REDCLIFFE STATE HIGH SCHOOL

YEAR 11 SUBJECT GUIDE 2025

SOARING ABOVE AND BEYOND EXPECTATIONS @ REDCLIFFE

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Introduction to Subject Selection and SET Planning

Subject selection at Redcliffe State High School is a critical process designed to ensure students are well-prepared for their senior secondary education and future career pathways. The purpose of this introductory section is to outline the overall goals and steps involved in the Subject Selection and SET Planning process. This process helps students, in collaboration with their parents and school staff, to develop a Senior Education and Training (SET) plan by the end of Year 10. The SET plan is a vital part of the school's career education program, mapping out a strategy to ensure students remain on track for success in their senior years, post-school education, and work.

Purpose of the SET Plan

The SET plan is designed to:

- Ensure students identify and achieve their intended learning options during the compulsory participation phase.
- Support students in acquiring the necessary knowledge and skills to develop, review, and revise their SET plan throughout Years 11 and 12.
- Provide a structured framework that aligns student learning opportunities with their career aspirations and educational goals.

The SET Planning Process

The SET planning process at Redcliffe State High School involves several key activities and timelines to ensure thorough preparation and involvement from all stakeholders.

Term 2 Activities:

1. **Introduction to SET Planning Presentation**: Students are introduced to the concept and importance of SET planning.
2. **QCE and ATAR Session Presentations**: Information sessions are held to explain the Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR).
3. **Consultations with the Industry Liaison Officer**: Students are encouraged to discuss TAFE at School and School-Based Apprenticeship and Traineeship options.
4. **University Prerequisites and Alternative Pathways**: Information on university requirements and alternative pathways is provided to students by the end of Term 2.
5. **Faculty Head of Department (HOD) Presentations**: Each faculty presents the different subject offerings to the students.
6. **Career Information Sessions**: Students participate in sessions and update their SET plan in OneSchool during Respect classes.
7. **Careers Expo**: A late Term 2 event featuring a Year 10 parent information session to further assist with SET planning.

Term 3 Activities:

1. **Finalising SET Plans**: Students work on finalising their SET plans in Respect classes.
2. **SET Planning Meetings**: Individual meetings are conducted with students and their parents/guardians to finalise the SET plans.

Roles and Responsibilities

School Staff:

- Develop the SET planning process and meaningful career education experiences in consultation with staff.
- Serve as the primary contact for SET planning communications between the school, parents, and students.

- Facilitate the delivery of career education activities and support every student in creating a SET plan by the end of Year 10.

- Review and refine the SET planning process and career education activities to address any issues and improve future processes.

Students:

- Engage in career education activities to inform the development of their SET plan.

- Collaborate with the school and their parents to create a comprehensive SET plan.

- Take ownership of their SET plan by reviewing and revising it as needed during Years 11 and 12.

Parents:

- Participate in SET planning activities and work with their child and the school to identify a suitable senior secondary pathway.

- Support their child in reviewing and updating the SET plan as necessary.

Conclusion

The SET planning process at Redcliffe State High School is designed to be comprehensive and collaborative, ensuring that all students have a clear and achievable pathway through their senior secondary education and beyond. By involving students, parents, and school staff, the process aims to provide the necessary support and guidance to help every student succeed in their future endeavors.

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)*

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

At Redcliffe State High School, students are expected to attain a Queensland certificate of Education by the end of Year 12. Special Education students may instead work towards a Queensland Certificate of Individual Achievement (QCIA).

Refer to APPENDIX 1 for QCE requirement and rules.

Senior School Subject Organisation

All students must study

- At least 5 subjects in each semester of Year 11 and 12
- Of these, three subjects must be studied <u>continuously</u> for 4 semesters to meed "completed core" requirements of the QCE
- Students must meet the Literacy & Numeracy requirements for the Queensland Certificate of Education (QCE)
- Year 12 subjects must be studied continuously for 2 semesters. Students are not permitted to change subjects in Year 12

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.

Vocational Education

Students can undertake Vocational education and training (VET) while they are still at school. Often this is referred to as VETiS. Vocational Education and Training in School (VETiS) is a program that enables students to undertake and gain a nationally recognised qualification while at school.

Years 10, 11 and 12 students can undertake VET in schools (VETiS) and this can count towards the Queensland Certificate of Education.

Students can access VET programs through the school :

- if it is a registered training organisation (RTO)
- by enrolling to undertake an external qualification with an external registered training organisation. *(This may be funded through the Department of Employment, Small Business and Training's VET investment budget or through a fee-for-service arrangement, i.e. where the parent or student pays for the qualification.)*

- as part of a School Based Apprenticeship or Traineeship (SAT).

Students that are undertaking VETiS that is funded by the VET investment budget, *can complete one VETiS funded qualification at the certificate I or II level.* Any additional certificate I or II level qualification completed by a student, would not be funded through the VET budget.

School-based apprenticeships and traineeships (SATs)

Students may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while still at school.

Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer.

Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.

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 completed 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 year 12 exit result that is equivalent to a Sound Level of Achievement in one of three subjects — English, Essential English and Literature.

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

Redcliffe State High School

2025 Recommended Levels of Achievement

When our Year 10 students are considering their subjects for senior study we want to ensure that they experience success in their chosen subjects. To assist Year 10 students with making informed decisions, our Heads of Departments have recommended levels of achievement which in their experience are a necessary foundation for success in senior general subjects (ATAR Pathway) and higher-level vocational certificate courses.

Senior Subject	Minimum Year 10 Level Standard Recommended
Accounting	'C' in Year 10 English General 'C' in Year 10 General (MAT)
Ancient History	'C' in Year 10 English General
Biology	'C' in Year 10 English General 'C' in a Year 10 Science subject 'C' in Year 10 Maths (MAT)
Business	'C' in Year 10 English General
Certificate II Sampling & Measurement	'C' in Year 10 English General 'C' in a Year 10 Science subject 'C' in Year 10 Maths (MAT)
Certificate III Food Processing (Micro Brewing)	'C' in Year 10 English General 'C' in a Year 10 Science subject
Chemistry	'C' in Year 10 English General 'C' in a Year 10 Science subject 'C' in a Year 10 Maths (MAT)
Digital Solutions	'C' in Year 10 English General 'C' in Year 10 Maths (MAT)
Drama	'C' in Year 10 English 'C' in Year 10 Drama
Economics	'C' in Year 10 English General 'C' in Year 10 Maths (MAT)
English - General	'C' in Year 10 English General
Film, Television & New Media	'C' in Year 10 English or Film, Television and New Media
Geography	'C' in Year 10 English General
Japanese	'C' in both semesters of Year 10 Japanese or demonstrated proficiency.
Legal Studies	'C' in Year 10 English General
Literature	'B' in Year 10 English General
General Mathematics	'C' in Year 10 Maths (MAT)
Mathematical Methods	'B' in Year 10 Extension Maths (MAX) or "A" in Year 10 Maths (MAT)
Specialist Mathematics	'B' in Year 10 Extension Maths (MAX) or "A" in Year 10 Maths (MAT)
Modern History	'C' in Year 10 English General
Music	Demonstrated proficiency in instrumental and/or vocal performance; ability to read and write music notation.
Psychology	'C' in Year 10 English General 'C' in a Year 10 Science subject 'C' in Year 10 Maths General
Physics	'C' in Year 10 English General 'C' in Year 10 Extension Maths (MAX) 'C' in a Year 10 Science subject
Physical Education	'C' in Year 10 English General 'C' in Year 10 Physical Education
Visual Arts	'C' in Year 10 English General 'C' in Visual Arts

Please note: if a subject is not listed above, there are no recommended prerequisites. Information contained in this table is subject to change annually. Subjects listed may not be offered in 2025 due to student demand.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

- common to all schools

- administered under the same conditions at the same time and on the same day

- developed and marked by the QCAA according to a commonly applied marking scheme.

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards 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.

Vocational Education and Training (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 approved training and assessment schedule.

Refer to page 7 for additional VET and VET in School (VETiS) information.

TAFE

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

The **TAFE at Schools** Program is available to all students who wish to study Vocational Programs 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 course by attending a TAFE College and completing the modules offered. We work closely with TAFE Brisbane, Bracken Ridge, Redcliffe and Caboolture Campuses.

How does it work?

TAFE Brisbane 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 mandatory Work Placement.

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 advertised to students in Term 2. Once students identify the course they want to undertake they speak to Claire Daly in the Senior Schooling team who nominates the student for the course. She can provide the student with further information. TAFE nominations usually open in Week 2 of Term 3 for the following year. Cdaly0@eq.edu.au

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, South Bank) are:

- Design Fundamentals
- Hairdressing
- Tourism and Events
- Information Technology
- Beauty Services
- Crime and Justice Studies
- Health Services

Study areas available through Tafe Bracken Ridge in 2024 were: Automotive, Electro technology, Engineering, Construction and Plumbing.

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 Certificate Programs offered at RSHS for 2025

Mathematics	Health and Physical Education	The Arts
General • General Mathematics • Mathematical Methods • Specialist Mathematics **Applied** • Essential Mathematics	General • Physical Education Applied • Sport & Recreation • Rugby League VET • ***SIS30321 Certificate III in Fitness - RTO Binnacle (RTO code 31319)*** • ***Girl's Sport and Fitness -SIS30122 Certificate III in Sport, Aquatics and Recreation + SIS20122 Certificate II in Sport and Recreation -- RTO Binnacle (RTO code 31319)***	**General** • Drama • Film, Television & New Media • Music • Music Extension (Year 12 only) • Instrumental Music • Visual Art **Applied** • Media Arts In Practice • Music in Practice • Visual Arts in Practice • Drama in Practice
English	**Science**	**Languages**
General • English • Literature **Applied** • Essential English	**General** • Biology • Chemistry • Physics • Psychology **VET** • ***MSL20122 Certificate II in Sampling** RTO TAFE Queensland (RTO code 0275)* • ***MSL20122 Certificate III in Laboratory Skills** RTO TAFE Queensland (RTO code 0275)*	**General** • Japanese
Humanities	**Design Technologies**	**Business and Information Technologies**
General • Ancient History • Geography • Legal Studies • Modern History **Applied** • Early Childhood Studies • Social & Community Studies • Tourism	**Applied** • Furnishing Skills **VET** • SIT20322 Certificate II in Hospitality- *RTO Redcliffe SHS (RTO code 30430)* • **FBP30121 Certificate III in Food Processing (Micro Brewing) – RTO Calibre Training (RTO code 32394)** • ***CPC10120 Certificate I in Construction +CPC20220 Certificate II in Constructions Pathways – RTO Blue Dog Training (RTO code 31193*** • ***MEM20422 Certificate II in Engineering Pathways – RTO Blue Dog Training (RTO code 31193***	**General** • Accounting • Business • Digital Solutions • Economics **VET** • ICT20120 Certificate II in Applied Digital Technologies - *RTO Redcliffe SHS (RTO code 30430)* • **BSB30120 Certificate III in Business - RTO Binnacle (RTO code 31319)**

*VETiS Funded   **** User Pays***

Mathematics

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General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics (see page 76)

General Mathematics
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Recommended Level of Achievement Requirement to Enrolment

'C' in Year 10 Mathematics (MAT or MAX).

Required Equipment

Scientific Calculator. Texas Instrument, TI-30XB Multiview

Cost is approximately $20.00.

Mathematical Methods
General senior subject

No fee associated with this course.

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

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

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Recommended Level of Achievement Requirement to Enrolment

'B' in Year 10 Extension (MAX) or 'A' in Year 10 Mathematics (MAT).

Required Equipment

Graphics Calculator. TI-Nspire CXII CAS
Cost is approximately $220.00. Students are provided with supplier details.

Specialist Mathematics

General senior subject

No fee associated with this course.

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.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Recommended Level of Achievement Requirement to Enrolment

'B' in Year 10 Extension (MAX) or 'A' in Year 10 Mathematics (MAT).

Co-requisite Requirement to Enrolment

Mathematical Methods

Required Equipment

Graphics Calculator. TI-Nspire CXII CAS
Cost is approximately $220.00. Students are provided with supplier details.

English

Head of Department

Mr Justin Fee

jfeeo@eq.edu.au

English
General senior subject

No fee associated with this course.

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 grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes.

Structure

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

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Recommended Level of Achievement Requirement to Enrolment

'B' in Year 10 English General or English Extension

Minimum Level of Achievement Requirement to Enrolment

'C' in Year 10 English General

Incompatible Subject

Essential English in Year 10

Literature
General senior subject

No fee associated with this course.

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

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

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Recommended Level of Achievement Requirement to Enrolment

'B' in Year 10 English Extension.

Incompatible Subject

Essential English in Year 10

Humanities

Head of Department

Ms Gabrielle Parr

gparr14@eq.edu.au

General

- Ancient History
- Geography
- Legal Studies
- Modern History

Applied (see pages 80, 82 and 84)

- Social and Community Studies
- Tourism
- Early Childhood Studies

Ancient History
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Slavery	**Personalities in their time** • Akhenaten • Agrippina the Younger	**Reconstructing the ancient world** • Fifth Century Athens (BCE) • Early Imperial Rome	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic • Augustus

Assessment

In units 1 and 2, students complete four formative assessments that align with the summative assessments.

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

Summative assessments

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

Geography
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
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

Assessment

In units 1 and 2, students complete four formative assessments that align with the summative assessments.

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

Summative assessments

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

Legal Studies
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

In units 1 and 2, students complete three formative assessments that align with the summative assessments.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Modern History
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • French Revolution, 1789–1799 • Russian Revolution, 1905-1920s	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • African-American civil rights movement, 1954–1968	**National experiences in the modern world** • Germany,1914–1945 • China, 1931–1976	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Cold War, 1945–1991

Assessment

In units 1 and 2, students complete four formative assessments that align with the summative assessments.

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

Summative assessments

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

Health and Physical Education

Head of Department

Mr Lachlan James

lmjam2@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 103)

- **Certificate III in Fitness SIS30321** *- RTO Binnacle Training, (31319)*

- Girl's Sport and Fitness Academy *incorporating* **SIS30122 - Certificate III in Sport, Aquatics and Recreation + SIS20122 – Certificate II in Sport and Recreation** *- RTO Binnacle Training, (31319)*

Physical Education
General senior subject

No fee associated with this course.

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

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

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

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

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

Pathways

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

Objectives

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

- recognise and explain concepts and principles about movement

- demonstrate specialised movement sequences and movement strategies

- apply concepts to specialised movement sequences and movement strategies

- analyse and synthesise data to devise strategies about movement

- evaluate strategies about and in movement

- justify strategies about and in movement

- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

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

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Unit 1	Unit 2
Formative assessment 1 (FA1): • Project — folio	Formative assessment 3 (FA3): • Project — folio
Formative assessment 2 (FA2): • Investigation — report	Formative assessment 4 (FA4): • Examination — combination response

Summative assessments

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

Science

Head of Department

Mrs Jen Nikol

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General

- Biology
- Chemistry
- Physics
- Psychology

VET (see page 106 and 108)

Introduction to Laboratory Operations

- **MSL20122 – Certificate II in Laboratory Sampling and Measurement** *– VETiS – RTO TAFE Queensland (0275)Year 11*

- **MSL30122 – Certificate III in Laboratory Skills –** *Fee for Service - RTO TAFE Queensland (0275) Year 12*

Biology
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms - Cells as the basis of life - Multicellular organisms	**Maintaining the internal environment** - Homeostasis - Infectious diseases	**Biodiversity and the interconnectedness of life** - Describing biodiversity - Ecosystem dynamics	**Heredity and continuity of life** - DNA, genes and the continuity of life - Continuity of life on Earth

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Chemistry
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Physics
General senior subject

No fee associated with this course.

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 natter 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

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Psychology
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Emerging technologies** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Languages

Head of Department –
Ms Roanna White
rwhit395@eq.edu.au

General subjects

- Japanese

Japanese
General senior subject

No fee associated with this course.

Students who have not completed the prerequisite courses may be required to complete a proficiency assessment with a senior Japanese teacher prior to commencing this course.

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.

- analyse and evaluate information and ideas to draw conclusions

- apply knowledge of language elements of Japanese to construct meaning

- structure, sequence and synthesise information to justify opinions and perspectives

- communicate using contextually appropriate Japanese

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • **Family/carers and friends** • **Lifestyle and leisure** • **Education**	私達のまわり **Exploring our world** • **Travel and exploration** • **Social Customs** • **Japanese influences around the world**	私達の社会、文化とアイデンティティ **Our society, culture and identity** • **Life style and leisure** • **The arts, entertainment and sport** • **Groups in society**	私の現在と将来 **My present; my future** • **The present** • **Future Choices**

Assessment

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Unit 1	Unit 2
• <u>FA1</u>: Written exam – responding to Japanese texts in English and Japanese • <u> FA2</u>: Written exam – extended writing task, conversation	• <u>FA3</u>: Multimodal presentation and interview

Summative assessments

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).

Unit 3		Unit 4	
• <u>IA1</u>: Written exam – responding to Japanese texts in English and Japanese • <u>IA2</u>: Written exam –extended writing task, conversation		• <u>IA3</u>: Multimodal presentation and interview • <u>EA</u>: External written exam	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Creative Industries

Head of Department

Ms Brylee Taylor

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General

- Drama
- Film, Television and New Media
- Visual Art
- Music
- Music Extension (Composition or Performance) (Year 12 only)
- Instrumental Music

Applied (see pages 110, 112, 114 and 116)

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

Drama
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

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

Formative assessments

Unit 1	Unit 2
Formative assessment 1 (FA1): • Performance	Formative assessment 3 (FA3): • Project – Practice-led project
Formative assessment 2 (FA2): • Project - dramatic concept	• Exam (FA4)

Summative assessments

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

Film, Television & New Media
General senior subject

No fee associated with this course.

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 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

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: The Auteur Theory How directors create.	**Story forms** • Concept: Genre Films The evolution of Science Fiction and Horror.	**Participation** • Concept: Storyworlds Global fandom and participation.	**Identity** • Concept: Experimental Film. Art film and self-expression.

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).

Formative assessments

Unit 1	Unit 2	
Formative assessment 1 (FA1): • Case study investigation	Formative assessment 3 (FA3): • Exam	
Formative assessment 2 (FA2): • Foundation Project	Formative assessment 4 (FA4): • Genre Project	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

It is recommended that students have a reliable working laptop with extra storage to assist with editing and larger files.

Visual Art
General senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	**Art as code**	**Art as knowledge**	**Art as alternate**
Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:
• Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	• Concept: art as a coded visual language • 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	• Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

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

Formative assessments

Unit 1	Unit 2	
Formative assessment 1 (FA1): • Experimental Folio	Formative assessment 3 (FA3): • Experimental Folio	
Formative assessment 2 (FA2): • Exam		

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

Music
General senior subject

No fee associated with this course.

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

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

Assessment

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

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

Formative assessments

Unit 1	Unit 2	
Formative assessment 1 (FA1): • Performance	Formative assessment 3 (FA3): • Integrated project	
Formative assessment 2 (FA2): • Composition	Formative assessment 4 (FA4): • Exam	

Summative assessments

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

Recommended Level of Achievement Requirement to Enrolment

Demonstrated proficiency in instrumental and/or vocal performance. Ability to read and write music notation.

It is recommended that students have a reliable laptop with extra storage for composition and use of music programs.

Instrumental Music

QCE CREDIT POINT: 1 point each for completion of levels 7, 8, 9 & 10.
COSTS: Instrumental Music Lessons $80.00 approximately
Hiring of Instrument for a year is $100.00 (Covers hire, insurance, cleaning and maintenance /repairs - typically year 11/12 students do not hire instruments)

SUBJECT INFORMATION

Students in Years 11 and 12 who opt to study Instrumental Music, may be awarded one QCE credit point when completing each of levels 7-10 of Education Queensland's instrumental music curriculum. Students engage with the Instrumental Music Program at the appropriate level, attend weekly group lessons (1x 35 minutes outside of school time) and participate in school ensembles.

Expressions of Interest should be made to the Head of Department –Creative Industries before the end of Term 1 each year so that students can be enrolled to complete this accreditation.

Music Extension (Composition)
General senior subject – Year 12 only

No fee associated with this course.

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

Pathways

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

Objectives

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

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

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Summative assessments

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

Co-requisite Requirement to Enrolment

Year 12 Music (ATAR Subject)

It is recommended that students have a reliable laptop with extra storage for composition and use of music programs.

Music Extension (Performance)

General senior subject – Year 12 only

No fee associated with this course.

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

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

Objectives

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

- apply literary skills

- evaluate music and ideas about music

- examine music and ideas about music

- express meaning, emotion or ideas about music

- apply technical skills

- interpret music elements and concepts

- realise music ideas

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Summative assessments

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

Co-requisite Requirement to Enrolment

Year 12 Music (ATAR Subject)

It is recommended that students have a reliable laptop with extra storage for composition and use of music programs.

Business & Information Technologies

Head of Department

Ms Roanna White

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General

- Accounting
- Business
- Digital Solutions
- Economics

VET   (see page 118 and 120)

- ICT20120 - Certificate II in Applied Digital Technologies *RTO Redcliffe State High School (30430)*
- *BSB30120 – Certificate III in Business RTO Binnacle Training (31319)*

Accounting
General senior subject

No fee associated with this course.

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control.

Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders.

Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources.

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:

- comprehend accounting concepts, principles and processes

- synthesise and solve accounting problems

- analyse and interpret financial data and information

- evaluate practices of financial management to make decisions and propose recommendations

- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting • The role, purpose and uses of accounting • Analysis of financial statements for companies • Record and process transactions for a sole trader	**Financial Reporting** • Accrual accounting principles and processes • Ratio analysis • Internal controls in the accounting process	**Managing Resources** • Manage the resources for a sole traded business • Produce cash budgets and financial statements	**Accounting — the big picture** • Prepare fully classified financial statements • Analysis and evaluation of the Statement of Profit or Loss, Financial position and Cash Flows

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).

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Project – extended, practical response and stimulus	Formative internal assessment 3 (FA3): • Examination — combination response
Formative internal assessment 2 (FA2): • Examination — combination response	Formative internal assessment (FA4): • Internal Exam – Combination response

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Business

General senior subject

No fee associated with this course.

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

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

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Digital Solutions
General senior subject

No fee associated with this course.

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate 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, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society.

Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites. Pathways

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of digital technoloy, 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

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Exploring digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Exploring data-driven problems and solution requirements • Data and programming techniques • Prototype data solution	**Digital innovation** • Interaction between user, data and digital systems • Real world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solutions requirements • Prototype digital data exchanges

Assessment

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

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

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Investigation - technical proposal	Formative internal assessment 3 (FA3): • Project - folio
Formative internal assessment 2 (FA2): • Project - digital solution	Formative internal assessment (FA4): • Internal Exam

Summative assessments

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

Economics
General senior subject

No fee associated with this course.

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision making is core: how to allocate and distribute scarce resources to maximise well-being.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

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
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate meaning to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4

Markets and models
• The basic economic problem
• Economic flows
• Market forces
	Modified markets
	• Markets and efficiency
	• Case options of market measures and strategies (3 case options – 2 need to be undertaken)
	    o Case option A – Market concentration
	    o Case option B – Environmental economics
	    o Case Option C - Inequality
		International economics
		• International trade
		• Global economic issues
			Contemporary macroeconomics
			• Macroeconomic objectives and theory
			• Economic indicators and past budget stances
			• Economic management

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).

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Examination - Combination response	Formative internal assessment 3 (FA3): • Examination – extended response to stimulus
Formative internal assessment 2 (FA2): • Investigation – research report	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

Redcliffe State High School

Applied Practical Pathway - *APP*

- QCAA Applied subjects
- Vocational Certificate Courses (VET)
- TAFE @ School (including Trades Pathways)

Essential Mathematics
Applied senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Graphs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

Required Equipment

Scientific Calculator. Texas Instrument, TI-30XB Multiview

Cost is approximately $20.00.

Essential English
Applied senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA. Students will also receive an overall subject result (A-E).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — written response

Social & Community Studies

Applied senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
• Lifestyle & Financial Choices	• Relationships & work environments	• Health Choices for mind and body	• Australia and its place in the World

Assessment

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result.

Project	Investigation	Extended response
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Tourism

Applied senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
• Tourism & Travel	• Tourism Marketing	• Tourism Trends & Patterns	• Tourism Industry and Careers

Assessment

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result.

Project	Investigation
A response to a single task, situation and/or scenario and an evaluation of the plan and product.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  – non-presentation: 8 A4 pages max (or equivalent)
  – presentation: 3–6 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.

Early Childhood Studies
Applied senior subject

No fee associated with this course.

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

Unit 1	Unit 2	Unit 3	Unit 4
• Children's Development	• Children's Wellbeing	• Indoor & Outdoor Environments	• Literacy & Numeracy

Assessment

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 1	Unit 2	Unit 3	Unit 4
• Investigation • Project	• Investigation • Project	• Project • Investigation	• Project • Investigation

Project	Investigation	Extended response
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Design Technologies

Head of Department

Mr Mark Tilley

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Applied (see pages 87)

- Furnishing Skills

VET (see pages 89, 91, 93 and 95)

- SIT20322 - Certificate II in Hospitality
  RTO Redcliffe State High School (30430)
- *FBP30121 – Certificate III in Food Processing (Micro Brewing)*
  RTO Calibre Training and Development (32394)
- CPC10120 Certificate I in Construction/CPC20220 Certificate II in Constructions Pathways

  RTO Blue Dog Training (31193)
- MEM20422 Certificate II in Engineering Pathways
  RTO Blue Dog Training (31193)

Furnishing Skills
Applied senior subject

To participate in this subject, there is an additional fee. Details can be found on our website.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades 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:

- demonstrate practices, skills and procedures

- interpret drawings and technical information

- select practices, skills and procedures.

- sequence processes

- evaluate skills and procedures, and products

- adapt plans, skills and procedures.

Structure

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Furniture-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

SIT20322- Certificate II in Hospitality
RTO Redcliffe State High School (30430). Delivered and assessed by Redcliffe State High School staff.

Subject Type:	VET Qualification	Duration	Two Years
Qualification description:	This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. 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.		
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) • Incompatible subject: Hospitality Practices (QCAA Applied Subject)		
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: **Term 1** SITXFSA005 SITHCCC025 SITXWHS005 **Term 2** SITHCCC028 **Term 3** SITHIND007 SITHFAB025 **Term 4** SITHFAB021 SITHIND006 **Term 5** SITXCOM007	**Title: The Basics** Use hygienic practices for food safety Prepare and present sandwiches Participate in safe work practices **Title: Appetisers and Salads** Prepare appetisers and salads **Title: Coffee, Coffee, Coffee** Use hospitality skills effectively Prepare and serve espresso coffee **Title: Serving alcohol responsibly** Provide responsible service of alcohol Source and use information on the hospitality industry **Title: Mocktails and social/cultural sensitivity** Show social and cultural sensitivity		

SITHFAB024	Prepare and serve no-alcoholic beverages
Term 6 BSBTWK201 SITXCCs011	**Title: Customer service and working with others** Work effectively with others Interact with customers
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:	The cost to each student of the Certificate II course is $120.00 in Year 11 and $120.00 in year 12. *(Please note this fee is subject to change. Please refer to 2025 Schedule of Fees on RSHS Website.)*
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.

FBP30121 - Certificate III in Food Processing (Micro Brewing)

Calibre Training and Development (32394) is the RTO of this course. The course is delivered and assessed by Redcliffe State High School staff. The qualification is issued by the RTO (32394) Calibre Training and Development.

Subject Type:	VET Qualification	Duration	Two Years
Qualification description:	This qualification describes the skills and knowledge for food processing workers employed in the following sectors: - career in craft and micro brewing industry - manager of food quality programs - head brewer / cellar person - microbiologist/chemist - sales and marketing - brew house /front of house manager - responsible service of alcohol (certificate) - 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 - packaging and manufacturing / food processing 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.		
Entry requirements:	There are no entry requirements for this qualification.		
Qualification Packaging Rules:	Total number of units = 17 (5 Core units + 12 Elective units)		

Core:	Title:
FBPFSY3003	Monitor the implementation of food safety and quality programs
FBPFSY3004	Participate in traceability activities
FBPOPR3019	Operate and monitor interrelated processes in a production or packaging system
FBPOPR3021	Apply good manufacturing practice requirements in food processing
FSKNUM019	Interpret routine tables, graphs and charts and use information and data work
FBPWHS3001	Contribute to work health and safety process
Elective:	
SITHFAB021	Provide responsible service of alcohol
FBPBEV3001	Operate and monitor a wort production process
FBPBEV3003	Operate and monitor a brewery fermentation process
FBPBEV3007	Operate and monitor a beer maturation process
FBPBPG3010	Operate and monitor a carbonated beverage filling process
FBPBEV3004	Operate and monitor a beer filtration process
FBPBPG4002	Manage filling and packaging of fermented beverages
FBPOPR2069	Use numerical application in the workplace
FBPOPR2094	Clean equipment in place
FBPTEC3001	Apply raw materials, ingredient and process knowledge to production problems
	Estimate, measure and calculate with routine metric measurements for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work

Learning experiences:	· Activities in simulated training work environments · Skills and knowledge in WHS · Hygienic practices for food safety · 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 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:	The cost to each student of the Certificate III course is $100.00 per year. *(Please note this fee is subject to change. Please refer to 2025 Schedule of Fees on RSHS Website.)*
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

CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathway

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

QCE Credits: 4

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

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

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

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

Application

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

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

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

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

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

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost.**

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

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

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

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

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

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

➢ # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:
https://training.gov.au/Training/Details/CPC10120
https://training.gov.au/Training/Details/CPC20220

MEM20422 Certificate II in Engineering Path

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

QCE Credits: 4

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

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

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

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

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

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

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

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

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

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training are responsible for all training and assessment.

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

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

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

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

Sport & Recreation
Applied senior subject

No fee associated with this course.

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

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

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

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

Unit 1	Unit 2	Unit 3	Unit 4
• Event Management	• Coaching and Officiating	• Aquatic Recreation	• Fitness for Sport & Recreation

Assessment

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 1	Unit 2	Unit 3	Unit 4
• Performance • Investigation	• Project • Performance	• Project • Performance	• Performance • Investigation

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

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

RUGBY LEAGUE EXCELLENCE *incorporating*
Applied Course Sport and Recreation

Minimum Year 10 Standard required

- Application only

Special Features of the Course

- Compulsory Levy of $350 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

Semester One	Semester Two
- Basic skills, Teamwork, Game play - Dolphins training - Weight training and Fitness	- RL skills & drills, RL modified games - Fitness, alternate games & physical activities - Weight training and Fitness
Semester Three	**Semester Four**
- Basic skills, Teamwork, Game play - Weight training and Fitness	- RL skills & drills, RL modified games - Fitness, Dolphins training, alternate games & physical Activities - Weight training and Fitness

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 95.

Girl's Sport and Fitness Academy *incorporating*
SIS20122 Certificate II in Sport and Recreation – (Year 11)
SIS30122 Certificate III in Sport, Aquatics and Recreation (Year 12)

Minimum Year 10 Standard required
- Application only

Special Features of the Course
- Compulsory Levy of $590 per year (to be paid by the start of each school year.)
- 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. SIS20115 - Certificate II in Sport & Recreation (Year 11) followed by SIS30115 Certificate III Sport and Recreation (Year 12) - *for more information please read course outline for Certificate III Sport & Recreation*

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

Course of Study
SPORTS- Netball, Rugby 7s, Touch Football, Volleyball, Competitive Sports

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.

Cost - $590 (includes $200.00 uniform and camp costs). *(Please note this fee is subject to change. Please refer to 2025 Schedule of Fees on RSHS website.)*

2025 EDITION

SIS30122 CERTIFICATE III IN SPORT, AQUATICS AND RECREATION +
SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals with well-developed skills and knowledge to deliver recreational services.

Students assist with facilitation of sport and recreation programs within their school community including:

- Officiating games
- Conducting coaching sessions
- Community sport, fitness and recreation programs

Available with a 'General' or 'Sport Specialty' Coaching and Officiating outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

WHAT DO STUDENTS ACHIEVE?

- SIS30122 Certificate III in Sport, Aquatics and Recreation (max. 7 QCE Credits). Completing the 'Term 7 Add-On' as well can result in a maximum 8 QCE Credits
- Entry qualification: SIS20122 Certificate II in Sport and Recreation (only in Dual Qualification)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including Club Level Official and/or Coach
- Successful completion of the Certificate III in Sport, Aquatics and Recreation may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS

SPORT IN SCHOOLS
Certificate III in Sport, Aquatics and Recreation

CLUB LEVEL OFFICIAL*
(e.g. Referee – paid position)

CLUB LEVEL COACH*

UNIVERSITY DEGREE

CERTIFICATE IV
(e.g. Fitness / Sport and Recreation)

TEACHER – PHYSICAL EDUCATION

PERSONAL TRAINER/ FITNESS COACH

SPORT SCIENTIST

GAME DEVELOPMENT OFFICER

EXERCISE PHYSIOLOGIST

* When combined with individual sport's National Officiating / Coaching Accreditation Scheme (NOAS/NCAS) technical requirements

SKILLS ACQUIRED

- Officiating games or competitions
- Coaching beginner participants to develop fundamental skills
- Effective communication skills
- Use digital technologies in sports environments

FLEXIBLE PROGRAMS   **PRACTICAL-BASED LEARNING**   **RESOURCES PROVIDED**

Binnacle Training
RTO CODE 31319

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

SIS30122 CERTIFICATE III IN SPORT, AQUATICS AND RECREATION + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification: SIS30122 Certificate III in Sport, Aquatics and Recreation)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 3 Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$335.00 per person (Cert II entry qualification – $265.00 + Cert III Gap Fee – $70.00)
(+ First Aid $55.00)

QCE Outcome:
Maximum 7 QCE Credits.
› Completing the Term 7 Add-on as well can result in a maximum 8 QCE Credits

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

TERM 1	**TOPICS**
	› Introduction to Training Programs
	› Introduction to the Sport, Fitness and Recreation (SFR) Industry
	PROGRAMS
	› Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
	› SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions

TERM 2	**TOPICS**
	› Introduction to Community Programs
	› Introduction to Conditioning Programs
	PROGRAMS
	› Community SFR Program: Assist with Delivering Community SFR Sessions
	› Conditioning Program: Participate in Conditioning Sessions

TERM 3	**TOPICS**
	› Working in the SFR Industry
	› Providing Quality Service in the SFR Industry
	PROGRAMS
	› Group Conditioning Program: Plan and Deliver Group Conditioning Sessions
	› One-on-one Cardio Program: Plan and Deliver a Cardio Program

TERM 4	**TOPICS**
	› Anatomy and Physiology - The Musculoskeletal System
	› First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS
	› Recreational Group Exercise Program

| **QUALIFICATION SCHEDULED FOR FINALISATION** |
| SIS20122 CERTIFICATE II IN SPORT AND RECREATION |

TERM 5	**TOPICS**
	› Plan and Conduct Sports Programs
	› Apply Knowledge of Officiating Practices
	PROGRAMS
	› Group Sports Program (Teacher Facilitated)
	› Use and Maintain Business Technology (Additional Project)
	› Community Officiating General Principles (Online Course)

TERM 6	**TOPICS**
	› Plan and Deliver a Sports Competition
	› Community SFR Program
	PROGRAMS
	› Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants
	› Round Robin Tournament

TERM 7 ADD-ON: 2 x Units of Competency	**TOPICS**
	› Sport-Specific Coaching Sessions
	› Personal Development
	› Workplace Performance
	PROGRAMS
	› Sport-Specific Coaching Program

UNITS OF COMPETENCY

Code	Unit	Code	Unit
HLTAID011	Provide First Aid	BSBPEF302	Develop self-awareness
SISXIND011	Maintain sport, fitness and recreation knowledge	BSBTWK201	Work effectively with others
BSBPEF301	Organise personal work priorities	SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSPAR009	Participate in conditioning for sport	SISOFLD001	Assist in conducting recreation sessions*
BSBPEF202	Plan and apply time management*	SISXPLD004	Facilitate groups
BSBSUS211	Participate in sustainable work practices*	BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
HLTWHS001	Participate in workplace health and safety	SISXIND009	Respond to interpersonal conflict
SISXFAC006	Maintain activity equipment	SISXPLD002	Deliver recreation sessions
SISXCCS004	Provide quality service	**TERM 7 ADD-ON UNITS OF COMPETENCY**	
SISXEMR003	Respond to emergency situations	BSBPEF201	Support personal wellbeing in the workplace
* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)		HLTAID009	Provide cardiopulmonary resuscitation *(Completed as part of Provide First Aid - HLTAID011)*

Binnacle
Sport & Fitness

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

REGISTERED TRAINING ORGANISATION	**Binnacle Training (RTO Code: 31321)**
Subject Type	**Vocational Education and Training (VET) Qualification**
Nationally Recognised Qualifications	**SIS30321 Certificate III in Fitness**
Course Length	**2 years**
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; • 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.

UNITS OF COMPETENCY

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

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 an 'outside subject' weekly component as follows: • **MANDATORY: 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.** • **RECOMMENDED: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.** **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 Students may also choose to continue their study by completing the Certificate IV in Fitness.
Cost	• **Cert III in Fitness + First Aid = $450.00** *(Please note this fee is subject to change. Please refer to 2025 Schedule of Fees on RSHS website.)* • **Excursions to other outside venues to participate in and to conduct fitness activities.** *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.** • **Students undertaking the Certificate III in Fitness must pay the fee for this course within the first 3 weeks of commencement.**

For further information, contact the HOD of HPE, Lachlan James lmjam2@eq.edu.au

Partnerships with Schools Marketing

MSL20122 Certificate II in Sampling and Measurement

Brisbane Region

TAFE Queensland (RTO Code 0275) and Redcliffe State High School (RTO Code 30430) will enter into a Third Party Agreement for delivery of this course. Under this agreement, TAFE Queensland is the Registered Training Organisation (RTO) and Redcliffe State High School will conduct all training and assessment on behalf of TAFE Queensland.   TAFE Queensland is responsible for the quality of the training and assessment services and the issuing of the AQF certification documentation.

DETAILS			
Subject type:	VET Qualification	**Duration:**	1 year
Qualification description:	**MSL20122 Certificate II in Sampling and Measurement** is a nationally recognised qualification that covers the skills and knowledge required for students wanting to pursue a career in a laboratory. This course gives students basic practical skills required for sampling and laboratory work. This qualification covers 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, resources and environmental industry sectors. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others.		
Entry requirements:	Entry-level course. There are no entry requirements for this qualification.		
Qualification packaging rules:	Qualification packaging rules: 8 units must be completed: • 3 core units of competency • 5 elective units of competency		
CORE AND ELECTIVES			
Core:	MSL912002	Work within a laboratory or field workplace	
	MSL922002	Record and present data	
	MSL943004	Participate in laboratory/field workplace safety	
Elective:	MSMENV272	Participate in environmentally sustainable work practices	
	MSL952003	Collect routine site samples	
	MSL972002	Conduct routine site measurements	
	MSL973015	Prepare culture media	
	MSL973027	Perform techniques that prevent cross-contamination	
Learning experiences:	• Redcliffe State High School - classroom and laboratory • Mode of Delivery – blended theory and practical • Materials or equipment that the learner must provide: a fine tip permanent marker for practical classes		

Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into groups and assessed this way. They include: • Observation and oral questioning • Written assessment Assessment for each unit of work is competency based; therefore students must demonstrate on various occasions the ability to consistently demonstrate knowledge and application of skill to the standard of performance required in the workplace. All assessment is conducted and submitted via the TAFE Queensland Connect learning management system.
Pathways:	Further training pathways from this qualification include: Certificate III in Laboratory Skills MSL30122.
Fees:	This is a VETiS course funded by the Queensland Government, Department Education, Small Business & Training – all <u>eligible</u> Queensland Education students can access this course under VETiS funding. This means there is no training cost to the parent/guardian of the student. In accessing DESBT VETiS funding, the student will not be able to access this funding a second time whilst at school/home schooling. The VET investment budget provides funding for students to complete one VETiS qualification listed on the Queensland Training Subsidies List while at school/home schooling. ***If not using VETiS funding the cost for this course will be $500.00.***
Further information:	Contact the School's VET Curriculum Leader, Dan McKennariey, for information regarding support services including Language, Literacy and Numeracy, Assistive Technology, additional tutorials, other mechanisms e.g. assistance in using technology for online delivery components and other general VET information. Students will be provided with access to further information via TAFE Queensland's website; TAFE Queensland's Connect (Online) site or via the school's publication prior to enrolment. If not using VETiS funding the cost for this course will be $500.00. There will be an additional $30.00 cost to all students that will include the purchase of safety glasses, laboratory coat and laboratory notebook. • *Please note this fee is subject to change. Please refer to 2025 Schedule of Fees on RSHS website.)*
Third Party Agreement:	This is a 1 year course. Redcliffe State High School will ensure that the students under this qualification will be provided with every opportunity to complete the course as per the rights and obligations outlined in the enrolment process and information provided. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification by TAFE Queensland (RTO). 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.

The expectation is that on completion of the Certificate II in Sampling & Measurement, the students will continue on to study the Certificate III in Laboratory Skills in Year 12.

Partnerships with Schools Marketing

MSL30122 Certificate III in Laboratory Skills

Brisbane Region

TAFE Queensland (RTO Code 0275) and Redcliffe State High School (RTO Code 30430) will enter into a Third Party Agreement for delivery of this course. Under this agreement, TAFE Queensland is the Registered Training Organisation (RTO) and Redcliffe State High School will conduct all training and assessment on behalf of TAFE Queensland.   TAFE Queensland is responsible for the quality of the training and assessment services and the issuing of the AQF certification documentation.

DETAILS			
Subject type:	VET Qualification	**Duration:**	1 year
Qualification description:	**MSL30122 Certificate III in Laboratory Skills** is a nationally recognised qualification that covers the skills and knowledge required for students wanting to pursue a career in a laboratory. This course gives students the practical skills and knowledge to plan and conduct laboratory and field work, perform simple scientific calculations, present information, and record and store data. Students will also develop effective interpersonal skills, learn how to follow work health and safety (WHS) policies and procedures, and comply with environmental regulations. Successful completion of this course will qualify you to work as a laboratory assistant in food technology, pathology, schools or trades. It will also give you the foundation knowledge you need to undertake further studies in the field.		
Entry requirements:	Completion of Certificate III in Laboratory Skills		
Qualification packaging rules:	Qualification packaging rules: 13 units must be completed: • 5 core units of competency • 8 elective units of competency consisting of: at least 4 units from Group A at least 3 additional units from Group A or B 1 unit from the electives listed below or any endorsed Training Package or accredited course – these units must be relevant to the work outcome.		
CORE AND ELECTIVES *(** Credit Transfer)*			
Core:	BSBCMM211	Apply communication skills	
	MSL913004	Plan and conduct laboratory/field work	
	MSL922002	Record and present data**	
	MSL933009	Contribute to the achievement of quality objectives	
	MSL943004	Participate in laboratory or field workplace safety**	
Elective:	MSL973025	Perform basic tests	
	MSL973027	Perform techniques that prevent cross-contamination**	
	MSL952003	Collect routine site samples**	
	MSL972002	Conduct routine site measurements**	

	MSL973026	Prepare working solutions
	MSL912002	Work within a laboratory or field workplace**
	MSL973015	Prepare culture media**
	MSMENV272	Participate in environmentally sustainable work practices**
Learning experiences:	• Redcliffe State High School - classroom and laboratory • Mode of Delivery – blended theory and practical • Materials or equipment that the learner must provide: a fine tip permanent marker for practical classes	
Assessment:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into groups and assessed this way. They include: • Observation and oral questioning • Written assessment Assessment for each unit of work is competency based; therefore students must demonstrate on various occasions the ability to consistently demonstrate knowledge and application of skill to the standard of performance required in the workplace. All assessment is conducted and submitted via the TAFE Queensland Connect learning management system.	
Pathways:	Further training pathways from this qualification include: Certificate IV in Laboratory Techniques MSL40122.	
Fees:	Current cost $400 per student.	
Further information:	Contact the School's VET Curriculum Leader, Dan McKennariey, for information regarding support services including Language, Literacy and Numeracy, Assistive Technology, additional tutorials, other mechanisms e.g. assistance in using technology for online delivery components and other general VET information. Students will be provided with access to further information via TAFE Queensland's website; TAFE Queensland's Connect (Online) site or via the school's publication prior to enrolment.	
Third Party Agreement:	This is a 1 year course. Redcliffe State High School will ensure that the students under this qualification will be provided with every opportunity to complete the course as per the rights and obligations outlined in the enrolment process and information provided. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification by TAFE Queensland (RTO). 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 13 May 2024.	

Media Arts in Practice
Applied senior subject

No fee associated with this course.

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

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

Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks.

Structure

Media Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are:

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	**Design product** Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

Music in Practice
Applied senior subject

No fee associated with this course.

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

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

Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Visual Arts in Practice
Applied senior subject

No fee associated with this course.

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media,

technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

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

Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Drama in Practice
Applied senior subject

No fee associated with this course.

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also 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. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

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 will:

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	**Performance** **Performance (live or recorded): up to 4 minutes**

ICT20120 - Certificate II in Applied Digital Technologies
RTO Redcliffe State High School (30430). Delivered and assessed by Redcliffe State High School staff.

Subject Type:	VET Qualification	Duration	Two Years
Qualification description:	This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.		
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.		
Qualification Packaging Rules:	Total number of units = 12 (6 core units + 6 elective units)		
Core: BSBSUS211 BSBWHS211 ICTICT213 BSBTEC202 ICTICT214 ICTICT215 **Elective:** ICTICT224 BSBTEC303 ICTWEB305 ICTWEB304 ICTSAS214 BSBTEC302	**Title:** Participate in sustainable work practices Contribute to the health and safety of self and others Use computer operating systems and hardware Use digital technologies to communicate in a work environment Operate application software packages Operate digital media technology packages Integrate commercial computing packages Create electronic presentations Produce digital images for the web Build simple web pages Protect devices from spam and destructive software Design and produce spreadsheets		
Learning experiences:	. Activities in simulated training work environments · Practical tasks involving the application software and computer hardware · Theoretical tasks undertaken on computers		
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:	**Pathway Options upon completion of this certificate;**
	· Certificate III in Information, Digital Media and Technology (Network Administration) (ICT30120)
	· Diploma of Information Technology Networking (ITC50418)
	· 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, 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.

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

REGISTERED TRAINING ORGANISATION	**Binnacle Training (RTO Code: 31319)**
Subject Type	**Vocational Education and Training**
Nationally Recognised Qualifications	**BSB30120 CERTIFICATE III IN BUSINESS**
Course Length	**2 years**
	Students undertaking the Certificate III in Business must pay the fee for this course within the first 3 weeks of commencement. Approximate fee for the 2 year course is $350.00.
Reasons to Study the Subject	Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy – incorporating the delivery of a range of projects and services within their school community. Students will also investigate business opportunities. QCE Credits: Successful completion of the Certificate III in Business 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. Graduates will be able to use their Certificate III in Business • as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer); • to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and • to improve their chances of gaining tertiary entrance.

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Binnacle Business

Topics of Study / Learning Experiences	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**

TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
• Introduction to the Business Services Industry • Personal Wellbeing; Personal Work Priorities	• Financial Literacy – Be MoneySmart	• Workplace Health and Safety • Participate in Sustainable Work Practices	• Inclusive Work Practices • Workplace Communication
TERM 5	**TERM 6**	**TERM 7**	**TERM 8**
• Work in a Team • Apply Critical Thinking Skills	• Create Electronic Presentations • Design Business Documents	• Deliver Customer Service	

Learning and Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a group project where students design and plan for a new product or service (Binnacle Boss Entrepreneurship Program).

A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks / experience
- Hands-on activities including customer interactions
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

<u>NOTE</u>: **From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).**

Pathways	The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example: ● Business Owner ● Business Manager ● Customer Service Manager **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
Cost	● **$350.00 =** Binnacle Training Fees (This is an approximate fee for the 2 year course. Please note this fee is subject to change. Please refer to 2025 Schedule of Fees on RSHS website.) Students undertaking Certificate III in Business must pay the fee for this course within the first 3 weeks of commencement. All texts and reprographics are provided by the school.
**For further information, contact the HOD of Business & Information Technologies, Roanna White on rwhit395@eq.edu.au**

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS OR TRAINEESHIPS (SATs)

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. School Based Traineeships must be completed before the student completes Year 12.

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 Virtual noticeboard on Compass, listen to notices and check other employment websites. Talk to Ms Claire Daly (Senior Schooling team) – based in the library. Cdaly0@eq.edu.au

She will assist with additional information and make a call to the potential employer to arrange work experience. Senior Schooling produce a monthly newsletter advertising local SAT opportunities.

Step 3   Once the employer has agreed, 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 IN SCHOOLS

The **TAFE** 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 South Bank, Bracken Ridge, Redcliffe and Caboolture Campuses and TAFE Queensland.

How does it work?
TAFE Brisbane 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 structured Work Placement.

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 online TAFE at Schools Guide. Hardcopies are available from Senior Schooling. Once students identify the course they want to undertake they liaise with Claire Daly (cdalyo@eq.edu.au) in Senior Schooling who nominates the student for the course. Nominations for take typically open in week 2 of Term 3 for the following year's courses.

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, Redcliffe, Bracken Ridge, South Bank are:
• Design Fundamentals
• Hairdressing
• Tourism and Events
• Information Technology
• Beauty services
• Crime and Justice Studies
• Health Services

Traditional Trades-based study areas available through Tafe Bracken Ridge were: Automotive, Electro technology, Engineering, Building and Construction, Plumbing

Students will attend TAFE one day per week.

For additional information on SAT's or TAFE, please contact the Senior Schooling Office.

Redcliffe High Year 11 Subject Guide 2025

Appendix 1

About the QCE

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

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

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

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount
20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

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

Set pattern
12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

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

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:
- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

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Set pattern

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

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

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

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

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

QCAA Short Courses
- QCAA Short Course in Literacy — 1
- QCAA Short Course in Numeracy

Certificate I qualifications — up to 3

Recognised studies categorised as Preparatory — as recognised by QCAA

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

QCAA Short Courses
- QCAA Short Course in Aboriginal & Torres Strait Islander Languages — 1
- QCAA Short Course in Career Education

University subjects (while a student is enrolled at a school) — up to 4

Diplomas and Advanced Diplomas (while a student is enrolled at a school) — up to 8

Recognised studies categorised as Complementary — as recognised by QCAA

Literacy & numeracy

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

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

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

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

Queensland Curriculum & Assessment Authority