporary
  • Focus: People, place, objects
  • Media: 2D, 3D, and time-based

• Contexts: formal and cultural
  • Focus: Codes, symbols, signs and art conventions
  • Media: 2D, 3D, and time-based

• Concept: constructing knowledge as artist and audience
  • Contexts: contemporary, personal, cultural and/or formal
  • Focus: student-directed
  • Media: student-directed

• Contexts: formal and cultural
  • Focus: Codes, symbols, signs and art conventions
  • Media: 2D, 3D, and time-based

Assessment

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

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**Summative assessments**

<table>
<thead>
<tr>
<th><strong>Unit 3</strong></th>
<th><strong>Unit 4</strong></th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  • Investigation — inquiry phase 1 | 15% | Summative internal assessment 3 (IA3):  
  • Project — inquiry phase 3 |
| Summative internal assessment 2 (IA2):  
  • Project — inquiry phase 2 | 25% |
| Summative external assessment (EA): 25%  
  • Examination | |
Business & Information Technologies

Acting Head of Department
Ms Roanna Niven
rnive7@eq.edu.au

General

- Accounting
- Business
- Digital Solutions
- Economics

VET (see page 116, 118 and 120)

- BSB20115 - Certificate II in Business RTO Redcliffe State High School (30430)
- ICT20115 - Certificate II in Information, Digital Media and Technology RTO Redcliffe State High School (30430)
- FSK20113 - Certificate II in Skills for Work and Vocational Placement RTO Redcliffe State High School (30430)
Accounting
General senior subject

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real world accounting</td>
<td>Management effectiveness</td>
<td>Monitoring a business</td>
<td>Accounting — the big picture</td>
</tr>
<tr>
<td>- Accounting for a service business</td>
<td>- Accounting for a trading GST business</td>
<td>- Managing resources for a trading GST business</td>
<td>- Cash management</td>
</tr>
<tr>
<td>- End-of-month reporting for a service business</td>
<td>- End-of-year reporting for a trading GST business</td>
<td>- Managing resources for a trading GST business</td>
<td>- Complete accounting process for a trading GST business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Fully classified financial statement reporting for a trading GST business</td>
<td>- Performance analysis of a listed public company</td>
</tr>
</tbody>
</table>

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Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Project — cash management</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>• Examination — short response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Business
General senior subject

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
• describe business environments and situations
• explain business concepts, strategies and processes
• select and analyse business data and information
• interpret business relationships, patterns and trends to draw conclusions
• evaluate business practices and strategies to make decisions and propose recommendations
• create responses that communicate meaning to suit purpose and audience.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business creation</td>
<td>Business growth</td>
<td>Business diversification</td>
<td>Business evolution</td>
</tr>
<tr>
<td>• Fundamentals of</td>
<td>• Establishment of a</td>
<td>• Competitive markets</td>
<td>• Repositioning a</td>
</tr>
<tr>
<td>business</td>
<td>business</td>
<td>• Strategic development</td>
<td>business</td>
</tr>
<tr>
<td>• Creation of business</td>
<td>• Entering markets</td>
<td></td>
<td>• Transformation of a</td>
</tr>
<tr>
<td>ideas</td>
<td></td>
<td></td>
<td>business</td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Extended response — feasibility report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — business report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing’s personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

Pathways

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

Objectives

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

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

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

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — technical proposal</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — digital solution</td>
<td>• Examination</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Economics
General senior subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia’s place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways
A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markets and models</td>
<td>Modified markets</td>
<td>International economics</td>
<td>Contemporary macroeconomics</td>
</tr>
<tr>
<td>• The basic economic problem</td>
<td>• Markets and efficiency</td>
<td>• The global economy</td>
<td>• Macroeconomic objectives and theory</td>
</tr>
<tr>
<td>• Economic flows</td>
<td>• Case options of market measures and strategies</td>
<td>• International economic issues</td>
<td>• Economic management</td>
</tr>
<tr>
<td>• Market forces</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Redcliffe High Senior Subject Guide 2020
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th></th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Examination — combination response</td>
<td>25%</td>
<td><strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Examination — extended response to stimulus</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Investigation — research report</td>
<td>25%</td>
<td><strong>Summative external assessment (EA):</strong>&lt;br&gt;• Examination — combination response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
Applied Practical Pathway - APP

- QCAA Applied subjects
- VET
- TAFE
- University
- Lab Skills
- School of Distance Education
Essential Mathematics’ major domains are Number, Data, Location and time, Measurement and Finance.

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number, data and graphs</strong></td>
<td><strong>Money, travel and data</strong></td>
<td><strong>Measurement, scales and data</strong></td>
<td><strong>Graphs, chance and loans</strong></td>
</tr>
<tr>
<td>- Fundamental topic: Calculations</td>
<td>- Fundamental topic: Calculations</td>
<td>- Fundamental topic: Calculations</td>
<td>- Fundamental topic: Calculations</td>
</tr>
<tr>
<td>- Number</td>
<td>- Managing money</td>
<td>- Measurement</td>
<td>- Bivariate graphs</td>
</tr>
<tr>
<td>- Representing data</td>
<td>- Time and motion</td>
<td>- Scales, plans and models</td>
<td>- Probability and relative frequencies</td>
</tr>
<tr>
<td>- Graphs</td>
<td>- Data collection</td>
<td>- Summarising and comparing data</td>
<td>- Loans and compound interest</td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>

Required Equipment

Scientific Calculator. Texas Instrument Ti30Xbmview

Cost is approximately $20.00.
Essential English develops and refines students’ understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language that works</strong>&lt;br&gt;• Responding to a variety of texts used in and developed for a work context&lt;br&gt;• Creating multimodal and written texts</td>
<td><strong>Texts and human experiences</strong>&lt;br&gt;• Responding to reflective and nonfiction texts that explore human experiences&lt;br&gt;• Creating spoken and written texts</td>
<td><strong>Language that influences</strong>&lt;br&gt;• Creating and shaping perspectives on community, local and global issues in texts&lt;br&gt;• Responding to texts that seek to influence audiences</td>
<td><strong>Representations and popular culture texts</strong>&lt;br&gt;• Responding to popular culture texts&lt;br&gt;• Creating representations of Australian identities, places, events and concepts</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Extended response — spoken/signed response</td>
<td>Summative internal assessment 3 (IA3):&lt;br&gt;• Extended response — Multimodal response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Common internal assessment (CIA)</td>
<td>Summative internal assessment (IA4):&lt;br&gt;• Extended response — Written response</td>
</tr>
</tbody>
</table>
Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

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

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

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

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

<table>
<thead>
<tr>
<th>Core life skills</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal skills — Growing and developing as an individual</td>
<td>• The Arts and the community</td>
</tr>
<tr>
<td>• Interpersonal skills — Living with and relating to other people</td>
<td>• Australia’s place in the world</td>
</tr>
<tr>
<td>• Citizenship skills — Receiving from and contributing to community</td>
<td>• Gender and identity</td>
</tr>
<tr>
<td></td>
<td>• Health: Food and nutrition</td>
</tr>
<tr>
<td></td>
<td>• Health: Recreation and leisure</td>
</tr>
<tr>
<td></td>
<td>• Into relationships</td>
</tr>
<tr>
<td></td>
<td>• Legally, it could be you</td>
</tr>
<tr>
<td></td>
<td>• Money management</td>
</tr>
<tr>
<td></td>
<td>• Science and technology</td>
</tr>
<tr>
<td></td>
<td>• Today’s society</td>
</tr>
<tr>
<td></td>
<td>• The world of work</td>
</tr>
</tbody>
</table>

Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>• 50–250 words per item on the test</td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
</tr>
<tr>
<td>• multimodal: 3–6 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
</tr>
<tr>
<td>• performance: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Redcliffe High Senior Subject Guide 2020
Tourism
Applied senior subject

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism as an industry</td>
<td>Technology and tourism</td>
</tr>
<tr>
<td>The travel experience</td>
<td>Types of tourism</td>
</tr>
<tr>
<td>Sustainable tourism</td>
<td>Tourism marketing</td>
</tr>
<tr>
<td></td>
<td>Forms of tourism</td>
</tr>
<tr>
<td></td>
<td>Tourist destinations and attractions</td>
</tr>
<tr>
<td></td>
<td>Tourism client groups</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

- At least two different components from the following:
  - written: 500–900 words
  - spoken: 2½–3½ minutes
  - multimodal
    - non-presentation: 8 A4 pages max (or equivalent)
    - presentation: 3–6 minutes
  - performance: continuous class time
  - product: continuous class time.

  Presented in one of the following modes:
  - written: 600–1000 words
  - spoken: 3–4 minutes
  - multimodal
    - non-presentation: 10 A4 pages max (or equivalent)
    - presentation: 4–7 minutes.

  Presented in one of the following modes:
  - written: 600–1000 words
  - spoken: 3–4 minutes
  - multimodal
    - non-presentation: 10 A4 pages max (or equivalent)
    - presentation: 4–7 minutes.

  - 60–90 minutes
  - 50–250 words per item
Early Childhood Studies focuses on learning about children aged from birth to five years. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher’s aides or assistants in a range of early childhood contexts.

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children’s needs
- evaluate play-based learning activities in response to children’s needs
- evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fundamentals of early childhood</td>
<td>• Play and creativity</td>
</tr>
<tr>
<td>• Practices in early childhood</td>
<td>• Literacy and numeracy skills</td>
</tr>
<tr>
<td></td>
<td>• Being in a safe place</td>
</tr>
<tr>
<td></td>
<td>• Health and physical wellbeing</td>
</tr>
<tr>
<td></td>
<td>• Indoor and outdoor learning environments</td>
</tr>
</tbody>
</table>
Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- two projects
- two other assessments.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented in one of the following modes:</td>
<td></td>
<td></td>
<td>• 60–90 minutes</td>
</tr>
</tbody>
</table>
| • written: 600–1000 words                    |                                                                               |                                                                                  | • 50–250 words per item
| • spoken: 3–4 minutes                        |                                                                               |                                                                                  |                                                                             |
| • multimodal: 4–7 minutes                    |                                                                               |                                                                                  |                                                                             |
Building & Construction Skills
Applied senior subject

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

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

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

Pathways
A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Industry practices</td>
<td>Carpentry plus at least two electives:</td>
</tr>
<tr>
<td>• Construction processes</td>
<td>• Bricklaying</td>
</tr>
<tr>
<td></td>
<td>• Concreting</td>
</tr>
<tr>
<td></td>
<td>• Landscaping</td>
</tr>
<tr>
<td></td>
<td>• Plastering and painting</td>
</tr>
<tr>
<td></td>
<td>• Tiling.</td>
</tr>
</tbody>
</table>

Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>A project consists of a product component and at least one of the following components:</td>
<td>Students demonstrate production skills and procedures in class under teacher supervision.</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td></td>
<td>• 50–250 words per item</td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• multimodal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- non-presentation: 8 A4 pages max (or equivalent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- presentation: 3–6 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: continuous class time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Furnishing Skills
Applied senior subject

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Cabinet-making</td>
</tr>
<tr>
<td>Production processes</td>
<td>Furniture finishing</td>
</tr>
<tr>
<td></td>
<td>Furniture-making</td>
</tr>
<tr>
<td></td>
<td>Upholstery</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components:  
  • written: 500–900 words  
  • spoken: 2½–3½ minutes  
  • multimodal  
    - non-presentation: 8 A4 pages max (or equivalent)  
    - presentation: 3–6 minutes  
  • product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. |  
  • 60–90 minutes  
  • 50–250 words per item |
MEM20413 – Certificate II in Engineering Pathways  
RTO Blue Dog Training Pty Ltd (31193)

<table>
<thead>
<tr>
<th>Subject Type:</th>
<th>VET Qualification</th>
<th>Duration</th>
<th>Two Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry requirements:</td>
<td>Nil, although students who have completed a Junior Technology course of study would have an advantage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total number of units = 12 (4 core units + 8 elective units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core:</td>
<td>Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSMENV272</td>
<td>Participate in environmentally sustainable work practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMPE003A or MEMPE007A</td>
<td>Use oxy-acetylene and soldering equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Pull apart and re-assemble engineering mechanisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use electric welding machines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Use engineering workshop machines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Work in a team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use hand tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use power tools/hand held operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning experiences:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM13014A</td>
<td>· Skills and knowledge in WHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMMENV272</td>
<td>· Read and interpret routine information on written job instructions and standard operating procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>· Check material/product for conformance to specification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>· Undertaking comparison measurements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Enter routine and familiar information onto proforma and standard workplace forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Undertaking comparison measurements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Identify waste and correct procedures for disposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Select, prepare and lay out or assemble materials and equipment correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Conduct pre-start checks on machinery/equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Use a variety of dedicated tools, equipment and machines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Perform manual heating and thermal cutting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Perform brazing and or silver soldering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Manual metal arc welding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Assessment of student projects is against Industry Competency Standards. Students will need to demonstrate their understanding of theory element of each task by way of written test, verbal expiation/demonstration and assignments. Evidence gathering methods may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Direct observation checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Product resulting from an activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| · Direct verbal or written questioning checklist  
| · Written assessment/quiz/activities  
| · Practical tasks / experience |

**Pathways:**
This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates’ entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

**Fees (Additional to SRS charges):**
The cost to each student of the Certificate II course is $65.00 per year over a two year period. The $65.00 per year is payable at the commencement of the course. Students must wear appropriate footwear as described in the school prospectus. **Please note this course is funded through VETiS.**

**Further information:**
Contact the VET HOD/RTO Manager, Mr Dan McKennariey, dmck109@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

**Service agreement:**
Total program duration is 2 years of delivery and assessment. 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 a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (May 2019.)
Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

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

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

Pathways

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

Objectives

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

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

Structure

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating the hospitality industry</td>
<td>Kitchen operations</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>Food and beverage service</td>
</tr>
<tr>
<td>Hospitality in practice</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
# SIT20316 - Certificate II in Hospitality

RTO Redcliffe State High School (30430). Delivered and assessed by Redcliffe State High School staff.

<table>
<thead>
<tr>
<th>Subject Type</th>
<th>VET Qualification</th>
<th>Duration</th>
<th>Two Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>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. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Entry requirements:   | There are no formal qualification entry requirements. Entry requirements for this program include the student’s agreement and ability to undertake the following:  
  • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.  
  • Attend and participate in scheduled training and assessment.  
  • Participate in workplace tasks to employer expectations.  
  • Be able to work in an industry environment and handle industry standard equipment.  
  • Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.  
  • Students will be required to undertake a work placement in Hospitality industry – 12 shifts (minimum 2 hours per shift) |
| Qualification Packaging Rules: | 12 units must be completed:  
  • 6 core units  
  • 6 elective units, consisting of:  
    1 unit from Group A, 3 units from Group B, 2 units from Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course. The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification. |
| Core and Electives:   |  
  **Semester 1**  
  SITXFSAo01  
  SITHFAB004  
  SITXWHS001  
  SITHCCC006  
  SITHFAB002  
  **Semester 2**  
  SITHFAB005  
  BSBWOR203  
  **Semester 3**  
  SITXCOM002  
  SITXFIN001  
  SITHIND003  
  SITHCCC003  
  **Title: The Basics**  
  Use hygienic practices for food safety  
  Prepare and serve non-alcoholic beverages  
  Participate in safe work practices  
  Produce appetisers and salads  
  Provide responsible service of Alcohol (outsourced to Smart Skill)  
  **Title: Working with Others**  
  Prepare and serve espresso coffee  
  Work effectively with others  
  **Title: Hospitality Industry**  
  Show social and cultural sensitivity  
  Process financial transactions  
  Use Hospitality skills effectively  
  Prepare and present sandwiches |
<table>
<thead>
<tr>
<th>Semester 4</th>
<th>SITHIND002</th>
<th>Title: Consolidating Hospitality Skills &amp; Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SITXCCS003</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interact with Customers</td>
</tr>
</tbody>
</table>

| Learning experiences: | · Hygienic practices for food safety |
|                       | · Simple functions and practical preparation of food |
|                       | · Preparation of non-alcoholic drinks |
|                       | · Responsible service of alcoholic drinks |
|                       | · Preparation and service of expresso coffee |
|                       | · Working effectively with others and interacting with customers |
|                       | · Integrate technical skills and hospitality service to customers |
|                       | · Social and cultural competence and awareness |
|                       | · Access to cash register, cash summary sheets and money. |

| Assessment: | Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: |
|            | · Direct observation checklist |
|            | · Product resulting from an activity |
|            | · Direct verbal or written questioning checklist |
|            | · Reports from workplace supervisor |
|            | · Portfolio of work |
|            | · Written assessment/quiz/activities |
|            | · Workplace learning log |
|            | · Practical tasks / experience |

| Pathways: | Study of Certificate II in Hospitality gives students an insight into the Hospitality industry and assists students in future studies or employment in the hospitality industry. |

| Fees (Additional to SRS charges): | The cost to each student of the Certificate II course is $60.00 in Year 11 and $60.00 in year 12. This does not include the Responsible Service of Alcohol training which must be delivered externally. (Approximately $55.00) |

| Further information: | Contact the VET HOD/RTO Manager, Mr Dan McKennarley, dmcke109@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment. |

| Service agreement: | Total program duration is 2 years of delivery and assessment. 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 a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (May 2019.). |
### FBP30117 - Certificate III in Food Processing Micro Brewing

RTO Redcliffe State High School (30430). Delivered and assessed by Redcliffe State High School staff.

<table>
<thead>
<tr>
<th>Subject Type:</th>
<th>VET Qualification Description</th>
<th>Duration</th>
<th>Two Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>This qualification describes the skills and knowledge for food processing workers employed in the following sectors:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• career in craft and micro brewing industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• manager of food quality programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• head brewer / cellar person</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• microbiologist/chemist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• sales and marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• brew house /front of house manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• responsible service of alcohol (certificate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• beverages (including juices, soft drinks, cordials, aerated and still waters, energy drinks and other modified beverages, such as vitamin and antioxidant beverages, coffee, tea and ice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• packaging and manufacturing / food processing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This qualification is designed for production related roles that require application of industry specific skills and knowledge across a range of processes, including some technical and problem solving ability. It caters for multi-skilled outcomes and roles that include team leader functions within the production environment. All work must be carried out to comply with workplace procedures, in accordance with State/Territory food safety, work health and safety and environmental codes, regulations and legislation that apply to the workplace. No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

<table>
<thead>
<tr>
<th>Entry requirements:</th>
<th>There are no entry requirements for this qualification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total number of units = 17 (5 Core units + 12 Elective units)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBPFSY2001</td>
<td>Implement the food safety program and procedures</td>
</tr>
<tr>
<td>FBPFSY3001</td>
<td>Monitor the implementation of quality and food safety programs</td>
</tr>
<tr>
<td>FBPWHS3001</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>FBPOP2071</td>
<td>Provide and apply workplace information</td>
</tr>
<tr>
<td>MSMENV272</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FBPOP2005</td>
<td>Operate interrelated processes in a production system</td>
</tr>
<tr>
<td>FBPOP2061</td>
<td>Operate a wort production process</td>
</tr>
<tr>
<td>FBPOP2030</td>
<td>Operate a brewery fermentation process</td>
</tr>
<tr>
<td>FBPOP2016</td>
<td>Operate a beer maturation process</td>
</tr>
<tr>
<td>FBPOP2015</td>
<td>Operate a beer filtration process</td>
</tr>
<tr>
<td>FBPOP2013</td>
<td>Operate a bright beer tank process</td>
</tr>
<tr>
<td>FBPOP2011</td>
<td>Identify key stages and beer production equipment in a brewery</td>
</tr>
<tr>
<td>FBPOP2008</td>
<td>Operate a beer filling process</td>
</tr>
<tr>
<td>FBPOP2004</td>
<td>Operate a beer packaging process</td>
</tr>
<tr>
<td>FBPOP2003</td>
<td>Prepare and monitor beer yeast propagation process</td>
</tr>
<tr>
<td>MSL973013</td>
<td>Perform basic tests</td>
</tr>
<tr>
<td>FBPOP2063</td>
<td>Clean equipment in place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning experiences:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>· Activities in simulated training work environments</td>
<td></td>
</tr>
<tr>
<td>· Skills and knowledge in WHS</td>
<td></td>
</tr>
<tr>
<td>· Hygienic practices for food safety</td>
<td></td>
</tr>
</tbody>
</table>
| · beer production equipment in a brewery  
| · Operate a brewery fermentation process  
| · Operate a wort production process |

| **Assessment:** | Assessment is competency based and therefore no levels of achievement are awarded. The units of competency are assessed through integrated projects using various assessment techniques, including:  
| · Written tasks  
| · Practical Tasks  
| · Observation of work skills  
| · Questioning |

| **Pathways:** | Study of Certificate III in Food Processing gives students an insight into the food processing industry and assists students in future studies or employment in the food processing and brewery industry. |

| **Fees (Additional to SRS charges):** | The cost to each student of the Certificate III course is $100.00 per year. |

| **Further information:** | Contact the VET HOD/RTO Manager, Mr Dan McKennariey, dmcke109@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment. |

| **Service agreement:** | Total program duration is 2 years of delivery and assessment. 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 a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (June 2019.) |
Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

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

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

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
• create communications that convey meaning for particular audiences and purposes.

Structure

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td>• Active play and minor games</td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
<tr>
<td>• Challenge and adventure activities</td>
<td>• Sport and recreation physical activities</td>
</tr>
<tr>
<td>• Games and sports</td>
<td></td>
</tr>
<tr>
<td>• Lifelong physical activities</td>
<td></td>
</tr>
<tr>
<td>• Rhythmic and expressive movement activities</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

• one project (annotated records of the performance is also required)

• one investigation, extended response or examination.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>• 2–4 minutes*</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>• 60–90 minutes</td>
<td>• 50–250 words per item</td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• multimodal: 3–6 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• performance: 2–4 minutes.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Evidence must include annotated records that clearly identify the application of standards to performance.
Minimum Year 10 Standard required
- Application only

Special Features of the Course
- Compulsory Levy of $300 per year. This includes travel levy for games and to be paid prior to commencement.
- Excursions and/or camps will be conducted at times throughout the course
- Competitions will be entered both at State and Local standard
- A very high level of participation is compulsory

Subject Overview
- Rugby League is a predominantly practical subject in which students will experience a variety of training and game activities. An involvement in these activities is designed to promote
  - a healthy lifestyle through physical activity
  - an appreciation of safety and health concerns
  - interpersonal skills
  - strong focus on behaviour, effort and discipline

Course of Study

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic skills, Teamwork, Game play</td>
<td>RL skills &amp; drills, RL modified games</td>
</tr>
<tr>
<td>Dolphins training</td>
<td>Fitness, alternate games &amp; physical activities</td>
</tr>
<tr>
<td>Weight training and Fitness</td>
<td>Weight training and Fitness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic skills, Teamwork, Game play</td>
<td>RL skills &amp; drills, RL modified games</td>
</tr>
<tr>
<td>Completion of Cert III in Fitness</td>
<td>Fitness, Dolphins training, alternate games</td>
</tr>
<tr>
<td>Weight training and Fitness</td>
<td>&amp; physical Activities</td>
</tr>
<tr>
<td></td>
<td>Weight training and Fitness</td>
</tr>
</tbody>
</table>

Assessment Overview

Practical
Satisfactory participation in each practical unit is essential as assessment is ongoing throughout the course.

Theory
Completion of set tasks is compulsory and these tasks are due at the end of each term.
For full course outline of Applied course Sport and Recreation see page 96.
**Girl’s Sport and Fitness Academy**

in incorporating SIS30315 Certificate III in Fitness RTO Binnacle Sport and Fitness, RTO code 31319

Plus entry qualification: SIS20115 Certificate II in Sport and Recreation

Minimum Year 10 Standard required

- Application only

**Special Features of the Course**

- Compulsory Levy of $240 per year (to be paid by the start of each school year).
- Once only payment of $330 for Cert III Fitness (payment in full by end of Semester 1 Yr.11). If VETIS funding is used a $150 credit will be returned in term1.Yr.12
- Excursions and/or camps will be conducted at times throughout the course
- Competitions will be entered both at State and Local standard
- A very high level of participation is compulsory

**Subject Overview**

- Girls sport and fitness academy is a predominantly practical subject in which students will experience a variety of training and game activities. An involvement in these activities is designed to promote
  - a healthy lifestyle through physical activity
  - an appreciation of safety and health concerns
  - interpersonal skills
  - strong focus on behaviour, effort and discipline

There are two strands to the course:

1. Sport Skills and Game Play
2. Cert III in Fitness/ Cert II Sport and Recreation - for more information please read course outline for Certificate III Fitness on page 98

Approximately 30% of the course time is devoted to theory work which relates to each practical unit.

**Course of Study**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Futsal, Touch, Volleyball</td>
<td>Volleyball, Touch, Fitness</td>
</tr>
<tr>
<td>Basic skills, Teamwork, Game play</td>
<td>Fitness, alternate games &amp; physical activities</td>
</tr>
<tr>
<td>Cert III in Fitness</td>
<td>Cert III in Fitness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Futsal, Touch, Volleyball</td>
<td>Volleyball, Touch, Fitness</td>
</tr>
<tr>
<td>Basic skills, Teamwork, Game play</td>
<td>Fitness, alternate games &amp; physical Activities</td>
</tr>
<tr>
<td>Completion of Cert III in Fitness</td>
<td>Completion of Cert III in Fitness</td>
</tr>
</tbody>
</table>

**Assessment Overview**

- **Practical**
  Satisfactory participation in each practical unit is essential as assessment is ongoing throughout the course.

- **Theory**
  Online completion of set tasks is compulsory and these tasks are due at the end of each term.
  For more information please refer to the course outline for Certificate III Fitness on page 98
### IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)

This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).


<table>
<thead>
<tr>
<th>REGISTERED TRAINING ORGANISATION</th>
<th>Binnacle Training (RTO Code: 31319)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>Vocational Education and Training (VET) Qualification</td>
</tr>
<tr>
<td>Nationally Recognised Qualifications</td>
<td>SIS30315 Certificate III in Fitness</td>
</tr>
<tr>
<td></td>
<td><strong>PLUS entry qualification:</strong> SIS20115 Certificate II in Sport and Recreation</td>
</tr>
<tr>
<td>Course Length</td>
<td>2 years</td>
</tr>
</tbody>
</table>

**Reasons to Study the Subject**

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

**QCE Credits:** Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student’s QCE. A maximum of eight credits from the same training package can contribute to a QCE.

This program also includes the following:

- First Aid qualification and CPR certificate; plus coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

**ENTRY REQUIREMENTS**

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions.

Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued.

---

Redcliffe High Senior Subject Guide 2020
### Topics of Study / Learning Experiences

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Sport, Fitness and Recreation Industry</td>
<td>• Conducting Health Assessments</td>
<td>• Customer Service in the Fitness Industry</td>
<td>• Learning Gym Exercises</td>
</tr>
<tr>
<td>• Introduction to Anatomy and Physiology</td>
<td>• Work Health and Safety in Sport &amp; Fitness</td>
<td>• Conducting Group Fitness Sessions</td>
<td>• Fitness Programming and Instruction</td>
</tr>
<tr>
<td>• Developing Coaching Practices</td>
<td>• Delivering Community Fitness Programs</td>
<td>• Anatomy and Physiology – Musculoskeletal and Cardiovascular Systems</td>
<td>• Work Effectively in the Sport, Fitness and Recreation Industry</td>
</tr>
<tr>
<td></td>
<td>• First Aid and CPR certificate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TERM 5

• Anatomy and Physiology – Digestive System & Energy Systems
• Nutrition – Providing Healthy Eating Information

### TERM 6

• Training Older Clients

### TERM 7

• Training Other Specific Population Clients

### TERM 8

• First Aid and/or CPR certificate

#### Finalisation of qualification:
- SIS20115 Certificate II in Sport and Recreation
- SIS30315 Certificate III in Fitness

### Learning and Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.
**NOTE:** This program involves a mandatory 'outside subject’ weekly component as follows:

- **TERM 5, 6 or 7:** 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

- **TERM 6:** A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).

### Pathways

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

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit [https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar](https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar)

Students may also choose to continue their study by completing the Certificate IV in Fitness.

### Cost

- $210.00 = Binnacle Training Fee - Certificate II entry qualification
- $80.00 = Binnacle Training Fee - Certificate III (Upgrade from entry qualification)
- $40.00 = First Aid Certificate costs Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.

- All texts and reprographics are provided by the school.

For further information, contact the HOD of HPE, Mick Baker on mbake17@eq.edu.au
Overview:
- This course will teach you the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, food processing, resources and environmental industry sectors.
- The course is delivered and assessed by ABC Training and Consulting in partnership with Redcliffe State High School to provide industry standard training.
- Successful completion of this course will provide students with a recognised qualification and provide credits towards their Queensland Certificate of Education.
- This program is fully funded by the Queensland Government VET Investment Budget.

Eligibility:
- Queensland secondary school student in Years 10, 11 and 12
- Australian citizen or permanent resident or New Zealand Citizen
- Have a sound achievement result in Year 10 Maths and English

Career Opportunities
Employment outcomes targeted by this qualification include Samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others.

How to apply?
- See your Head of Senior Schooling or Head of Science
- Select Laboratory Operations as part of your Senior Education and Training Plan

For further information, please contact:
Mr Carl Coleman
Head of Science
Redcliffe State High School
Tel: 07 3897 1111

VETiS Information:

Alan Bartlett Consulting T/A ABC Training and Consulting – National RTO No 5800

Delivery
Face to face and online

Campus
Redcliffe State High School

Duration
Delivery over 1 year

Fees
No cost to student or school. This is funded by the Queensland Government.

Units of Competency – MSL20118
- MSL912001 – Work within a laboratory or field workplace (induction)
- MSL922001 – Record and present data
- MSL943004 – Participate in laboratory/field workplace safety
- MSMENV272 – Participate in environmentally sustainable work practices
- MSL952001 – Collect routine site samples
- MSL972001 – Conduct routine site measurements
- MSL973016 – Perform aseptic techniques
- MSL973019 – Perform microscopic examination

QCE Credits – 4 Credits

Units of Competency – MSL30118
- MSL913004 – Plan and conduct laboratory /field work
- MSL913003 – Communicate with other people
- MSL973014 – Perform basic tests
- MSL93006 – Contribute to the achievement of quality objectives
- MSL973013 – Perform basic tests

QCE Credits – 8 Credits
Media Arts in Practice
Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Media technologies</td>
<td>• Audio</td>
</tr>
<tr>
<td>• Media communications</td>
<td>• Curating</td>
</tr>
<tr>
<td>• Media in society</td>
<td>• Graphic design</td>
</tr>
<tr>
<td></td>
<td>• Interactive media</td>
</tr>
<tr>
<td></td>
<td>• Moving images</td>
</tr>
<tr>
<td></td>
<td>• Still image</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of skills in the production of media artwork/s.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- product: variable conditions.

• variable conditions

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
Music in Practice
Applied senior subject

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others’ music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

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

Structure
The Music in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music principles</td>
<td>Community music, Contemporary music, Live production and performance, Music for film, TV and video games, Music in advertising</td>
</tr>
<tr>
<td>Music practices</td>
<td>The music industry, Music technology and production, Performance craft, Practical music skills, Songwriting, World music</td>
</tr>
</tbody>
</table>

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others’ music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product (Composition)</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the application of skills to create music.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>
| At least two different components from the following:  
  - written: 500–900 words  
  - spoken: 2½–3½ minutes  
  - multimodal  
    - non-presentation: 8 A4 pages max (or equivalent)  
    - presentation: 3–6 minutes  
  - performance: variable conditions  
  - product: variable conditions. | • music performance: minimum of two minutes total performance time  
• production performance: variable conditions | • manipulating existing sounds: minimum of two minutes  
• arranging and creating: minimum of 32 bars or 60 seconds | Presented in one of the following modes:  
• written: 600–1000 words  
• spoken: 3–4 minutes  
• multimodal  
  - non-presentation: 10 A4 pages max (or equivalent)  
  - presentation: 4–7 minutes. | Presented in one of the following modes:  
• written: 600–1000 words  
• spoken: 3–4 minutes  
• multimodal  
  - non-presentation: 10 A4 pages max (or equivalent)  
  - presentation: 4–7 minutes.
Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others’ works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others’ art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

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

Objectives

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

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

Structure

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

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual mediums, technologies, techniques</td>
<td>2D</td>
</tr>
<tr>
<td>Visual literacies and contexts</td>
<td>3D</td>
</tr>
<tr>
<td>Artwork realisation</td>
<td>Digital and 4D</td>
</tr>
<tr>
<td></td>
<td>Design</td>
</tr>
<tr>
<td></td>
<td>Craft</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of identified skills to the production of artworks.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

A project consists of:
- a product component: variable conditions
- at least one different component from the following
  - written: 500–900 words
  - spoken: 2½–3½ minutes
  - multimodal
    - non-presentation: 8 A4 pages max (or equivalent)
    - presentation: 3–6 minutes.
- variable conditions

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
### CUA20215 - Certificate II in Creative Industries

**RTO Redcliffe State High School (30430). Delivered and assessed by Redcliffe State High School staff.**

<table>
<thead>
<tr>
<th>Subject Type:</th>
<th>VET Qualification</th>
<th>Duration</th>
<th>Two Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualification description:</strong></td>
<td>This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a clearly defined range of contexts. Activities are of limited complexity with required actions clearly defined. Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit “CPCCOHS1001A Work safely in the construction industry) fulfils this requirement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Entry requirements:** | There are no formal qualification entry requirements. Entry requirements for this program include the student’s agreement and ability to undertake the following:  
- Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.  
- Attend and participate in scheduled training and assessment.  
- Participate in workplace tasks to employer expectations.  
- Be able to work in an industry environment and handle industry standard equipment.  
Comply with the RTO code of conduct requirements, directions on work, and health and safety matters. It is a requirement of students that in order to complete this qualification that they engage in industry work activities outside of allocated class time. |
| **Qualification Packaging Rules:** | Total number of units = **10**  
3 core units plus 7 elective units of which:  
- 4 units must be selected from Group A  
- 3 units may be from Group A or Group B or from any currently endorsed training package qualification or accredited course at Certificate II or III level.  
Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid vocational outcome. |
| **Core:** | BSBWOR203  
CUAIN201  
CUAWHS302 |
| **Elective:** | BSBWOR202  
CUAFH202  
CUALGT201  
CUASOU201  
CUASTA201  
CUASTA202  
CUASOU203 |
| **Title:** | Work effectively with others  
Develop and apply creative arts industry knowledge  
Apply work health and safety practices  
Organise and complete daily work activities  
Usher patrons  
Develop basic lighting skills and knowledge  
Develop basic audio skills and knowledge  
Develop basic staging skills  
Assist with bump in and bump out of shows  
Assist with Sound Recordings |
| **Learning experiences:** | · Analyse health and safety requirements  
· Learning about the entertainment industry in a practical setting |
| · Different types of stages and setting stage space for specific types of shows  
| · The science of sound – applying sound to a variety of theatre spaces, functions and shows  
| · Lighting theory and application to a variety of theatre spaces, functions and shows.  
| · Work as an usher and gain experience with industry partner  |

### Assessment:

Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment. That is, assessment of knowledge and skills will be integrated with assessment of their practical application.

Evidence gathering methods may include:
- Direct observation checklist
- Product resulting from an activity
- Direct verbal or written questioning checklist
- Reports from workplace supervisor
- Written assessment/quiz/activities
- Workplace learning log
- Portfolio of workplace documents
- Practical tasks / experience

### Pathways:

This course will be a valuable addition to a folio/resume of work required for Performing Arts Courses with an audition entry process. Upon completion of certificate you will gain the knowledge and skills to use digital technologies and multimedia, social media, design and drawing. You will gain arts industry knowledge and experience working in effective teams.

### Fees (Additional to SRS charges):

Students will need to supply their theatre blacks (black pants, place skirt)

### Further information:

Contact the VET HOD/RTO Manager, Mr Dan McKennarley, dmcke109@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

### Service agreement:

Total program duration is 2 years of delivery and assessment. 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 a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (May 2019.)
Other requirements:
Students must also be studying English and Drama in Year 11 and 12.

Special Features of the Course
- Attend extended school days as part of the program
- Access to Industry Professionals and committed Arts educators
- Regular performance opportunities
- Access to tertiary and industry links

Subject Potential for Post-Secondary Opportunities
This course is designed to facilitate the transition into highly competitive and often limited Arts related Tertiary positions that require both audition and OP pre-requisites for entry.

Subject Overview
Goals of the CAD Course
- To offer senior students who are gifted and talented in the area of Drama an extended Performing Arts Curriculum
- To develop the students’ personal and professional skills and attitudes to enable them to achieve their potential
- To provide students with the opportunity to extend their personal and performance development through a wide variety of workshop and performance activities
- To encourage and promote a link between the school, the community and Performing Arts Industry

Course of Study
CAD students study:
- English (General if intending on a university pathway)
- Senior Drama (General)
- Drama in Practice (Applied see P 112) – studied during CAD Extension Lessons

Every Wednesday CAD students attend compulsory lessons from 1:30 – 4:30 p.m. During this time students will complete project-based work and study the Drama in Practice course. This subject will contribute 4 QCE points if a Sound Achievement or higher is received. The focus is on students working on a performance project, working with professional artists, participating in workshops and attending the Theatre.

Costs associated with this course of study:
- CAD students pay an annual levy of approx. $750 - $800 (please note this is subject to change).
Drama in Practice
Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways
A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure
The Drama in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic principles</td>
<td>Acting (stage and screen)</td>
</tr>
<tr>
<td>Dramatic practices</td>
<td>Career pathways (including arts entrepreneurship)</td>
</tr>
<tr>
<td></td>
<td>Community theatre</td>
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<tr>
<td></td>
<td>Contemporary theatre</td>
</tr>
<tr>
<td></td>
<td>Directing</td>
</tr>
<tr>
<td></td>
<td>Playbuilding</td>
</tr>
<tr>
<td></td>
<td>Scriptwriting</td>
</tr>
<tr>
<td></td>
<td>Technical design and production</td>
</tr>
<tr>
<td></td>
<td>The theatre industry</td>
</tr>
<tr>
<td></td>
<td>Theatre through the ages</td>
</tr>
<tr>
<td></td>
<td>World theatre</td>
</tr>
</tbody>
</table>
Assessment

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

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the production of a design solution.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance onstage (stage acting)
  - 2–4 minutes: individual
  - 1½–3 minutes: group
- performance onstage (screen acting)
  - 2–3 minutes: individual
  - 1½–2 ½ minutes: group
- performance offstage (directing, designing)
  - 4–6 minutes: individual (excluding actors delivering text)
- workshop performance (other): variable conditions
- product: variable conditions.

- acting performance (stage)
  - 3–5 minutes: individual
  - 2–4 minutes: group
- acting performance (screen)
  - 2½–3½ minutes: individual
  - 2–3 minutes: group
- directing performance
  - 5–7 minutes: individual (excluding actors delivering text)

- variable conditions

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
### BSB20115 - Certificate II in Business

RTO Redcliffe State High School (30430). Delivered and assessed by Redcliffe State High School staff.

<table>
<thead>
<tr>
<th>Subject Type:</th>
<th>VET Qualification</th>
<th>Duration</th>
<th>Two Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry requirements:</td>
<td>There are no formal qualification entry requirements. Entry requirements for this program include the student’s agreement and ability to undertake the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.</td>
<td></td>
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<tr>
<td></td>
<td>• Attend and participate in scheduled training and assessment.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Participate in workplace tasks to employer expectations.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Be able to work in an industry environment and handle industry standard equipment.</td>
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<tr>
<td></td>
<td>Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total number of units = 12 (1 core units + 11 elective units)</td>
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<tr>
<td></td>
<td>The 11 elective units of which:</td>
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<tr>
<td></td>
<td>• 7 elective units must be selected from the elective units below</td>
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<tr>
<td></td>
<td>• 4 elective units may be selected from the elective units listed below, or any currently endorsed Training Package or accredited course at the same qualification level.</td>
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<tr>
<td></td>
<td>• If not listed below, 2 of the 4 elective units may be selected from either a Certificate I or Certificate III qualification.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core:**
- BSBWHS201

**Elective:**
- BSBWOR202
- BSBCCM201
- BSBWOR204
- BSBCUS201
- BSBITU211
- BSBITU212
- BSBITU213
- BSBM2201
- BSBIND201
- BSBINN201
- FNSAC311

**Title**
- Contribute to health and safety of self and others
- Organise and complete daily work activities
- Communicate in the workplace
- Use business technology
- Deliver a service to customers
- Produce digital text documents
- Create and use spreadsheets
- Use digital technologies to communicate remotely
- Identify suitability for micro business
- Work effectively in a business environment
- Contribute to workplace innovation
- Process financial transactions and extract interim reports

**Learning experiences:**
- Business planning
- Organising work priorities and personal development
- Participate in environmentally sustainable work practices
- Contribute to the health and safety of self and others
- Controlling risks
- Safe work practices
- Delivering a service to customers
| · Designing and producing business documents  
| · Communicating in the workplace  
| · Communicate electronically  
| · Use business technology  
| · Identify suitability for micro business opportunities  
| · Innovation and teamwork  |

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods may include:  
· Observation of work skills  
· Product resulting from an activity  
· Direct verbal or written questioning  
· Written assessment/quiz/activities  
· Practical tasks / experience

**Pathways:**  
· **Pathway Options upon completion of this certificate;**  
  Tertiary Studies – Certificate, Diploma and Degree Courses in Business and Information Technology

**Fees (Additional to SRS charges):**  
· Students are required to maintain a reasonable printing balance so that work can be printed and submitted.  
· USB or external hard drive

**Further information:** Contact the VET HOD/RTO Manager, Mr Dan McKennarley, dmcket09@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

**Service agreement:** Total program duration is 2 years of delivery and assessment. 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 a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.  
This information is correct at time of publication but subject to change (May 2019.)
# ICT20115 - Certificate II in Information, Digital Media and Technology

**RTO** Redcliffe State High School (30430). Delivered and assessed by Redcliffe State High School staff.

<table>
<thead>
<tr>
<th>Subject Type:</th>
<th>VET Qualification</th>
<th>Duration</th>
<th>Two Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. Licensing/Regulatory Information No licensing, legislative or certification requirements apply to this qualification at the time of publication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry requirements:</td>
<td>There are no formal qualification entry requirements. Entry requirements for this program include the student's agreement and ability to undertake the following: • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. • Attend and participate in scheduled training and assessment. • Participate in workplace tasks to employer expectations. • Be able to work in an industry environment and handle industry standard equipment. Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total number of units = 14 (7 core units + 7 elective units) The elective units consist of: • up to 7 from the elective units listed below • up to 3 from elsewhere in ICT Information and Communications Technology Training Package or any other Training Package or accredited course at Certificate II or III level. The elective units chosen must be relevant to the work outcome and meet local industry needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core:</td>
<td>Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICPDMT321</td>
<td>Capture a digital image</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTSA5203</td>
<td>Connect Hardware Peripherals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTSA5206</td>
<td>Detect and protect from spam and destructive software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTICT207</td>
<td>Integrate commercial computing packages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTICT210</td>
<td>Operate database applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTSA5202</td>
<td>Apply problem-solving techniques to routine IT malfunctions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning experiences:</td>
<td>• Activities in simulated training work environments</td>
<td></td>
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<tr>
<td></td>
<td>• Practical tasks involving the application software and computer hardware</td>
<td></td>
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</tr>
<tr>
<td>Assessment:</td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. The units of competency are assessed through integrated projects using various assessment techniques, including:</td>
<td></td>
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<tr>
<td></td>
<td>• Written tasks</td>
<td></td>
<td></td>
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<tr>
<td>Practical Tasks</td>
<td>Observation of work skills</td>
<td>Questioning</td>
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<td>-----------------</td>
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</tr>
</tbody>
</table>

**Pathways:**

- **Pathway Options upon completion of this certificate:**
  - Certificate III in Information, Digital Media and Technology (Network Administration) (ICT30115)
  - Diploma of Information Technology Networking (ITC50415)
  - University Pathways (Upon meeting entry requirements)
    - Bachelor of Information Technology – University of Southern Queensland
    - Bachelor of Information Technology – Griffith University

**Fees (Additional to SRS charges):**

- Students are required to maintain a reasonable printing balance so that work can be printed and submitted.
- USB or external hard drive

**Further information:**

Contact the VET HOD/RTO Manager, Mr Dan McKennariey, dmckei09@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

**Service agreement:**

Total program duration is 2 years of delivery and assessment. 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 a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (May 2019.)
### FSK20113 - Certificate II in Skills for Work and Vocational Placement

**RTO:** Redcliffe State High School (30430). Delivered and assessed by Redcliffe State High School staff.

<table>
<thead>
<tr>
<th>Subject Type:</th>
<th>VET Qualification</th>
<th>Duration</th>
<th>Two Years</th>
</tr>
</thead>
</table>
| Qualification description: | This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:  
- a pathway to employment or vocational training  
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3  
- entry level digital literacy and employability skills  
- a vocational training and employment plan.  
Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications. | Total number of units = 14  
8 core units plus  
6 elective units | |
| Entry requirements: | There are no formal qualification entry requirements. | | |

**Core:**
- FSKDIG03
- FSKLRG09
- FSKLRG11
- FSKNUM14
- FSKNUM15
- FSKOCM07
- FSKLRG03
- FSKWTG09

**Elective:**
- FSKDIG03
- FSKLRG11
- FSKNUM14
- FSKNUM15
- FSKOCM07
- FSKLRG03
- FSKWTG09

| Title: | Use digital technology for routine workplace tasks  
Use strategies to respond to routine workplace problems  
Use routine strategies for work-related learning  
Calculate with whole numbers and familiar fractions, decimals and percentages for work  
Estimate, measure and calculate routine metric measurements for work  
Interact effectively with others at work  
Use basic strategies for career planning  
Write routine workplace texts  
Write simple documents  
Produce text from notes  
Use basic strategies for career planning  
Use oral communication skills for effective workplace presentations  
Use basic functions of a calculator  
Use oral communication skills to participate in workplace teams |
| Learning experiences: | · Set career goals and develop plans to work towards these  
· Familiarise with completing and understanding common workplace documentation  
· Engaging in and understanding work environments and expectations  
· Workplace induction  
· Understanding and contribute to the health and safety of self and others  
· Work effectively with colleagues and customers in the workplace  
· Respond to routine workplace problems  
· Work effectively with numeracy – including fractions, decimals, percentages, estimates and metric measurement.  
· Communicating in the workplace  
· Communicate using technology |
| **Assessment:** | Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods may include:
- Direct observation checklist
- Direct verbal or written questions and scenarios
- Folio of workplace tasks and documents
- Practical tasks / experience |
| **Pathways:** | This can be used as a pathway to employment or vocational training. |
| **Fees (Additional to SRS charges):** | Students are required to maintain a reasonable printing balance so that work can be printed and submitted. |
| **Further information:** | Contact the VET HOD/RTO Manager, Mr Dan McKennariey, dmcket109@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment. |
| **Service agreement:** | Total program duration is 2 years of delivery and assessment. 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 a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (May 2019.). |
AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS OR TRAINEESHIPS (SAT)

Why do a SAT?
Australian School-based apprenticeships and traineeships allow students to train and do paid work in a chosen apprenticeship or traineeship while still at school completing the Senior Phase of Learning.
Specific training related to an SAT may occur at the worksite, at school, TAFE/Skills Tech or a private training college.
A SAT represents one of the student’s six subjects.

What is a SAT?
Students undertaking a SAT:
- Attend work part-time (usually one day per week and maybe some days during the school holidays)
- Attend school part-time (but are still considered full-time secondary school students)
- Usually undertake the off-the-job-training component of their apprenticeship/traineeship during school time.

What are the Benefits for students?
- Up to eight (8) credit points towards a QCE for an apprenticeship or traineeship. (See the QCAA website or GO for points allocated)
- A head start in the job market
- Completion of a Vocational (VET) qualification
- Paid employment for the time spent at work.
- Training with a registered training organisation
- An easier transition from school to work
- Gaining first-hand experience in the industry
- Using a VET qualification to access further courses.

How are SATs assessed?
Successful students work towards a Certificate II, III or IV. Apprenticeships mostly continue beyond Year 12 and generally aim for a Certificate IV. Certificates are nationally endorsed by the National Quality Council. (NQC)
Assessment is competency based. Once competency in a unit is demonstrated students move onto the next unit. (It is not reported via normal school reporting.)

Selection Advice
School-based apprenticeships/traineeships are not automatic for all who want them...it is a competitive market.

Step 1 Choose the right Apprenticeship/traineeship. To access a list of all apprenticeships or traineeships visit www.training.qld.gov.au

Step 2 See someone you or your parents know who may want an apprentice/trainee, the Senior Schooling noticeboard, listen to notices and check other employment websites, talk to Mr McKenarrie (Senior Schooling HOD) or Guidance Officer.
Let them know your interest and discuss the possibility of combining the SAT with your SET Plan.

Step 3 Once you have found an employer a training provider is selected by the employer.

Step 4 A Training Contract needs to be signed by the student, parent, employer, school and a training provider.
TAFE AND SKILLS TECH IN SCHOOLS

The TAFE/Skills Tech in Schools Program is available to all students who wish to study Vocational modules that are not offered at Redcliffe SHS. This program provides students with the opportunity to extend the areas in which they are studying and to gain some vocational training in an area of interest to them. Students can study a TAFE/Skills Tech course by attending a TAFE College and complete the modules offered. We work closely with TAFE Brisbane, Bracken Ridge and Caboolture Campuses and Skills Tech at Bracken Ridge.

How does it work?
TAFE Brisbane & Skills Tech offers the opportunity for high school students in Year 11 and Year 12 to enrol in a range of training options e.g. TAFE Brisbane one day a week during the school term over two years to complete a Certificate II, III or IV. Some extra days may be required for Work Experience.

How do students participate in courses?
Students who wish to study at TAFE should identify the course they want to undertake as part of the SET Plan process. They can do this by reviewing the TAFE at Schools Guide. This guide is distributed to students in Term 2. Spares are available from School Administration. Once students identify the course they want to undertake they inform their Pathways teacher in Term 3. The Pathways teacher then passes this information onto the Senior Schooling HOD who nominates the student for the course. TAFE then emails the student and parent/guardian an enrolment pack (this usually occurs towards the end of Term 3).

What costs are there?
Costs are detailed in the respective TAFE in Schools Course Guide. These guides are distributed to students in Term 2. Some of the areas of study available at TAFE Brisbane (Caboolture, Bracken Ridge, Redcliffe,) are:
- Animal Studies
- Business
- Community Studies
- Design Fundamentals
- Fitness
- Hairdressing
- Interior Design
- Arts
- Tourism
- Information Technology

Some of the areas of study available through Skills Tech Australia (Bracken Ridge) in 2017 were: Automotive, Electro technology, Engineering, Building and Construction

Students will attend TAFE one day per week.