# Caloundra State High School

Lighting the way to broad horizons and bright futures

2026

# Senior Secondary Curriculum Handbook

Year 11/12

Great state. Great opportunity.

Queensland Government

# Contents

*This information and pricing is correct at date of publication and is subject to change. Subjects listed may not be offered in 2026 due to student demand.*

*Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. Caloundra State High School will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026.*

*Last updated: 16th July 2025*

## OUR MOTTO

Lighting the way to broad horizons and bright futures.

## OUR VISION

Encouraging our students to find their path in an ocean of possibilities and igniting their passion for learning in pursuit of excellence where everyone shines.

## OUR VALUES

The foundational values underpinning the Caloundra State High School community are:

- Respectful
- Integrity
- Kindness

## OUR GOALS

- Confident & Courageous
- Curious & Creative
- Connected & Committed

# 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 continuously for 4 semesters to meet “completed core” requirement 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
- English or Essential English is compulsory
- One Mathematics subject is compulsory

# Choosing Senior Subjects – Year 11 2026

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

# Overall Plan

As an overall plan, it is suggested that you choose subjects:

- You enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

# Guidelines

**1. Find out about occupational pathways**

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your guidance officer will be able to help you get started.

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways you can select the most appropriate one for you.

The MyPath website is an excellent source of information and a tool for you to do this.

**2. Find out about the subjects offered by your school**

Caloundra State High School offers three (3) types of subjects:

- General subjects
- Applied subjects
- VET subjects

**3. Check out each subject fully**

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in booklets provided by your school.
- Talk to heads of departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.
- Examine the Student VET Handbook available at https://caloundrashs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Policies/vet-handbook.pdf

4. **Choose a combination of subjects that suits your needs and abilities**

   **Traps to avoid**

   - Do not select subjects simply because someone has told you that they "will help you get a better ATAR".
   - Consider other peoples' opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

## English requirement

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

At Caloundra State High School, a satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in either – English or Essential English.

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.

## School-based apprenticeships and traineeships (SATs)

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are 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.

5. **Be prepared to ask for help**

   If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, heads of departments, guidance officers, deputy principals and principal. Don't be afraid to seek their assistance. They are all prepared to help.

# Senior Education Profile

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

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

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

## Statement of results

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

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

## Queensland Certificate of Education (QCE)

At Caloundra State High School, students are expected to attain a Queensland Certificate of Education by the end of Year 12. Inclusive Education students may instead work towards a Queensland Certificate of Individual Achievement (QCIA). Refer to APPENDIX 1 for QCE requirement and rules.

## Senior subjects

Caloundra State High School offers subjects from two types of senior subject syllabuses — General and Applied. 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.

## 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. Applied subjects offered by Caloundra State High School include Essential English, Essential Mathematics, Information & Communication Technology, and Industrial Graphics Skills.

## Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.
- Student achievement in accredited vocational education is based on industry-endorsed competency standards and is recorded on the Queensland Certificate of Education. Vocational Training is recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations (RTO's).
- Generally, all Certificate II, III and IV courses of study are for an estimated two (2) year duration.
- Entry requirements or prerequisite knowledge is outlined in the subject descriptors in the table at the end of this section, as is any requirement for work placement periods.
- The general mode of delivery will be teacher directed in class or similar setting/environment.
- As in any course of study, students will be required to provide any equipment needed for the successful completion of modules.
- Details of the RTO's complaints and appeals process is available on our website https://caloundrashs.eq.edu.au/supportandresources/formsanddocuments/documents/policies/vet-handbook.pdf.

# 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.

# Australian Tertiary Admission Rank (ATAR)

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

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

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

## English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects – English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

# 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.

# PRE-REQUISITE POLICY FOR SENIOR SUBJECTS 2026

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 they believe are necessary for success in senior courses.

| Senior General Subjects (contribute to ATAR) | Minimum Year 10 Standard Required |
|---|---|
| General English | **'C' in Year 10 General English and 'A' in Year 10 Essential English**<br>Students cannot move from Year 11 Essential English into Year 12 English |
| Health | **'C' in Year 10 General English** |
| Physical Education | **'C' in Year 10 General English** |
| Ancient History | **'C' in Year 10 General English** |
| Business | **'C' in Year 10 General English** |
| Geography | **'C' in Year 10 General English** |
| Legal Studies | **'C' in Year 10 General English** |
| Modern History | **'C' in Year 10 General English** |
| General Mathematics | **'C' in Year 10 General Mathematics Preparation Course**<br>Students cannot move from Year 11 Essential Mathematics into Year 12 General Mathematics |
| Mathematical Methods | **'C' in Year 10 Mathematical Methods Preparation Course** |
| Specialist Mathematics | **'B' in Year 10 Mathematical Methods Preparation Course** |
| Biology | **'C' in Year 10 Biology and 'C' in Year 10 General Mathematics and 'C' in Year 10 General English** |
| Chemistry | **'B' in Year 10 Chemistry and 'B' in Year 10 Mathematical Methods and Year 10 General English** |
| Marine Science | **'B' in Year 10 Marine Science and 'C' in Year 10 General Mathematics and Year 10 General English** |
| Physics | **'C' in Year 10 Physics and 'C' in Year 10 Mathematical Methods and Year 10 General English** |
| Psychology | **'C' in Year 10 Psychology and 'C' in Year 10 General Mathematics and Year 10 General English** |
| Design | **'C' in Year 10 General English** |
| Digital Solutions | **'C' in Year 10 General English and 'C' in Year 10 General Mathematics** |
| Dance | **'C' in Year 10 General English and 'B' in Year 10 Dance** |
| Drama | **'C' in Year 10 General English 'B' in Year 10 Drama** |
| Film, Television and New Media | **'C' in Year 10 General English and 'B' in Year 10 Media** |
| Music | **'C' in Year 10 General English and 'B' in Year 10 Music, must be proficient in singing or playing an instrument; reading and writing music notation** |
| Visual Art | **'C' in Year 10 General English and 'B' in Year 10 Visual Art** |
| **Vocational Education (VET) subjects (Certificate III & IV)** | **Minimum Year 10 Standard Required** |
| Certificate III in Early Childhood Education & Care | **'C' in Year 10 General English** |
| Certificate IV in Information Technology | **'C' in Year 10 General English and General Mathematics** |
| Certificate III in Fitness | **'C' in Year 10 General English and 'C' in Physical Education** |
| Certificate III in Sport & Recreation (Rugby League) | **'C' in Year 10 General English and 'C' in Physical Education** |
| Certificate III in Business | **'C' in Year 10 General English** |
| Certificate IV in Justice Studies | **'C' in Year 10 General English** |
| Certificate III in Visual Art | **'C' in Year 10 General English and 'B' in Year 10 Visual Art** |

**Please note:** if a subject is not listed above, there are no pre-requisites. Information contained in this table is subject to change annually. Subjects listed may not be offered in 2026 due to student demand.

# English (ENG)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts.
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Perspectives and texts**<br>• Texts in contexts<br>• Language and textual analysis<br>• Responding to and creating texts | **Texts and culture**<br>• Texts in contexts<br>• Language and textual analysis<br>• Responding to and creating texts |
| **Unit 3** | **Unit 4** |
| **Textual connections**<br>• Conversations about issues in texts<br>• Conversations about concepts in texts. | **Close study of literary texts**<br>• Creative responses to literary texts<br>• Critical responses to literary texts |

## Assessment

In Units 1 and 2 students complete three formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FA2):<br>• Written response for a public audience | 25% | Formative internal assessment 3 (FA3):<br>• Examination – extended response | 25% |
| | | Formative internal assessment 4 (FA4):<br>• Examination – extended response | 25% |

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):<br>• Spoken persuasive response | 25% | Summative internal assessment 3 (IA3):<br>• Examination — extended response | 25% |
| Summative internal assessment 2 (IA2):<br>• Written response for a public audience | 25% | Summative external assessment (EA):<br>• Examination — extended response | 25% |

# Essential English (ENE)

## Applied senior subject

Applied

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

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 have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

## 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 convention of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Language that works**<br>• Responding to texts<br>• Creating texts | **Texts and human experiences**<br>• Responding to texts<br>• Creating texts |
| **Unit 3** | **Unit 4** |
| **Language that influences**<br>• Creating and shaping perspectives on community, local and global issues in texts<br>• Responding to texts that seek to influence audiences | **Representations and popular culture texts**<br>• Responding to popular culture texts<br>• Creating representations of Australian identifies, places, events and concepts |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment 1 (FA1):<br>• Spoken response | Formative internal assessment 3 (FA3):<br>• Multimodal response |
| Formative common assessment 2 (FA2):<br>• Short response – to seen and unseen stimulus | Formative internal assessment 4 (FA4):<br>• Written response |

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

### Summative assessments

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment 1 (IA1):<br>• Spoken response | Summative internal assessment 3 (IA3):<br>• Multimodal response |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) | Summative internal assessment (IA4):<br>• Written response |

# Health (HEA)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

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

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Resilience as a personal health resource** | **Peers and family as resources for healthy living**<br>• Alcohol (elective)<br>• Body image (elective) | **Community as a resource for healthy living**<br>• Homelessness (elective)<br>• Transport safety (elective)<br>• Anxiety (elective) | **Respectful relationships in the post-schooling transition** |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Investigation | 25% | Formative internal assessment 3 (FIA3):<br>• Investigation - action research | 25% |
| Formative internal assessment 2 (FIA2):<br>• Examination | 25% | Formative internal assessment 4 (FIA4):<br>• Examination | 25% |

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):<br>• Investigation — action research | 25% | Summative internal assessment 3 (IA3):<br>• Investigation —analytical exposition | 25% |
| Summative internal assessment 2 (IA2):<br>• Examination — extended response | 25% | Summative external assessment (EA):<br>• Examination – extended response | 25% |

# High Performing Athletes Program (HPA)

**QCE CREDIT POINTS:** Nil.

**FEES:**

| | | |
|---|---|---|
| $100 | **New student** | Uniform kit $70 (includes: Polo shirt $35*, Training shorts $35*), Transport to QAS/USC facilities $30 |
| $30 | **Continuing student** | Transport to QAS/ USC facilities $30 |

**Additional information:** Students may wish to purchase a Polo shirt for $35. Additional uniform items marked with '*' can also be purchased individually.

**ENTRY REQUIREMENTS:**

Entry based on application. Students who are eligible for selection into the program are competing at a high level (regional, state and/or national) in their individual sport.

## Suggested Pre-Requisite

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

## Course Description

The High Performing Student Athletes Program is designed to provide school-based support to student athletes at Caloundra Sate High School to manage the demands of being both a high performing athlete and a highly successful student. If accepted into the program, students will have access to elite coaches, training program specialists, sports psychologists, physiotherapists and nutritionists while receiving academic monitoring and mentoring during normal schooling hours.

## Subject Information

- HPA Program students will have three high performance coaching sessions each week. Years 11 & 12, students may be able to adjust their academic load when taking up their place in this program.
- Activities consist of:
    - Visit from University of the Sunshine Coast (USC) student athletes
    - Nutritional guidance and cooking session
    - Visit to the Queensland Academy of Sport facility
    - Visit to the Sunshine Coast Sports Hub and access to train at O2 Performance
    - USC Information day
    - Linking with and use of TeamBuildr (programming and calendar application)

# Physical Education (PED)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

## 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 |
|---|---|
| **Motor learning, functional anatomy, biomechanics and physical activity**<br>• Motor learning in physical activity<br>• Functional anatomy and biomechanics in physical activity | **Sport psychology, equity and physical activity**<br>• Sport psychology in physical activity<br>• Equity — barriers and enablers |
| **Unit 3** | **Unit 4** |
| **Tactical awareness, ethics and integrity and physical activity**<br>• Tactical awareness in physical activity<br>• Ethics and integrity in physical activity | **Energy, fitness and training and physical activity**<br>• Energy, fitness and training integrated in physical activity |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination | 20% | Formative internal assessment 3 (FIA3):<br>• Investigation — report | 30% |
| Formative internal assessment 2 (FIA2):<br>• Project — folio | 30% | Formative internal assessment 4 (FIA4):<br>• Investigation — report | 20% |

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):<br>• Project — folio | 25% | Summative internal assessment 3 (IA3):<br>• Project — folio | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — report | 25% | Summative external assessment (EA):<br>• Examination – combination response | 25% |

# SIS30321 Certificate III in Fitness (VFN)

**RTO – Binnacle Training College (RTO No: 31319)**

Nationally Recognised Training

Certificate

The successful completion of this course gives students 8 credits towards the QCE.

| | |
|---|---|
| **Qualification description:** | The SIS30321 is based on units of competency selected from the SIS Fitness training package.<br>The Certificate III in Fitness is an elective subject that may be studied by Year 11 and 12 students who have an interest in career in the Fitness Industry. This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).<br>Students deliver programs within their school community including:<br>• Community fitness programs<br>• Strength and condition for athletes and teams<br>• 1-on-1 and group fitness sessions with male adults, female adults and older adult clients.<br>This program also includes the following:<br>• Nationally recognised First Aid competency – HLTAID001 Provide First Aid<br>• Community Coaching – Essential Skills course (non-accredited), issued by Australian Sports Commission<br>• A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport – offered by other RTO's<br>• Successful completion of the certificate III in fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR).<br>To achieve this qualification, students must achieve competence in all units of competency. |
| **Entry requirements:** | There are no entry requirements for this qualification.<br>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 and to identify support measures as required.<br>Pre-requisite: Students must have a passion for and/or interest in pursuing a career in the sport or fitness industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. |
| **Qualification packaging rules:** | Total units = 15 (11 core units + 4 elective units from the list below). |
| **Core and electives:**<br>**Competencies covered:**<br>BSBOPS304 (C)<br>BSBPEF301 (C)<br>HLTAID011 (C)<br>HLTWHS001 (C)<br>SISFFIT032 (C)<br>SISFFIT033 (C)<br>SISFFIT035 (C)<br>SISFFIT036 (C)<br>SISFFIT040 (C) | <br><br>Deliver and monitor a service to customers<br>Organise personal work priorities<br>Provide first aid<br>Participate in workplace health and safety<br>Complete pre-exercise screening and service orientation<br>Complete client fitness assessments<br>Plan group exercise sessions<br>Instruct group exercise sessions<br>Develop and instruct gym-based exercise programs for individual clients |

| | |
|---|---|
| SISFFIT047 (C)<br>SISFFIT052 (C)<br>SISXEMR003 (E)<br>BSBSUS211 (E)<br>SISXIND011 (E)<br>SISXCCS004 (E) | Use anatomy and physiology knowledge to support safe and effective exercise<br>Provide healthy eating information<br>Respond to emergency situations<br>Participate in sustainable work practices<br>Maintain sport, fitness and recreation industry knowledge<br>Provide quality service |
| **Skills acquired:** | • Client screening and health assessment<br>• Planning and instructing fitness programs<br>• Deliver 1-on-1 and group fitness programs<br>• Exercise science and nutrition<br>• Anatomy and physiology |
| **Study Mode:** | Combination of classroom and project-based learning, online earning (self-study) and practical work-related experience. |
| **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).<br>A range of teaching/learning strategies will be used to deliver the competencies. These include:<br>• Practical tasks<br>• Hands-on activities involving participants/clients<br>• Group work<br>• Practical experience within the school sporting programs and fitness facility<br>• Log Book of practical experience<br>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.<br>NOTE: This program involves a mandatory 'outside subject' weekly component as follows:<br>• Term 5, 6 or 7: 90 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 alternative fitness facility sourced by the school.<br>Term 6: a minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternative fitness facility sourced by the school.<br>All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experience (minimum 40 hours). |
| **Pathways:** | The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry as a Group Exercise instructor or Gym Fitness Instructor, and/or as an alternative entry into University or to complete a Certificate IV in Fitness or Diploma of Sport: Career examples: Exercise Physiologist; Teacher – Physical Education; Sport Scientist. If a Certificate IV or Diploma is completed careers can be Personal Trainer, High Performance Coach or Sport Development Manager. |
| **Fees:** | • Year 11/12 $ 620 approx. - External provider (non-refundable) (fee comprises of $495 fee for service + $75 first aid + $50 program fee), 2 year course.<br>• $20 A non-refundable fee applies upon enrolment into the course for printing of certificates.<br>Excursions costs to industry specific visits eg. outdoor boot camps and gym facilities approx. $50. |
| **Further information:** | Please contact Mr Poole, Head of Department – Health, Physical & Education<br>physical_education@caloundrashs.eq.edu.au |

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

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

| | |
|---|---|
| **IMPORTANT**<br>**Program Disclosure Statement (PDS)** | Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as a Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'. |

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages. Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# SIS20122 Certificate II in Sport & Recreation (VSP)

**RTO – Caloundra State High School (RTO No: 30058)**

Certificate

The successful completion of this course gives students 4 credits towards the QCE. * If studied with a Certificate III Fitness a maximum of 8 credits can be gained. Discuss with Senior Schooling team as to what points will be issued.

| | |
|---|---|
| **Qualification description:** | The SIS20122 is based on units of competency selected from the SIS Sport & Recreation training package.<br>The Certificate II in Sport and Recreation is an elective subject that may be studied by Year 11 and 12 students who are interest in career in the sport or fitness industries. The internally based program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – such as preparing and conducting sport/fitness coaching sessions, providing quality customer service, managing conflict and conducting risk assessments. |
| **Entry requirements:** | Pre-requisite: Students must have a passion for and/or interest in pursuing a career in the sport or fitness industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. |
| **Qualification packaging rules:** | Total units = 10 (6 core units + 4 elective units from the list below). |
| **Core and electives:**<br>**Competencies covered:**<br>HLTWHS001 (C)<br>SISOFLD001 (C)<br>SISXCCS004 (C)<br>SISXEMR003 (C)<br>SISXIND011 (C)<br>SISXFAC006 (C)<br>HLTAID011 (E)<br>AHCPGD212 (E)<br>SISSBSB001 (E)<br>SISSBSB002 (E) | <br><br>Participate in workplace health and safety<br>Assist in conducting recreation sessions<br>Provide quality service<br>Respond to emergency situations<br>Maintain sport, fitness and recreation industry knowledge<br>Maintain activity equipment<br>Provide First Aid<br>Conduct visual inspections of park facilities<br>Conduct basketball coaching sessions with foundation level participants<br>Coach basketball participants up to an intermediate level |
| **Learning experiences:** | • Face to face in a simulated workplace training environment for required skills<br>• Face to face in a workplace<br>• Online for some components of training for required knowledge<br>• Classroom for some components of training for required knowledge<br>• Required to conduct coaching lessons to junior HPE classes throughout the 2 years<br>• Work placement. |
| **Assessment:** | Assessment items will be selected from:<br>• Practical Tasks<br>• Hands-on activities involving clients<br>• Group work<br>• Documents and portfolios<br>• Work experience within the school sporting programs (athletics and swimming carnivals, tournaments, cross country, primary school, etc.)<br>• Individual journals<br>• Planning projects |

| | |
|---|---|
| | • Students will be assessed in a holistic approach that integrates a range of competencies |
| **Pathways:** | The Certificate II in Sport and Recreation will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University: Example: Exercise Physiologist; Teacher – Physical Education; Sport Scientist. |
| **Fees**: | • $20 A non-refundable fee applies upon enrolment into the course for printing of certificates.<br>• $5 approx. Golf course (Year 11 and 12) |
| **Further information:** | Please contact Mr Poole, Head of Department – Health, Physical & Education physical_education@caloundrashs.eq.edu.au |

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# Rugby League Signature Program (VSA)

## Certificate III in Sport, Aquatic & Recreation (SIS30122)

## RTO – Caloundra State High School (RTO No: 30058)

Nationally Recognised Training

Certificate

The successful completion of this course gives students 6 credits towards the QCE, 4 points only if Certificate III in Fitness is also selected.

| | |
|---|---|
| **Qualification description:** | The SIS30122 is based on units of competency selected from the SIS Sport & Recreation training package.<br>There are two main focuses of the Rugby League Excellence Program. The program is designed to provide students with access to specialist Rugby League Coaching to develop the required skills of Rugby League. Students will complete a Certificate III in Sport & Recreation in their two years of study that caters for a range of employment opportunities and a chance to be involved in community clubs or events. There are two main focuses of the Rugby League Excellence Program. The program is designed to provide students with access to specialist Rugby League Coaching to develop the required skills of Rugby League. Students will complete a Certificate III in Sport & Recreation in their two years of study that caters for a range of employment opportunities and a chance to be involved in community clubs or events.<br>The Rugby League Excellence Program incorporates Certificate III in Sport and Recreation. This course is aimed at involving students in the wider Caloundra community in many aspects, helping to provide a platform to enhance their ability to become highly respected and giving citizens. Students will participate in training sessions during class time to develop their skills. Season training programs are implemented involving preseason, skills, tactics, game plans, video analysis and post season training. Students will conduct their own training sessions for other people to participate in to develop their skills as coaches. |
| **Entry requirements:** | There are no entry requirements for this qualification<br>**Incompatible Subjects:** Certificate II in Sport & Recreation<br>**Personal Protective Equipment:** Students are to provide their own safety equipment (mouth guard, head gear, body armour etc.). |
| **Qualification packaging rules:** | Total units = 15 (6 core units + 9 elective units from the list below). |
| **Core and electives:**<br>**Competencies covered:**<br>BSBWHS308 (C)<br><br>HLTWHS001 (C)<br>SISXCCS004 (C)<br>SISXEMR003 (C)<br>SISXFAC006 (C)<br>SISXIND011 (C)<br>BSBTEC201 (E)<br>HLTAID011 (E)<br>SISXPLD002 (E)<br>SISXPLD004 (E)<br>AHCPGD212 (E)<br>SISXFAC007 (E)<br>BSBPEF301 (E)<br>HLTAID009 (E)<br>SISSPAR009 (E) | <br><br>Participate in WHS hazard identification, risk assessment and risk control processes<br>Participate in workplace health and safety<br>Provide quality service<br>Respond to emergency situations<br>Maintain activity equipment<br>Maintain sport, fitness and recreation industry knowledge<br>Use business software applications<br>Provide First Aid<br>Deliver recreation sessions<br>Facilitate groups<br>Conduct visual inspection of park facilities<br>Maintain clean facilities<br>Organise personal work priorities<br>Cardiorespiratory resuscitation<br>Participate in conditioning for sport |

| | |
|---|---|
| **Learning experiences:** | • Face to face in a simulated workplace training environment for required skills<br>• Face to face in a workplace<br>• Online for some components of training for required knowledge<br>• Classroom for some components of training for required knowledge<br>• Required to conduct coaching lessons to junior HPE classes throughout the 2 years<br>• Work placement |
| **Assessment:** | Assessment items will be selected from:<br>• Practical Tasks<br>• Hands-on activities involving clients<br>• Group work<br>• Documents and portfolios<br>• Work experience within the school sporting programs (athletics and swimming carnivals, tournaments, cross country, primary school, etc.)<br>• Individual journals<br>• Planning projects<br>• Students will be assessed in a holistic approach that integrates a range of competencies |
| **Pathways:** | The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University: Example: Exercise Physiologist; Teacher – Physical Education; Sport Scientist. |
| **Fees**: | $79 Uniform kit $79 (includes: training shirt $32*, training shorts $35*, socks $12*),<br>$105 Additional Cost: Elite provider sessions (external providers) $40, Induction Day $25, Sports medicine $40, transport to competitions<br>$175 approx. (costs depend upon the number of competitions teams attend)<br>$20 A non-refundable fee applies upon enrolment into the course for printing of certificates.<br>**Additional information:** Each student must have all Rugby League program apparel; if not individual items can be purchased to complete your students' kit – refer to items marked with an * |
| **Further information:** | Please contact Mr Poole, Head of Department – Health, Physical & Education physical_education@caloundrashs.eq.edu.au |

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# Ancient History (AHS)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

## 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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Investigating the ancient world**<br>• Digging up the past<br>• Fifth century Athens | **Personalities in their time**<br>• Akhenaten<br>• Cleopatra |
| **Unit 3** | **Unit 4** |
| **Reconstructing the ancient world**<br>• Pompeii and Herculaneum<br>• Macedonian Empire from Philip II to Alexander III | **People, power and authority**<br>• Ancient Rome — Civil War and the breakdown of the Republic<br>• Julius Caesar |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination — extended response | 25% | Formative internal assessment 3 (FIA3):<br>• Investigation | 25% |
| Formative internal assessment 2 (FIA2):<br>• Investigation | 25% | Formative internal assessment 4 (FIA4):<br>• Examination — short responses | 25% |

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):<br>• Examination | 25% | Summative internal assessment 3 (IA3):<br>• Investigation | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation | 25% | Summative external assessment (EA):<br>• Examination — short responses to historical sources | 25% |

# Business (BUS)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

## 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 and strategies
- evaluate business strategies
- create responses that communicate meaning to suit purpose and audience.

## Structure

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

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination — combination response | 25% | Formative internal assessment 3 (FIA3):<br>• Feasibility report | 25% |
| Formative internal assessment 2 (FIA2):<br>• Business report | 25% | Formative internal assessment 4 (FIA4):<br>• Examination — combination response | 25% |

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):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Feasibility report | 25% |
| Summative internal assessment 2 (IA2):<br>• Business report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# Geography (GEG)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** **Nil.**
Excursion: Compulsory field excursions which include day activities and 1 x 2-day camp approx. $50 - $400.

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

## 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. 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.

## 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
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

## Structure

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

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination — combination response | 25% | Formative internal assessment 3 (FIA3):<br>• Data report | 25% |
| Formative internal assessment 2 (FIA2):<br>• Field report | 25% | Formative internal assessment 4 (FIA4):<br>• Examination — combination response | 25% |

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):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Data report | 25% |
| Summative internal assessment 2 (IA2):<br>• Field report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# Legal Studies (LEG)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Excursion in Year 11 and 12 to Brisbane Courthouse $30 approx.

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

## 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 to suit the intended purpose.

## Structure

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

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination — combination response | 25% | Formative internal assessment 3 (FIA3):<br>• Investigation — argumentative essay | 25% |
| Formative internal assessment 2 (FIA2):<br>• Investigation — inquiry report | 25% | Formative internal assessment 4 (FIA4):<br>• Examination — combination response | 25% |

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):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — argumentative | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — inquiry report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# Modern History (MHS)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as 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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Ideas in the Modern World**<br>• Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)<br>• Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) | **Movements in the Modern World**<br>• Women's movement since 1893 (Women's suffrage in New Zealand becomes law)<br>• Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) |
| **Unit 3** | **Unit 4** |
| **National experiences in the Modern World**<br>• Germany, 1914–1945<br>• Israel, 1948–1993 | **International experiences in the Modern World**<br>• The Cold War 1994-1981<br>• Australian engagement with Asia since 1945 |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination — extended response | 25% | Formative internal assessment 3 (FIA3):<br>• Investigation | 25% |
| Formative internal assessment 2 (FIA2):<br>• Investigation | 25% | Formative internal assessment 4 (FIA4):<br>• Examination — short responses | 25% |

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):<br>• Examination — extended response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation | 25% | Summative external assessment (EA):<br>• Examination — short responses to historical sources | 25% |

# BSB30120 Certificate III in Business (VBU)

**RTO: Binnacle Training (RTO Number – 31319)**

Certificate

The successful completion of this course gives students 8 credits towards the QCE.

| | |
|---|---|
| **Qualification description:** | The BSB30120 is based on units of competency selected from the BSB Business Services training package. This qualification reflects the role of individuals in a variety of Business Services job roles.<br>This program is delivered through class-based tasks as well as both simulated and real business environments at the school – involving the delivery of a range of projects and services within the school community. Graduates will be competent in a range of essential business skills including personal management and effective communication techniques, customer service, leadership and innovation, critical thinking, business technology and documents, financial literacy, workplace health and safety, inclusive work practices and participating in sustainable work practices.<br>The program also includes the following:<br>• Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project – **Binnacle Boss**<br>• Students will examine business opportunities and participate in an industry discovery.<br>Successful completion of this course may contribute towards a student's Australian Tertiary Admission Rank (ATAR).<br>Certificate III in Business is an excellent work readiness program where students develop a range of essential workplace skills. |
| **Entry requirements:** | Students must have a passion for and/or interest in working in the Business Services industry and/or pursuing further tertiary pathways (eg. Certificate IV, Diploma and Bachelor of Business). The student must have good quality written and spoken communication skills and enthusiasm/motivation to participate in a range of projects.<br>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 and to identify support measures as required. |
| **Qualification packaging rules:** | Total units = 13 (6 core units + 7 elective units) plus 2 optional additional units* |
| **Core and electives:**<br>**Competencies covered:**<br>BSBPEF201 (C)<br>BSBPEF301 (E)<br>FNSFLT311 (E)<br>BSBWHS311 (C)<br>BSBSUS211 (C)<br>BSBXCM301 (C)<br>BSBTWK301 (C)<br>BSBXTW301 (E)<br>BSBCRT311 (C)<br>BSBTEC301 (E)<br>BSBWRT311 (E)<br>BSBTEC201 (E)<br>BSBTEC203 (E)<br>BSBCMM411*<br>BSBPEF402* | <br><br>Support personal wellbeing in the workplace<br>Organise personal work priorities<br>Develop and apply knowledge of personal finances<br>Assist with maintaining workplace safety<br>Participate in sustainable work practices<br>Engage in workplace communication<br>Use inclusive work practices<br>Work in a team<br>Apply critical thinking skills in a team environment<br>Design and produce business documents<br>Write simple documents<br>Use business software applications<br>Research using the intranet<br>Make presentations<br>Develop personal work priorities |

| | |
|---|---|
| **Skills acquired:** | • Leadership, innovation and creative thinking<br>• Customer service and teamwork<br>• Inclusivity and effective communication<br>• WHS and sustainability<br>• Financial literacy Business documentation |
| **Learning experiences:** | 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. Students have opportunities to design and plan for a new product and service as part of the Binnacle Boss Entrepreneurship Program and examine business opportunities and participate in an Industry discovery.<br>Evidence contributing towards competency will be collected throughout the program. This process allows student's competency to be assessed in a holistic approach that integrates a range of competencies.<br>**NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).**<br>• Online for some components of training for required knowledge<br>• Classroom for some components of training for required knowledge. |
| **Assessment:** | A range of teaching/learning strategies will be used to deliver the competencies. These include:<br>• Practical tasks/experiences<br>• Group projects<br>• Hands-on activities involving customer service<br>• Online learning projects. |
| **Pathways:** | The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and/or a university degree in Bachelor of Business). For example:<br>• Accountant / Business Advisor<br>• Business Owner<br>• Business Manager<br>• Customer Services Manager<br>• Marketing Manager |
| **Fees:** | • $20 A non-refundable fee applies upon enrolment into the course for printing of certificates.<br>• Year 11/12 $450 approx. - External provider (non-refundable) (fee comprises of $400 fee for service + $50 program fee), 2 year course. |
| **Further information:** | Please contact Mrs Michele Irwin, Head of Department – Humanities humanities@caloundrashs.eq.edu.au |

*NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party).*

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

| | |
|---|---|
| **IMPORTANT**<br>**Program Disclosure Statement (PDS)** | Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as a Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'. |

***Disclaimer**: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# 10971NAT Certificate IV in Justice Studies (VJU)

Certificate

**Subject to RTO Memorandum of Understanding being finalised.

PROFESSIONAL INVESTIGATORS College of Australasia

NATIONALLY RECOGNISED TRAINING

QCE Credit Points - 8

## CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Professional Investigators College of Australasia (PICA) - 40789)

| **Certificate IV in Justice Studies** | | **Duration:** | **2 years** |
|---|---|---|---|
| **Qualification description:** | Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.<br>Aims: The Certificate IV in Justice Studies course is designed to<br>• Provide students with a broad understanding of the justice system<br>• Develop the personal skills and knowledge that underpin employment in the justice system. | | |
| **Entry requirements:** | Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.<br>Attitude – students need to demonstrate independent learning skills<br>Students may be required to undertake an LLN test to determine suitability and any support needs. | | |
| **Qualification packaging rules:** | To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed. | | |
| **Units of Competency delivered:** | 1. NAT10971001 Provide information and referral advice on justice-related issues<br>2. NAT10971002 Prepare documentation for court proceedings<br>3. NAT10971003 Analyse social justice issues<br>4. BSBXCM401 Apply communication strategies in the workplace<br>5. PSPREG033 Apply Regulatory Powers<br>6. BSBLEG421 Apply understanding of the Australian Legal System<br>7. PSPREG006 Produce formal record of interview<br>8. PSPREG010 Prepare a brief of evidence<br>9. PSPLEG002 Encourage compliance with legislation in public sector<br>10. PSPETH007 Uphold and support the values and principles of public service | | |
| **Learning experiences:** | Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops.<br>**Technology required: access to the internet** | | |
| **Assessment:** | 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. Evidence is gathered through the following: written projects, online quizzes, observation of skills, oral and written questions. | | |
| **Pathways:** | The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law-related fields such as the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. | | |
| **Course Costs:** | $750 up-front fee (current at 30th April 2025) | | |
| **Further information** | Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA. | | |

# General Mathematics (MAG)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.
**Optional:** Australian Maths Competition ($8.50 approx)

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

## 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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Money, measurement and relations**<br>• Consumer arithmetic<br>• Shape and measurement<br>• Linear equations and their graphs | **Applied trigonometry, algebra, matrices and univariate data**<br>• Applications of trigonometry<br>• Algebra and Matrices<br>• Univariate data analysis 1<br>• Univariate data analysis 2 |
| **Unit 3** | **Unit 4** |
| **Bivariate data sequences and change, and Earth geometry**<br>• Bivariate data analysis1<br>• Time series analysis<br>• Growth and decay in sequences<br>• Earth geometry and time zones | **Investing and networking**<br>• Loans, investments and annuities 1<br>• Graphs and networks<br>• Networks and decision mathematics 1 |

## Assessment

In Units 1 and 2 students complete three formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Problem-solving and modelling task | 20% | Formative internal assessment 3 (FIA3):<br>• Examination | 50% |
| Formative internal assessment 2 (FIA2):<br>• Examination | 30% | | |

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):<br>• Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3):<br>• Examination – short response | 15% |
| Summative internal assessment 2 (IA2):<br>• Examination – short response | 15% | | |
| Summative external assessment (EA): 50%<br>• Examination - combination response | | | |

# Mathematical Methods (MAM)

General

## General senior subject

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

**Optional:** Australian Maths Competition ($8.50 approx)

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

## 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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

## Structure

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

## Assessment

In Units 1 and 2 students complete three formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Problem-solving and modelling task | 20% | Formative internal assessment 3 (FIA3):<br>• Examination | 50% |
| Formative internal assessment 2 (FIA2):<br>• Examination | 30% | | |

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):<br>• Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3):<br>• Examination – short response | 15% |
| Summative internal assessment 2 (IA2):<br>• Examination – short response | 15% | | |
| Summative external assessment (EA): 50%<br>• Examination – combination response | | | |

# Specialist Mathematics (MAS)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.
**Optional:** Australian Maths Competition ($8.50 approx)

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

## 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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

## Structure

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

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

## Assessment

In Units 1 and 2 students complete three formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Problem-solving and modelling task | 20% | Formative internal assessment 3 (FIA3):<br>• Examination | 50% |
| Formative internal assessment 2 (FIA2):<br>• Examination | 30% | | |

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):<br>• Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3):<br>• Examination - short response | 15% |
| Summative internal assessment 2 (IA2):<br>• Examination - short response | 15% | | |
| Summative external assessment (EA): 50%<br>• Examination - combination response | | | |

# Essential Mathematics (MAE)

## Applied senior subject

Applied

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.
**Optional:** Australian Maths Competition ($8.50 approx)

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## 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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

## Structure

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

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment 1 (FIA1):<br>• Problem-solving and modelling task | Formative internal assessment 3 (FIA3):<br>• Problem-solving and modelling task |
| Formative internal assessment 2 (FIA2):<br>• Examination | Formative internal assessment 4 (FIA4):<br>• Examination |

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

### Summative assessments

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment 1 (IA1):<br>• Problem-solving and modelling task | Summative internal assessment 3 (IA3):<br>• Problem-solving and modelling task |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) | Summative internal assessment (IA4):<br>• Examination – short response |

# Biology (BIO)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** $45 Units 3 & 4 “Biozone” student workbook - Year 11 Term 4

**EXCURSION:** Year 11 (Unit 3) – UQ Ecology Workshop (nil cost).

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students’:

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Cells and multicellular organisms**<br>• Cells as the basis of life<br>• Exchange of nutrients and wastes<br>• Cellular energy, gas exchange and plant physiology | **Maintaining the internal environment**<br>• Homeostasis – thermoregulation and osmoregulation<br>• Infectious diseases and epidemiology |
| **Unit 3** | **Unit 4** |
| **Biodiversity and the interconnectedness of life**<br>• Describing biodiversity and populations<br>• Functioning ecosystems and succession | **Heredity and continuity of life**<br>• Genetics and heredity<br>• Continuity of life on Earth |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Data test | 10% | Formative internal assessment 3 (FIA3):<br>• Research investigation | 20% |
| Formative internal assessment 2 (FIA2):<br>• Student experiment | 20% | | |
| Formative internal assessment (FIA4): 50%<br>• Examination – combination response | | | |

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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination– combination response | | | |

# Chemistry (CHM)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** $35 Units 3 & 4 Pearson Chemistry student workbook - Year 11 Term 4

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

In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

## 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 ideas and findings
- apply understanding
- analyse data interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Chemical fundamentals - structure, properties and reactions**<br>• Properties and structure of atoms<br>• Properties and structure of materials<br>• Chemical reactions - reactants, products and energy change | **Molecular interactions and reactions**<br>• Intermolecular forces and gases<br>• Aqueous solutions and acidity<br>• Rates of chemical reactions |

| Unit 3 | Unit 4 |
|---|---|
| **Equilibrium, acids and redox reactions**<br>• Chemical equilibrium systems<br>• Oxidation and reduction | **Structure, synthesis and design**<br>• Properties and structure of organic materials<br>• Chemical synthesis and design |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Data test | 10% | Formative internal assessment 3 (FIA3):<br>• Research investigation | 20% |
| Formative internal assessment 2 (FIA2):<br>• Student experiment | 20% | | |
| Formative internal assessment (FIA4): 50%<br>• Examination – combination response | | | |

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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination – combination response | | | |

# Marine Science (MRN)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Units 1 & 2 Marine Science student workbook - Year 11 Term 1 ($20 available online through OneNote)
Units 3 & 4 Marine Science student workbook - Year 11 Term 4 ($20 available online through OneNote)

**Optional:** **Excursion:** Lady Elliot Island Camp (approximately $1500 - to be confirmed)
**Boating Licence:** Successful completion of Year 11 – Boating activities will supply students with the "Certificate of Competency" necessary for acquisition of a Recreational Boating licence. Students will need to apply personally to the Queensland Department of Transport to gain the actual licence (cost involved approx. $450 Boating Licence Course plus $125 to acquire Marine Boat Licence)

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Oceanography**<br>• An ocean planet<br>• The dynamic shore | **Marine biology**<br>• Marine ecology and biodiversity<br>• Marine environmental management |
| **Unit 3** | **Unit 4** |
| **Marine systems - connections and change**<br>• The reef and beyond<br>• Changes on the reef | **Ocean issues and resource management**<br>• Oceans of the future<br>• Managing fisheries |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Data test | 10% | Formative internal assessment 3 (FIA3):<br>• Research investigation | 20% |
| Formative internal assessment 2 (FIA2):<br>• Student experiment | 20% | | |
| Formative internal assessment (FIA4): 50%<br>• Examination – combination response | | | |

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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination – combination response | | | |

# Physics (PHY)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Structure

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

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Research investigation | 20% | Formative internal assessment 2 (FIA2):<br>• Student experiment | 20% |
| | | Formative internal assessment 3 (FIA3):<br>• Data test | 10% |
| Formative internal assessment (FIA4): 50%<br>• Examination – combination response | | | |

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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination – combination response | | | |

# Psychology (PSY)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** $30 Units 3 & 4 Oxford Psychology student workbook - Year 11 Term 4

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.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

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

## Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Individual development**<br>• The role of the brain<br>• Cognitive development<br>• Consciousness, attention and sleep | **Individual behaviour**<br>• Intelligence<br>• Diagnosis<br>• Psychological disorders and treatments<br>• Emotion and motivation |

| Unit 3 | Unit 4 |
|---|---|
| **Individual thinking**<br>• Brain function<br>• Sensation and perception<br>• Memory<br>• Learning | **The influence of others**<br>• Social psychology<br>• Interpersonal processes<br>• Attitudes<br>• Cross-cultural psychology |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Data test | 10% | Formative internal assessment 3 (FIA3):<br>• Research investigation | 20% |
| Formative internal assessment 2 (FIA2):<br>• Student experiment | 20% | | |
| Formative internal assessment (IA4): 50%<br>• Examination – combination response | | | |

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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination – combination response | | | |

# Design (DES)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Students will require additional print balance

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context

## Pathways

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

## Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas and design concepts to make refinements
- propose desing concepts in response to design problems
- 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 |
|---|---|---|---|
| **Stakeholder-centred design**<br>• Designing for others | **Commercial design influences**<br>• Responding to needs and wants | **Human-centred design**<br>• Designing with empathy | **Sustainable design influences**<br>• Responding to opportunities |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination – design challenge | 15% | Formative internal assessment 3 (FIA3):<br>• Project | 50% |
| Formative internal assessment 2 (FIA2):<br>• Project | 35% | | |

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):<br>• Design challenge | 15% | Summative internal assessment 3 (IA3):<br>• Project | 25% |
| Summative internal assessment 2 (IA2):<br>• Project | 35% | Summative external assessment (EA):<br>• Examination — extended response | 25% |

# Digital Solutions (DIS)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Students will require additional print balance

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. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. 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.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

## Pathways

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

## Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions

- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

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

## Assessment

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

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 2 (FIA2):<br>• Digital solution | 30% | Formative internal assessment 3 (FIA3):<br>• Project — folio | 25% |
| | | Formative internal assessment 4 (FIA4):<br>• Examination | 25% |

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):<br>• Technical proposal | 20% | Summative internal assessment 3 (IA3):<br>• Digital solution | 25% |
| Summative internal assessment 2 (IA2):<br>• Digital solution | 30% | Summative external assessment (EA):<br>• Examination – combination response | 25% |

# Industrial Graphics Skills (incl. MSM20216 Certificate II in Manufacturing Technology) (GSK)

## Applied senior subject & certificate

**RTO – Caloundra State High School (RTO No: 30058)**

Applied + Certificate

The successful completion of both courses gives students 8 credits towards the QCE (4 credits each).

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 used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. 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 client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn, to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

## Pathways

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

## Objectives

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

- demonstrate practices, skills and procedures
- interpret client briefs and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and products.

## Structure

Industrial Graphics Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options. The following 4 will be delivered at Caloundra SHS to develop the course of study,

| Year 11 | |
|---|---|
| **Unit option** | **Unit title** |
| Unit option B | Computer-aided manufacturing drafting |
| Unit option C | Computer-aided drafting - modelling |
| **Year 12** | |
| **Unit option** | **Unit title** |
| Unit option E | Graphics for the engineering industry |
| Unit option F | Graphics for the furnishing industry |

## Assessment

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

| Technique | Description | Response requirements |
|---|---|---|
| Practical demonstration | Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures. | **Practical demonstration of drafting**<br>Drawings: the drafting skills and procedures used in 3–5 production processes<br>**Documentation**<br>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media |
| Project | Students draft in response to a provided client brief and technical information. | **Unit-specific product**<br>Drawings: drawings drafted using the skills and procedures in 5–7 production processes<br>**Drawing process**<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

Students will also gain the MSM20216 Certificate II in Manufacturing Technology while completing Industrial Graphics Skills (Applied) senior subject

| | |
|---|---|
| **Qualification description:** | The MSM20216 is based on units of competency selected from the MSM Manufacturing training package. 3D Design, Industrial Drawing & Manufacturing This program incorporates a Certificate II in Manufacturing Technology and development of industrial design skills. Students will learn how to assemble the electronic and plastic components of their own mini drone, including how to solder and use a Computer Aided Drawing tool to design the plastic components. As part of the course, using the Unmanned Aerial Vehicle created, students will configure their own flight controls as well as testing flight paths and patterns. Please note students will not be in a workshop but working with 3D designing in an industrial context including printing and cutting of 3D components. |
| **Entry requirements:** | There are no entry requirements for this qualification |
| **Qualification packaging rules:** | Total units = 10 (5 core units + 5 elective units listed below). |
| **Core and electives: Competencies covered:** | |
| MSMENV272 (C) | Participate in environmentally sustainable work practices |
| MSMWHS200 (C) | Work safely |
| MSS402001 (C) | Apply competitive systems and practices |
| MSS402051 (C) | Apply quality standards |
| MSS402080 (C) | Undertake root cause analysis |
| MSMPCII299 (E) | Make an object from plastic |
| MSMPCII295 (E) | Operate manufacturing equipment |
| MSS402010 (E) | Manage the impact of change on own work |
| VU22330 (E) | Select and interpret drawings and prepare three dimensional (3D) sketches and drawings |
| VU22340 (E) | Use 3D printing to create products |

| | |
|---|---|
| **Learning experiences:** | Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. |
| **Assessment:** | Assessment is competency based and therefore no levels of achievement are awarded.<br>• Projects<br>• Quizzes<br>• Class activities<br>• Folio of works<br>• Simulations<br>Students undertake meaningful and authentic tasks, and reflect on what they have achieved. They will be challenged to produce effective solutions to problems, so that skills are developed.<br>Please note: workmanship of the students' project cannot be guaranteed, as students manufacture them during this course as a learning exercise. |
| **Pathways:** | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| **Fees:** | Project materials for construction of your own 3D printed designed components<br>• Year 11 – $40 (for 2 year course)<br>• $20 A non-refundable fee applies upon enrolment into the course for printing of certificates.<br>It is recommended that students have the higher-level BYO device as indicated on the BYO documentation. |
| **Further information:** | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashs.eq.edu.au |

** *This is based on approval of the study plan.*

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# Information & Communication Technology (incl. CUA20220 Certificate II in Creative Industries) (VCI)

Applied + Certificate

## Applied senior subject & Certificate

**RTO – Caloundra State High School (RTO No: 30058)**

The successful completion of both courses gives students 8 credits towards the QCE (4 credits each).

**FEES:** Nil.

Students will require additional print balance

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, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

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

## Objectives

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

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

## Structure

| Year 11 | | Year 12 | |
|---|---|---|---|
| **Unit option** | **Unit title** | **Unit option** | **Unit title** |
| Unit option C | Audio and video production | Unit option E | Digital imaging and modelling |
| Unit option D | Layout and publishing | Unit option F | Web development |

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

| Technique | Description | Response requirements |
|---|---|---|
| Product proposal | Students produce a prototype for a product proposal in response to a client brief and technical information. | Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media |
| Project | Students produce a product prototype in response to a client brief and technical information. | Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype |

Students will also gain the CUA20220 Certificate II in Creative Industries while completing the ICT (Applied) subject.

| | |
|---|---|
| **Qualification description:** | The CUA20220 is based on units of competency selected from the CUA Creative Arts and Culture training package.<br>This entry-level vocational qualification that reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment customer service, video and sound production, photography and document design, using industry standard software applications.<br>Individuals' complete tasks with limited complexity and with required actions clearly defined. |
| **Entry requirements:** | There are no entry requirements for this qualification |
| **Qualification packaging rules:** | Total units = 10 (3 core units + 7 elective units listed below). |
| **Core and electives:**<br>**Competencies covered:**<br>BSBTWK201 (C)<br>CUAIND211 (C)<br>CUAWHS312 (C)<br>CUACAM211 (E)<br>CUADIG303 (E)<br>CUAPOS211 (E)<br>ICPDMT3210 (E)<br>ICTICT215 (E)<br>ICTICT214 (E)<br>ICTICT216 (E) | <br><br>Work effectively with others<br>Develop and apply creative arts industry knowledge<br>Apply work health and safety practices<br>Assist with basic camera shoots<br>Produce and prepare photo images<br>Perform basic vision and sound editing<br>Capture digital images<br>Operate digital media technology packages<br>Operate application software packages<br>Design and create basic organisational documents |
| **Learning experiences:** | Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded.<br>This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. |
| **Assessment:** | Assessment is competency based and therefore no levels of achievement are awarded.<br>• Projects<br>• Observations<br>• Folios |

| | |
|---|---|
| | • Quizzes<br>• Activities<br>• Practical activities.<br>Students undertake meaningful and authentic tasks, and reflect on what they have achieved. They will be challenged to produce effective solutions to problems, so that skills are developed. |
| **Pathways:** | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| **Fees:** | Year 11 or 12 - $20 A non-refundable fee applies upon enrolment into the course for printing of certificates. |
| **Further information:** | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashs.eq.edu.au |

*** This is based on approval of the study plan.*

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# CHC30121 Certificate III in Early Childhood Education & Care (VEC)

**RTO – Caloundra State High School (RTO No: 30058)**

Nationally Recognised Training

Certificate

The successful completion of this course gives students 8 credits towards the QCE.

| | |
|---|---|
| **Qualification description:** | This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.<br>Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.<br>To achieve this qualification, the individual must have completed a total of at least **160 hours of work** in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. |
| **Entry requirements:** | Students are required to successfully obtain a Blue Card (eligibility to work with children and young people) www.bluecard.qld.gov.au/index.html<br>**Incompatible Subjects:** Certificate II in Community Services. |
| **Qualification packaging rules:** | Total units = 17 (15 core units + 2 elective units listed below). |
| **Core and electives:**<br>**Competencies covered:**<br>CHCECE030 (C)<br>CHCECE031 (C)<br>CHCECE032 (C)<br>CHCECE033 (C)<br>CHCECE034 (C)<br>CHCECE035 (C)<br>CHCECE036 (C)<br>CHCECE037 (C)<br>CHCECE038 (C)<br>CHCECE054 (C)<br><br>CHCECE055 (C)<br>CHCECE056 (C)<br>CHCPRT001 (C)<br>HLTAID012 (C)<br>HLTWHS001 (C)<br>HLTFSE001 (E)<br>CHCSAC009 (E) | <br><br>Support inclusion and diversity<br>Support children's health, safety and wellbeing<br>Nurture babies and toddlers<br>Develop positive and respectful relationships with children<br>Use an approved learning framework to guide practice<br>Support the holistic learning and development of children<br>Provide experiences to support children's play and learning<br>Support children to connect with the natural environment<br>Observe children to inform practice<br>Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures<br>Meet legal and ethical obligations in children's education and care<br>Work effectively in children's education and care<br>Identify and respond to children and young people at risk<br>Provide First Aid in an education and care setting<br>Participate in workplace health and safety<br>Follow basic food safety practices<br>Support the holistic development of children in school age care |
| **Learning experiences:** | Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded.<br>This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the |

| | |
|---|---|
| | application of that knowledge and skill to the standard of performance required in the workplace. |
| **Assessment:** | Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skill and the application of the knowledge and skill to the standard of performance required in the workplace.<br>Assessment is competency based and therefore no levels of achievement are awarded.<br>• Observation checklist<br>• Written tests<br>• Folio<br>• Case studies<br>• Practical tasks<br>• First Aid<br>• Role play<br>• Simulations<br>• Log Book<br>Students undertake meaningful and authentic tasks, and reflect on what they have achieved. They will be challenged to produce effective solutions to problems, so that skills are developed. |
| **Pathways:** | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| **Fees:** | For supply of materials to create learning experiences for children<br>• Year 11 - $30 + Shirt to wear on placement - $40<br>• Year 12 - $25 + External Provider HLTAID012 - $120<br>• $20 A non-refundable fee applies upon enrolment into the course for printing of certificates. |
| **Further information:** | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashs.eq.edu.au |

## RPL Information

Students may apply for Recognition of Prior Learning (RPL). Please refer to VET Student Handbook for details of RPL and the application process.

***Disclaimer**: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# MEM20422 Certificate II in Engineering Pathways (VEN)

## RTO – Caloundra State High School (RTO No: 30058)

Certificate

Nationally Recognised Training

The successful completion of this course gives students 4 credits towards the QCE.

| | |
|---|---|
| **Qualification description:** | The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.<br>The learning program develops trade-like skills but does not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is about being introduced to welding, how it can be used to join metal. The focus is on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them. |
| **Entry requirements:** | There are no entry requirements for this qualification. |
| **Personal Protective Equipment:** | Every student **MUST** wear the following Personal Protective Equipment (PPE): safety glasses, ear muffs and **steel cap work boots** (AS/NZS1337) at all times whilst in the workshop. Students **are to** purchase their own PPE and can hire a school locker for secure storage. |
| **Qualification packaging rules:** | Total units = 12 (4 core units + 8 elective units listed below). |
| **Core and electives:**<br>**Competencies covered:**<br>MEM13015 (C)<br>MEMPE005 (C)<br>MEMPE006 (C)<br>MSMENV272 (C)<br>MEM16006 (E)<br>MEM18001 (E)<br>MEM11011 (E)<br>MEMPE001 (E)<br>MEMPE002 (E)<br>MEMPE003 (E)<br>MEMPE004 (E)<br>MSMPCI101 (E) | <br><br>Work safely and effectively in manufacturing and engineering<br>Develop a career plan for the engineering and manufacturing industries<br>Undertake a basic engineering project<br>Participate in environmentally sustainable work practices<br>Organise and communicate information<br>Use hand tools<br>Undertake manual handling<br>Use engineering workshop machines<br>Use electric welding machines<br>Use oxy-acetylene and soldering equipment<br>Use fabrication equipment<br>Adapt to work in industry |
| **Learning experiences:** | Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded.<br>This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. |
| **Assessment:** | This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for institutional delivery.<br>• Projects<br>• Observations<br>• Folios<br>• Quizzes<br>• Online Questioning<br>• Practical activities<br>Please note: workmanship of the students' project cannot be guaranteed, as they are manufactured by students during this course as a learning exercise. |

| | |
|---|---|
| **Pathways:** | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| **Fees:** | Project materials for construction of take-home items. Projects will include products that demonstrate skills in sheet metal, metal turning and welding. (2 year course)<br>• Year 11 - $100<br>• Year 12 - $100<br>• $20 A non-refundable fee applies upon enrolment into the course for printing of certificates. |
| **Further information:** | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashs.eq.edu.au |

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details for RPL and the application process.

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# MSF20522 Certificate II in Furniture Making Pathways (VFP)

## RTO – Caloundra State High School (RTO No: 30058)

Certificate

The successful completion of this course gives students 4 credits towards the QCE.

| | |
|---|---|
| **Qualification description:** | The course is intended for people interested in exposure to a furniture making or related working environment with a view to entering into employment in that area. This qualification delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace. |
| **Entry requirements:** | There are no entry requirements for this qualification. |
| **Personal Protective Equipment:** | Every student **MUST** wear the following Personal Protective Equipment (PPE): safety glasses and ear muffs (AS/NZS1337) at all times whilst in the workshop. Students **are** to purchase their own PPE and can hire a school locker for secure storage. |
| **Qualification packaging rules:** | Total units = 12 (5 core units + 7 elective units from the list below). |
| **Core and electives:**<br>**Competencies covered:**<br>MSFFP2020 (C)<br>MSFFP2017 (C)<br>MSFGN2001 (C)<br>MSMENV272 (C)<br>MSMPCI103 (C)<br>MSFFM2019 (E)<br>MSFFM2013 (E)<br>MSFFM2014 (E)<br>MSFFP2011 (E)<br>MSFFP2012 (E)<br>MSFFP2014 (E)<br>MSMSUP106 (E) | <br><br>Undertake a basic furniture making project<br>Develop a career plan for the furnishing industry<br>Make measurements and calculations<br>Participate in environmentally sustainable work practices<br>Demonstrate care and apply safe practices at work<br>Assemble furnishing products<br>Use furniture making sector hand and power tools<br>Select and apply hardware<br>Use timber furnishing construction techniques<br>Join furnishing materials<br>Use basic furnishing techniques on timber surfaces<br>Work in a team |
| **Learning experiences:** | Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. |
| **Assessment:** | This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for institutional delivery.<br>• Projects<br>• Observations<br>• Folios<br>• Quizzes<br>• Online Questioning<br>• Practical activities<br>Please note: workmanship of the students' project cannot be guaranteed, as they are manufactured by students during this course as a learning exercise. |

| | |
|---|---|
| **Pathways:** | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| **Fees:** | Materials for project construction eg. Cooler Box, Desk Chair or similar.<br>(2 year course)<br>• Year 11 - $200<br>• Year 12 - $195<br>• $20 A non-refundable fee applies upon enrolment into the course for printing of certificates. |
| **Further information:** | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashs.eq.edu.au |

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details for RPL and the application process.

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# SIT20322 Certificate II in Hospitality (VHT) / SIT30122 Certificate III in Tourism (TSM)

## RTO – To be confirmed

Nationally Recognised Training

Certificate

This course is Subject to approval being granted.

The successful completion of both the Certificate II and Certificate III course gives students 8 credits towards the QCE.

| | |
|---|---|
| **Qualification description:** | The SIT20322 and 30122 are based on units of competency selected from the SIT Tourism, Travel and Hospitality training package.<br>This dual qualification is designed to develop knowledge and skills for an individual to be competent in a range of activities and functions with the hospitality industry including itinerary and destination planning, functions and practical cookery (including Bar operations) while exploring the impacts of tourism on local, state, national and international environments.<br>This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.<br>Students must complete assessment in industry for a mandatory minimum of 12 service periods for Certificate II in Hospitality and all units must be completed to a competent standard to achieve the Certificate II. |
| **Entry requirements:** | There are no entry requirements for this qualification. Successful completion of SIT20322 allows for cross credit towards SIT30122. |
| **Qualification packaging rules:** | Total units = ***Certificate II -*** 12 (6 core units + 6 elective units)<br>***Certificate III -*** Additional (2 core + 4 Elective units) Total 15 |
| **Core and electives competencies covered:**<br>**Certificate II in Hospitality**<br>BSBTWK201 (C)<br>SITHIND007 (C)<br>SITXCOM007 (C)<br>SITXCCS011 (C)<br>SITXWHS005 (C)<br>SITHIND006 (C)<br>SITHFAB021 (E)<br>SITHFAB024 (E)<br>SITHFAB022 (E)<br>SITHFAB023 (E)<br>SITXCOM006 (E)<br>SITXCCS010 (E)<br><br>**Additional Core and Elective competencies covered:**<br>**Certificate III in Tourism**<br>SITTIND003 (C)<br>SITXCCS014 (C)<br>SITTTVL001 (E)<br>SITTTVL003 (E)<br>SITTTVL004 (E)<br>SITTTVL005 (E) | <br><br>Work effectively with others<br>Use hospitality skills effectively<br>Show social and cultural sensitivity<br>Interact with customers<br>Participate in safe work practices<br>Use hygienic practices for food safety<br>Source and use information on the hospitality industry<br>Provide responsible service of alcohol<br>Clean and tidy bar areas<br>Operate a bar<br>Source and present information<br>Provide visitor information<br><br><br><br><br><br><br>Source and use information on the tourism and travel industry<br>Provide service to customers<br>Access and interpret product information<br>Provide advice on Australian destinations<br>Sell tourism products or services<br>Prepare customer quotations |
| **Learning experiences:** | Activities in a simulated training work environment. |

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| | Practical tasks /Function work is a vital aspect of this course Students will participate in Functions and work placement at school and in the local community.<br>Industry placements and industry visits as part of this course and some of these visits may incur a cost.<br>**BAR Course** – 4 day intensive at an external location to complete practical elements culminating in a service period for family and friends.<br>Travel Expo & Food and Beverage Festivals<br>Group work (Observation checklist / Folios)<br>Activities in simulated training work environments |
| **Assessment:** | The assessment will be competency-based, and clustered units may be part of the assessment to reflect actual work scenarios and activities. Students will participate in various assessment tasks, including observation with checklists, products resulting from an activity, questioning (written, oral and portfolio), and reports from the workplace supervisor.<br>Assessment may be conducted at school using a simulated environment. Functions will occur, and these may occur out of class time at times.<br>**Work Placement:** Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves **12 Industry Service Periods** that need to be done at local venues, some during school hours and some outside school hours. Students may do vocational placement as approved by the school through the Industry Liaison Officer and upon the completion of the required Vocational Placement insurance forms. |
| **Hospitality experience: (compulsory)**<br>USER PAYS $395 per student | **Bar Course**:<br>This will be a 4 day program where students complete units: SITHFAB021 Provide Responsible Service of Alcohol, SITHFAB022 - Clean and Tidy Bar areas, SITHFAB023 - Operate a Bar. The learning culminates with a function on the 3rd night. Parents, teachers and interested adults would be invited to the event and the drinks will be served by the students. The external provider provides trays of finger food during the event and beverages are purchased by the guests. |
| **Hospitality experience: (optional)** | Hospitality Experience Program (or similar) allows senior students to develop a deeper understanding of the hospitality industry with hands-on exposure to front and back of house operations.<br>Highlights include:<br>• 1 night's accommodation (twin-share)<br>• 1 buffet breakfasts<br>• 2 Lunches in the staff cafeteria and a graduation lunch on the final day<br>• 1 Dinner in the hotel restaurants<br>• Hotel tour, welcome and induction<br>• 3 shifts of 3.5 hours in selected departments |
| **Pathways:** | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.<br>Certificate II in Hospitality gives students an insight into the hospitality industry and assists students gain employment in areas such as café attendant, catering assistant, food and beverage attendant, or food related apprenticeships. Certificate III in Tourism is useful for students interested in further study at TAFE or Uni. Future Career opportunities include tour guides, travel consultant, theme park attendant, visitor information manager. |

| | |
|---|---|
| **Fees:** | Ingredients supplied for students to complete practical activities. (2 year course)<br>• Year 11 - $120<br>• Year 12 - $120<br>• $20 A non-refundable fee applies upon enrolment into the course for printing of certificates.<br>• $180 approx. Excursion to Hospitality establishments - 2 days (optional)<br>• $395 Bar Course – 4 days (Compulsory) |
| **Clothing requirements:** | Students are required to have a white shirt, black pants or skirt and black covered footwear. |
| **Further information:** | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashs.eq.edu.au |

** *This is based on approval of the training and assessment strategy.*

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

***Disclaimer**: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

*This information is correct at time of publication and subject to change*.

# ICT40120 Certificate IV in Information Technology (VIT)

## RTO – Caloundra State High School (RTO No: 30058)

Nationally Recognised Training

Certificate

The successful completion of this course gives students 8 credits towards the QCE.

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|---|---|
| **Qualification description:** | The ICT40120 is based on units of competency selected from the ICT Information and Communications Technology training package.<br>This qualification provides the skills and knowledge for an individual to be competent in a wide range of visual information technologies and practices in different organisational contexts. The course provides a solid understanding of 2D and 3D representation of objects to launch a career in the graphic design, animation or interactive industries.<br>Persons working at this level apply a wide range of knowledge and skills in basic 3D and 2D design in a virtual reality (VR) and augmented reality (AR) context. The course provides the opportunity for learners to demonstrate original and innovative approaches to the creative development of graphical elements and produce concept art and designs specifications for the multimedia/gaming industry. |
| **Entry requirements:** | It is recommended that students have a C in Year 10 General English and General Mathematics to demonstrate sufficient literacy and numeracy requirements to complete the course. |
| **Qualification packaging rules:** | Total units = 20 (7 core units + 13 elective units from the list below). |
| **Core and electives:**<br>**Competencies covered:**<br>BSBCRT404 (C)<br>BSBXCS404 (C)<br>ICTICT426 (C)<br>ICTICT443 (C)<br>ICTICT451 (C)<br>ICTPRG302 (C)<br>ICTSAS432 (C)<br>ICTGAM427 (E)<br>ICTGAM418 (E)<br>ICTGAM431 (E)<br>ICTGAM433 (E)<br>ICTGAM428 (E)<br>CUAANM301 (E)<br>CUAANM302 (E)<br>CUAANM412 (E)<br>CUAPPM417 (E)<br>CUASOU212 (E)<br>CUASOU304 (E)<br>ICTDMT404 (E)<br>ICTDMT406 (E) | <br><br>Apply advanced critical thinking to work processes<br>Contribute to cyber security risk management<br>Identify and evaluate emerging technologies and practices<br>Work collaboratively in the ICT industry<br>Comply with IP, ethics and privacy policies in ICT environments<br>Apply introductory programming techniques<br>Identify and resolve client ICT problems<br>Use 3-D software interface and toolsets<br>Use simple modelling animation<br>Design and create 3-D digital models<br>Prepare and complete image rendering processes<br>Create 3-D characters for interactive games<br>Create 2D digital animations<br>Create 3D digital animations<br>Create digital visual effects<br>Create storyboards<br>Perform basic sound editing<br>Prepare audio assets<br>Create visual design components for digital media<br>Produce and edit digital images |
| **Learning experiences:** | Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. |

| | |
|---|---|
| **Assessment:** | This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for institutional delivery.<br>• Projects<br>• Folios<br>• Observations<br>• Quizzes<br>• Checklists<br>• Practical activities<br>Students undertake meaningful and authentic tasks, and reflect on what they have achieved. They will be challenged to produce effective solutions to problems, so that skills are developed. |
| **Pathways:** | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| **Fees:** | Year 11 / 12 – (2 year course).<br>• $20 (Non-refundable) A fee applies upon enrolment into the course for printing of certificates.<br>It is recommended that students have the higher level BYO device as indicated on the BYO documentation. |
| **Further information:** | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashs.eq.edu.au |

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

*Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# Dance (DAN)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** **Nil.**

Excursions to professional performances are also conducted as they become available. This will involve a cost for participants who wish to attend ($40-$90 optional)

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

## Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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

## Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Moving bodies**<br>How does dance communicate meaning for different purposes and in different contexts? | **Moving through environments**<br>How does the integration of the environment shape dance to communicate meaning? |
| **Unit 3** | **Unit 4** |
| **Moving statements**<br>How is dance used to communicate viewpoints? | **Moving my way**<br>How does dance communicate meaning for me? |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Performance | 20% | Formative internal assessment 3 (FIA3):<br>• Dance work | 35% |
| Formative internal assessment 2 (FIA2):<br>• Choreography | 20% | Formative internal assessment 4 (FIA4):<br>• Extended analytical response under examination conditions | 25% |

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):<br>• Performance | 20% | Summative internal assessment 3 (IA3):<br>• Dance work | 35% |
| Summative internal assessment 2 (IA2):<br>• Choreography | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

# Drama (DRA)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Excursions to professional performances are also conducted as they become available. $40 - $90 approximately (optional).

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

## 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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

## Objectives

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

- demonstrate skills of drama
- apply literacy skills
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Share**<br>How does drama promote shared understandings of the human experience? | **Reflect**<br>How is drama shaped to reflect lived experience? |
| **Unit 3** | **Unit 4** |
| **Challenge**<br>How can we use drama to challenge our understanding of humanity? | **Transform**<br>How can you transform dramatic practice? |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Performance | 20% | Formative internal assessment 3 (FIA3):<br>• Practice–led project | 35% |
| Formative internal assessment 2 (FIA2):<br>• Dramatic concept | 20% | Formative internal assessment 4 (FIA4):<br>• Extended analytical response under examination conditions | 25% |

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):<br>• Performance | 20% | Summative internal assessment 3 (IA3):<br>• Practice–led project | 35% |
| Summative internal assessment 2 (IA2):<br>• Dramatic concept | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

# Film, Television & New Media (FTM)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

## Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

## Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Foundation**<br>• Technologies<br>• Institutions<br>• Languages | **Stories**<br>• Representations<br>• Audiences<br>• Languages |

| Unit 3 | Unit 4 |
|---|---|
| **Participation**<br>• Technologies<br>• Audiences<br>• Institutions | **Artistry**<br>• Technologies<br>• Representations<br>• Languages |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Case study investigation | 15% | Formative internal assessment 3 (FIA3):<br>• Project | 35% |
| Formative internal assessment 2 (IA2):<br>• Project | 25% | Formative internal assessment 4 (IA4):<br>• Extended analytical response under examination conditions | 25% |

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):<br>• Case study investigation | 15% | Summative internal assessment 3 (IA3):<br>• Stylistic project | 35% |
| Summative internal assessment 2 (IA2):<br>• Multi-platform content project | 25% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

# Music (MUS)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** Nil.

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

## Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

## Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

## Structure

Year 11 Music starts in Term 4, 2024 – students wishing to undertake Senior Music MUST be enrolled in the Year 10 Music Performance Extension Term 4 class. Music is delivered using an Alternative Sequence and is a combined class. Alternative Sequences rotate units in an A/B style, with students undertaking all four units of study throughout the Music course.

| Year A | Unit 1/3 | Unit 2/4 |
|---|---|---|
| | **Designs**<br>Through inquiry learning, the following question is explored:<br>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? | **Identities**<br>Through inquiry learning, the following question is explored:<br>How do musicians incorporate innovative music practices to communicate meaning when performing and composing? |
| **Year B** | **Unit 1/3** | **Unit 2/4** |
| | **Innovations**<br>Through inquiry learning, the following question is explored:<br>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? | **Narratives**<br>Through inquiry learning, the following question is explored:<br>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative Internal Assessment 1 (FA1):<br>• Performance | 20% | Formative Internal Assessment 3 (FA3):<br>• Project | 35% |
| Formative Internal Assessment 2 (FA2):<br>• Composition | 20% | Formative Internal Assessment 4 (FA4):<br>• Examination – Extended Response | 25% |

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):<br>• Performance | 20% | Summative internal assessment 3 (IA3):<br>• Project | 35% |
| Summative internal assessment 2 (IA2):<br>• Composition | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination – extended response | | | |

# Instrumental Music (INS)

**QCE CREDIT POINTS:** 1 point each for completion of levels 7, 8, 9 & 10.

**FEES:** $100 (Cost of hiring school instrument)

**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 – The Arts before the end of Term 1 each year so that students can be enrolled to complete this accreditation. Please contact the Head of Department on the_arts@caloundrashs.eq.edu.au

# Visual Art (ART)

## General senior subject

General

**QCE CREDIT POINTS:** 4 points

**FEES:** $120 each year - This enables students to produce/make/paint and take home all artworks, experimental folios and bodies of work.

**COSTS in addition to Fees:** Excursion - Year 11 & 12 to GOMA. $35 approx.

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

## Pathways

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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## 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 influences
- Justify viewpoints
- Experiment in response to stimulus
- Create visual responses using knowledge and understanding of art media
- Realise responses to communicate meaning.

## Structure

| Unit 1 | Unit 2 |
|---|---|
| **Art as lens**<br>• Concept: lenses to explore the material world<br>• Contexts: personal and contemporary<br>• Focus: People, place, objects | **Art as code**<br>• Concept: art as a coded visual language<br>• Contexts: formal and cultural<br>• Focus: Codes, symbols, signs and art conventions |
| **Unit 3** | **Unit 4** |
| **Art as knowledge**<br>• Concept: constructing knowledge as artist and audience<br>• Contexts: contemporary, personal, cultural and/or formal<br>• Focus: student-directed | **Art as alternate**<br>Through inquiry learning, the following are explored:<br>• Concept: evolving alternate representations and meaning<br>• Contexts: contemporary and personal, cultural and/or formal<br>• Focus: student-directed |

## Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Investigation – written report or multimodal presentation | 20% | Formative internal assessment 3 (FIA3):<br>• Project – inquiry-based folio | 30% |
| Formative internal assessment 2 (FIA2):<br>• Project | 25% | Formative internal assessment 4 (FIA4):<br>• Examination – extended response | 25% |

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):<br>• Investigation — inquiry phase 1 | 20% | Summative internal assessment 3 (IA3):<br>• Project — inquiry phase 3 | 30% |
| Summative internal assessment 2 (IA2):<br>• Project — inquiry phase 2 | 25% | | |
| Summative external assessment (EA): 25%<br>• Examination – extended response | | | |

# CUA31120 Certificate III in Visual Arts (VAA)

## RTO – Caloundra State High School (RTO No: 30058)

Certificate

The successful completion of this course gives students 8 credits towards the QCE.

| | |
|---|---|
| **Qualification description:** | The CUA31120 is based on units of competency selected from the CUA Creative Arts and Culture Training Package.<br>This VET Certificate subject is concerned with students learning and developing diverse skills in Craft, Design and Fine Art to make resolved pieces with commercial potential. This course offers students' opportunities to express themselves using a variety of processes, techniques and media |
| **Entry requirements:** | There are no entry requirements for this qualification |
| **Qualification packaging rules:** | Total units = 12 (4 core units + 8 elective units from the list below). |
| **Core and electives:**<br>**Competencies covered:**<br>BSBWHS211 (C)<br>CUAACD311 (C)<br>CUAPPR311 (C)<br>CUARES301 (C)<br>CUAACD201 (E)<br>CUAPPR211 (E)<br>CUAPAI311 (E)<br>CUATEX311 (E)<br>CUACER311 (E)<br>CUAPRI211 (E)<br>CUARES202 (E)<br>BSBSUS211 (E) | <br><br>Contribute to health and safety of self and others<br>Produce drawings to communicate ideas<br>Produce creative work<br>Apply knowledge of history and theory to own arts practice<br>Develop drawing skills to communicate ideas<br>Make simple creative work<br>Produce paintings<br>Produce textile work<br>Produce ceramic works<br>Develop printmaking skills<br>Source and use information relevant to own arts practice<br>Participate in sustainable work practices |
| **Learning experiences:** | Students undertake meaningful and authentic tasks and reflect on what they have achieved. They will be challenged to product effective solutions to problems, so that skills are developed. |
| **Assessment:** | Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.<br>• Observation checklists<br>• Written reflections<br>• Artist statements<br>• Experimental Folios<br>▪ Artworks<br>▪ Written tests<br>▪ Design Briefs<br>▪ Visual Diary |
| **Pathways:** | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| **Fees:** | • Year 11 - $120 / Year 12 - $120.<br>• $20 A non-refundable fee applies upon enrolment into the course for printing of certificates.<br>This enables students to produce/make/paint and take home all artworks, experimental folios and bodies of work. |
| **Further information:** | Please contact Mrs Hounslow, Head of Department – The Arts the_arts@caloundrashs.eq.edu.au |

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages. Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

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

## RTO – Caloundra State High School (RTO No: 30058)

Certificate

The successful completion of this course gives students 4 credits towards the QCE.

| | |
|---|---|
| **Qualification description:** | This qualification is intended for individuals needing foundational skills for workforce entry or vocational training. It suits those seeking employment or training pathways and focuses on developing reading, writing, numeracy and oral communication. It also includes entry-level digital literacy and employability skills and provides a vocational training and employment plan. |
| **Entry requirements:** | There are no entry requirements for this qualification |
| **Qualification packaging rules:** | Total units = 14 (1 core unit + 13 elective units). |
| **Core and electives:**<br>**Competencies covered:**<br>FSKLRG011 (C)<br>FSKLRG009 (E)<br>FSKOCM007 (E)<br>FSKNUM014 (E)<br><br>FSKNUM015 (E)<br>SIRXHWB001 (E)<br>FSKLRG010 (E)<br>BSBPEF101 (E)<br>FSKLRG007 (E)<br>BSBWHS211 (E)<br>FSKDIG003 (E)<br>FSKRDG010 (E)<br>FSKWTG009 (E)<br>FSKLRG006 (E) | <br><br>Use routine strategies for work-related learning<br>Use strategies to respond to routine workplace problems<br>Interact effectively with others at work.<br>Calculate with whole numbers and familiar fractions, decimals and percentages for work<br>Estimate, measure and calculate routine metric measurements for work<br>Maintain personal health and wellbeing<br>Use routine strategies for career planning<br>Plan and prepare for work readiness<br>Use strategies to identify job opportunities<br>Contribute to the health and safety of self and others<br>Use digital technology for non-routine workplace tasks<br>Read and respond to routine workplace information<br>Write routine workplace texts<br>Participate in work placement |
| **Learning experiences:** | Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded.<br>This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. |
| **Assessment:** | The assessment for this certificate is competency-based, meaning that learners are evaluated on their ability to demonstrate specific skills and knowledge to a required standard.<br>• Written folio questions ▪ Quizzes ▪ Work placement<br>• Observations ▪ Third Party reports |
| **Pathways:** | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| **Fees:** | Nil. |
| **Further information:** | Please contact Mr Cripps, Head of Department – Middle Secondary<br>2116-Middle_Secondary@caloundrashs.eq.edu.au |

## RPL Information

Students may apply for Recognition of Prior Learning. Please refer to VET Student Handbook for details of RPL and the application process.

***Disclaimer:*** *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to be meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages. Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.*

# Certificate II in Salon Assistant SHB20216

Certificate

Students have the opportunity to participate in this course delivered at Kawana Waters State College. Students will be required to attend one full school day per week at Kawana Waters State College Secondary Campus (Wednesday) in order to successfully complete the qualification.

# Certificate II in Automotive Vocational Preparation
## AUR20720

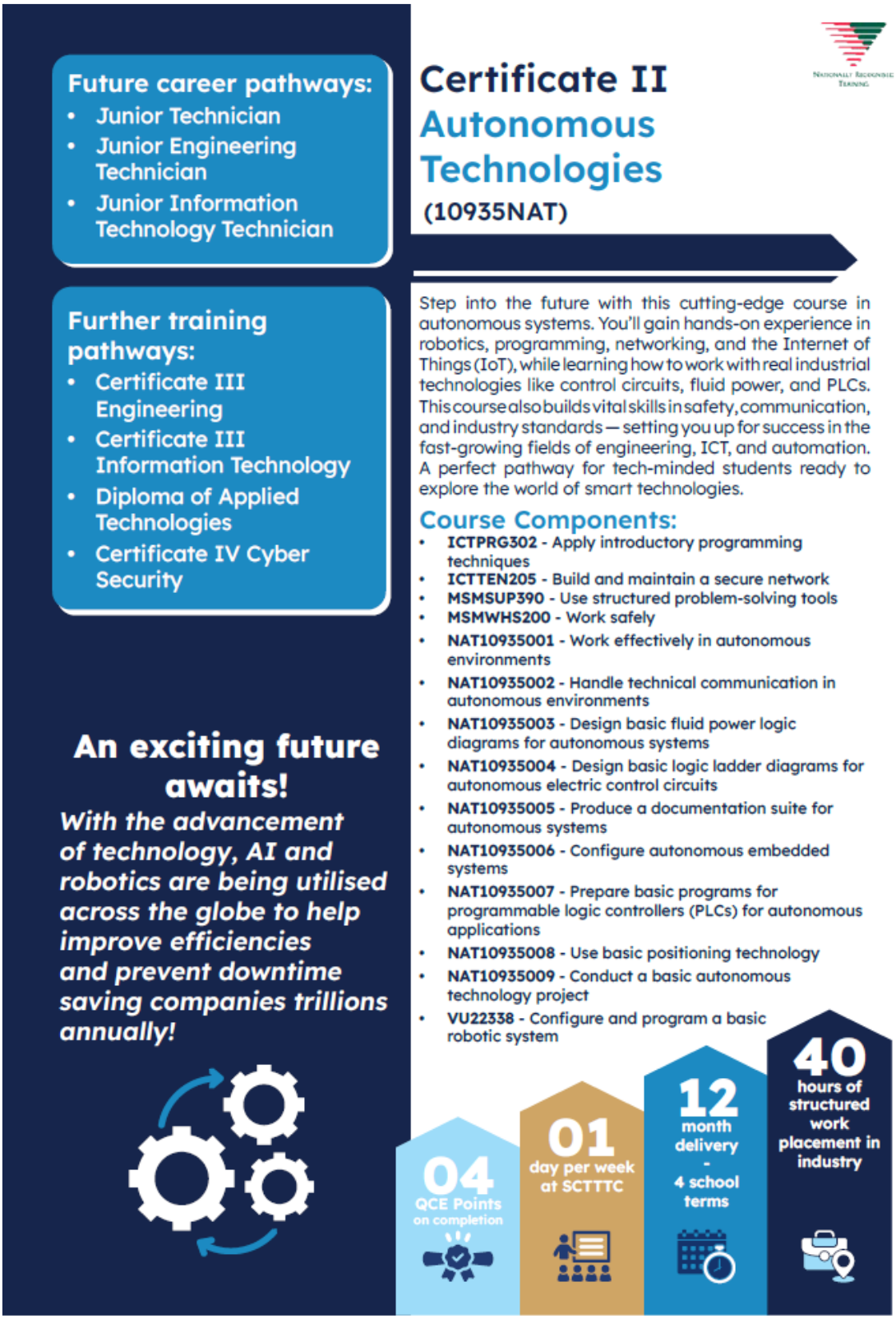
SCTTTC

**Course Fees:** $599* for state school students + $350* co-contribution for non-state school students
This course is suitable for Year 11 & 12 students

# Certificate III in Autonomous Technologies 10935NAT

SCTTTC

**Course Fees:** $599* for state school students + $350* co-contribution for non-state school students
This course is suitable for Year 11 & 12 students



# Certificate I & II in Construction CPC10120/CPC20220

SCTTTC

**Course Fees:** $599* for state school students + $350* co-contribution for non-state school students
This course is suitable for Year 11 & 12 students

# Certificate II in Electrotechnology (Career Start UEE22020)

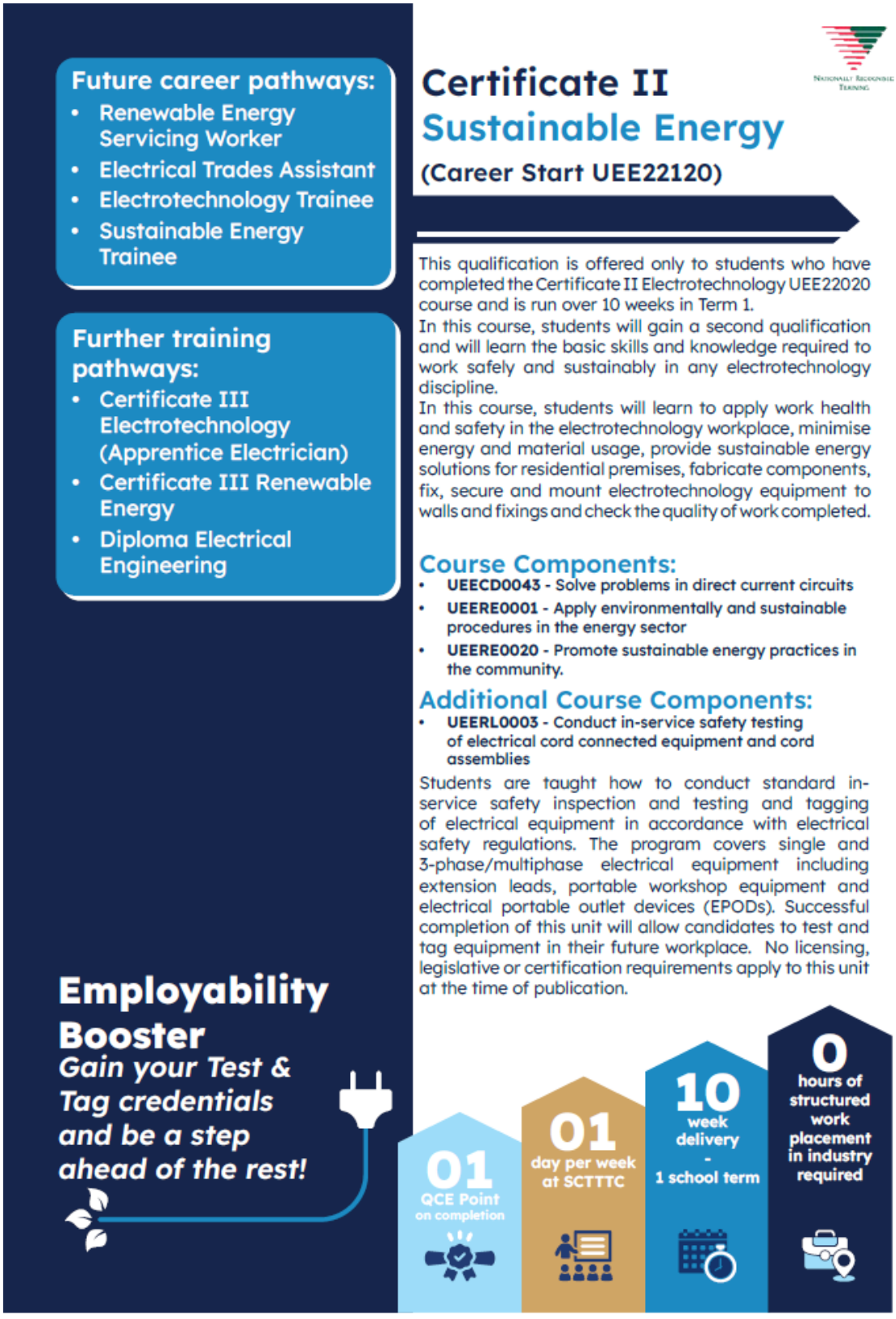
SCTTTC

**Course Fees:** $599* for state school students + $350* co-contribution for non-state school students
This course is suitable for Year 11 & 12 students

# Certificate II in Sustainable Energy (Career Start UEE22120)

SCTTTC

**Course Fees:** $1250* payable to the RTO + $150* SCTTTC for administration fee and uniform, if required.
This course is suitable for students who have completed Certificate II Electrotechnology only.



# Certificate II in Plumbing Services 11054NAT

SCTTTC

**Course Fees:** $599* for state school students + $350* co-contribution for non-state school students
This course is suitable for Year 11 students only.

# Certificate II in Retail Cosmetics SHB20121

SCTTTC

**Course Fees:** $430* for state school students + $350* co-contribution for non-state school students.
This course is suitable for Year 11 and 12 students.

# 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 pattern**

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

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

**Set standard**

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

**Literacy & numeracy**

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

### Set pattern

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

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

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

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

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

| | |
|---|---|
| QCAA Short Courses<br>• QCAA Short Course in Literacy<br>• QCAA Short Course in Numeracy | 1 |
| 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<br>• QCAA Short Course in Aboriginal & Torres Strait Islander Languages<br>• QCAA Short Course in Career Education | 1 |
| University subjects (while a student is enrolled at a school) | up to 4 |
| Diplomas and Advanced Diplomas (while a student is enrolled at a school) | up to 8 |
| Recognised studies categorised as Complementary | as recognised by 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
- 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
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements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