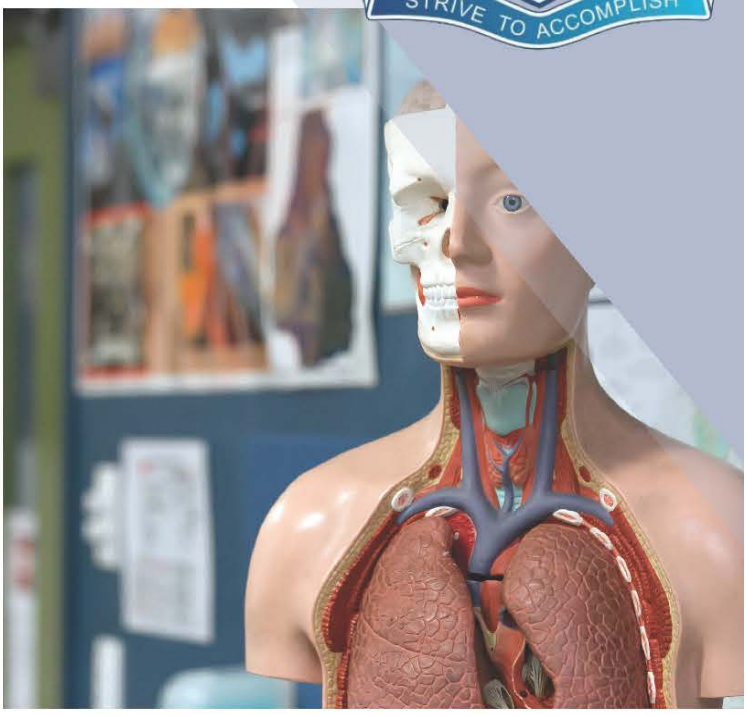
Bracken Ridge State High School



Senior Schooling Curriculum Handbook

This handbook provides information on a range of subjects offered at Bracken Ridge State High School in Year 11 and 12

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Senior School subjects offered at Bracken Ridge State High School

GENERAL			APPLIED
Results contribute to an Australian Tertiary Admission Rank (ATAR) calculation Six (6) General Subjects highly recommended for ATAR Results contribute to the Queensland Certificate of Education (QCE) Includes external assessment			Results contribute to the QCE Only one Applied subject for ATAR calculation
English			
English			Essential English
Health and Physical Education			
Physical Education			Sport and Recreation
Humanities and Social Sciences			
Business	Accounting	Geography	Social and Community Studies
Legal Studies		Modern History	
Languages			
Japanese			
Mathematics			
General Mathematics		Mathematical Methods	Essential Mathematics
Specialist Mathematics			
Science			
Biology		Chemistry	Aquatic Practices
Marine Science		Physics	
Technologies			
Digital Solutions			Hospitality Practices
			Industrial Technology Skills
The Arts			Drama in Practice
Drama		Music	Music in Practice
Visual Art			Visual Arts in Practice

VOCATIONAL EDUCATION AND TRAINING
BSB20120 Certificate II in Workplace Skills
CHC24015 Certificate II in Active Volunteering ** ** to be completed with short course in Literacy*
FSK20119 Certificate II Skills for Work and Vocational Pathways *** *** to be completed with short course in Numeracy*
HLT23215 Certificate II in Health Support Services
ICT20120 Certificate II Applied Digital Technologies
SIT20116 Certificate II Tourism
CHC30113 Certificate III in Early Childhood Education and Care ****
HLT33015 Certificate III in Allied Health Assistance ****

SHORT COURSE
Literacy *
Numeracy **
Results do not contribute to ATAR
Results contribute to QCE

** CHC24015 Certificate II in Active Volunteering and short course in Literacy completed together

*** FSK20119 Cert II in Skills for Work and Vocational Pathways

**** A Certificate III may contribute to an ATAR score

GENERAL SUBJECTS

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

Minimum B standard in Year 10 English

Assessment

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

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

Summative assessments

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

Physical Education

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with Volleyball	**Sport psychology, equity and physical activity** • Sport psychology integrated with Touch Football	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with Badminton	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with Touch Football

Unit 1	Unit 2	Unit 3	Unit 4
• Functional anatomy and biomechanics integrated with Badminton	• Equity — barriers and enablers integrated with a variety of physical activities	• Ethics and integrity integrated with a variety of physical activities	

Prerequisites

In order to select this subject, it is highly recommended that students are achieving at a C standard or better in English and Physical Education in Year 10.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio (Multimodal Presentation) • Digital portfolio of video, images and diagrams	25%	Summative internal assessment 3 (IA3): • Project — folio (Multimodal Presentation) • Digital portfolio of video, images and diagrams	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Accounting

General senior subject

General

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

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

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

Pathways

A course of study in Accounting can establish a basis for further education and

employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business	**Management effectiveness** • Accounting for a trading GST business • End-of-year reporting for a trading GST business	**Monitoring a business** • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

Prerequisites

In order to select this subject, it is highly recommended that students are achieving at a B standard or better in English and Mathematics in Year 10.

Assessment

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

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

Summative assessments

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

Business

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

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

Prerequisites

In order to select this subject, it is highly recommended that students are achieving at a B standard or better in English and Mathematics in Year 10.

Assessment

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

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

Summative assessments

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

Geography

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

Minimum B standard in Year 10 English.

Year 10 Geography advantageous, but not essential.

Assessment

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

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

Summative assessments

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

Legal Studies

General senior subject

General

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.

Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue, 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.

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 research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

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

Structure

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

Prerequisites

Minimum B standard in Year 10 English

Year 10 Civics advantageous, but not essential

Study of one Humanities subject in Year 10 (History, Civics, Geography)

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Formative assessment	Formative assessment	Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — inquiry report (25%)	Summative internal assessment 3: Investigation — argumentative essay (25%) Summative external assessment: Examination — combination response (25%)

Modern History

General senior subject

General

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919	**National experiences in the modern world** • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945

Unit 1	Unit 2	Unit 3	Unit 4
• Meiji Restoration, 1868–1912	• Independence movement in Algeria, 1945–1962	• Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Prerequisites

Minimum B standard in Year 10 English.

Year 10 History advantageous, but not essential.

Assessment

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

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

Summative assessments

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

Japanese

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

Minimum C standard in Year 10 Japanese

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

General Mathematics

General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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

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

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

Pathways

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

Objectives

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

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

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Structure

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

Prerequisites

Minimum B standard required year 10 Mathematics.

Assessment

In Units 1 and 2 we use Formative assessment that emulates what is required for the Summative assessment in Units 3 and 4. The work covered in Units 1 and 2 are reported to QCAA as either satisfactory or unsatisfactory and this is used in calculations for the QCE and ATAR.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Problem-solving and modelling task		Formative internal assessment 3 (FIA3): • Examination	
Formative internal assessment 2 (FIA2): • Examination			

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

Mathematical Methods

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

Students need to achieve a minimum of a B standard in year 10 Extension Maths

Assessment

In Units 1 and 2 we use Formative assessment that emulates what is required for the Summative assessment in Units 3 and 4. The work covered in Units 1 and 2 are reported to QCAA as either satisfactory or unsatisfactory and this is used in calculations for the QCE and ATAR.

Formative assessments

Unit 1		Unit 2	
• Formative internal assessment 1 (FIA1): Problem-solving and modelling task		• Formative internal assessment 3 (FIA3): Examination	
• Formative internal assessment 2 (IA2): Examination			

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

Specialist Mathematics

General senior subject

General

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Prerequisites

Students need to achieve a minimum of a B standard in year 10 Extension Maths

Students also need to have an always completed for their homework.

Assessment

In Units 1 and 2 we use Formative assessment that emulates what is required for the Summative assessment in Units 3 and 4. The work covered in Units 1 and 2 are reported to QCAA as either satisfactory or unsatisfactory and this is used in calculations for the QCE and ATAR.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Problem-solving and modelling task		Formative internal assessment 3 (FIA3): • Examination	
Formative internal assessment 2 (FIA2): • Examination			

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

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

Students need to achieve a minimum of a B standard in year 10.Science.

Assessment

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

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

Summative assessments

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

Biology Camp

An important part of the Biology curriculum is the continued development of skills in sampling ecological systems, organising and analysing data and developing ecological models to describe and explain the diversity and interconnectedness of life on Earth. To provide real world experiences for our students in this development the school has a 5 day camp on Moreton Island in week 8 of term 4. This translates to the last week of school for our year 11 students. Attendance is beneficial to student’s coursework. The cost is kept as low as financially possible.
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Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

Students need to achieve a minimum of a B standard in year 10.Science

Assessment

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

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

Summative assessments

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

Marine Science

General senior subject

General

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.

Pathways

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

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography Topic 1: An ocean planet Topic 2: The dynamic shore	**Marine biology** Topic 1: Marine ecology Topic 2: Marine environmental management	**Marine systems – connection and change** Topic 1: The reef and beyond Topic 2: Changes on the reef	**Oceans issues-resource management** Topic 1: Oceans of the future Topic 2: Managing fisheries

Prerequisites

Students need to achieve a minimum of a B standard in year 10.Science

Assessment

In Units 1 and 2 students complete four formative assessment pieces designed to prepare students for the corresponding summative tasks completed in year 12. In semester 1 students will complete the Data test (FIA1) and the Student experiment (F1A2) and in semester 2 students will complete the Research investigation (FIA3) and an Examination (FEA). These results will be used to determine their semester result (A – E).

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

Summative assessments

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

Marine Camp

An important part of the Marine curriculum is the continued development of investigative skills in sampling marine systems, organising and analysing data and developing models to describe and explain the diversity and interconnectedness of marine life on Earth. To provide real world experiences for our students in this development the school has a 4 to 5 day camp on Moreton Island in week 8 of term 4. This translates to the last week of school for our year 11 students. Attendance is beneficial to student's coursework. The cost is kept as low as financially possible.

Physics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

Students need to achieve a minimum of a B standard in year 10.Science

Assessment

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

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

Summative assessments

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

Digital Solutions

General senior subject

General

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

Students need to be achieving at a minimum of a B standard for both year 10 Maths and English

Assessment

In Units 1 and 2 we use Formative assessment that emulates what is required for the Summative assessment in Units 3 and 4. The work covered in Units 1 and 2 are reported to QCAA as either satisfactory or unsatisfactory and this is used in calculations for the QCE and ATAR.

Formative assessments (students credited with a unit result of satisfactory or unsatisfactory).

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination		Formative internal assessment 3 (FIA3): • Investigation — technical proposal	
Formative internal assessment 2 (FIA2): • Project — folio			

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): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Drama

General senior subject

General

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the	**Transform** How can you transform dramatic practice? • Contemporary performance

• oral history and emerging practices • a range of linear and non-linear forms	• associated conventions of styles and texts	Absurd and Epic Theatre • associated conventions of styles and texts	• associated conventions of styles and texts • inherited texts as stimulus

Prerequisites

Students need to be achieving at a minimum of a B standard for English.

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Music

General senior subject

General

Music is a unique art form that uses sound and silence as a means of personal and creative communication. It allows for the expression of the intellect, imagination and emotion and the exploration of values. The study of music is centred on developing musicianship through making (composition and performance) and responding (musicology) to music.

Through performance, students convey meaning and/or emotion to an audience and realise music ideas by demonstrating and refining their practical music skills. Through composition, they apply their understanding of music elements and concepts to create new music works and resolve music ideas to convey meaning and/or emotion to an audience. In musicology, students explain the use of music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint while developing their academic writing skills and ability to engage in a multimodal world.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. They develop highly transferable 21st century skills, the capacity for flexible thinking and doing, and are provided with the basis for rich, lifelong learning.

Pathways

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

The study of music develops the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/ personal skills and communication — all of which is sought after in modern workplaces.

Objectives

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

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

Structure

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

Prerequisites

Students need to be achieving at a minimum of a C standard for C in Year 10 Music and/or be a member of our Instrumental Program.

Assessment

Formative assessments

In Units 1 and 2 we use Formative assessment which emulates what is required for the Summative assessment in Units 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Performance	Formative internal assessment 3 (FIA3): • Examination (Extended response)
Formative internal assessment 2 (FIA2): • Composition	Formative internal assessment 4 (FIA4): • Integrated project

Summative assessments

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100.

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

Visual Art

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

Students need to be achieving at a minimum of a C standard for Year 10 English and Art.

Assessment

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

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

Summative assessments

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

APPLIED SUBJECTS

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Sport & Recreation

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure and Assessment

This course will be delivered through class based tasks, which will stimulate a recreational industry environment. Through real life activities (e.g. working the primary aged, aged care and high school students), students will have the opportunity to demonstrate their ability to apply their knowledge and skills. The program will be over a two-year period.

Sport and Recreation provides a unique opportunity for students to experience the challenging nature and enjoyment of active participation in the Sport and Recreation Industry. Sport and Recreation provides Bracken Ridge State High School students opportunities to explore new and exciting educational activities in a variety of contexts.

Year 11

Module 1: Sports Nutrition integrated with Basketball / Netball
Assessment:
Research Report (investigate and justify the development of a nutritional plan for a three-day basketball or netball competition)

Module 2: Training for Fitness – strength and conditioning, resistance training integrated with Personal Training
Assessment:
Performance (demonstrate application of knowledge and skills about strength and conditioning and resistance training in a range of fitness context and evaluate their personal performance)

Module 3: Coaching your Team integrated with AFL / Badminton

Assessment:
Project Folio (plan, implement and evaluate the effectiveness of a badminton or AFL coaching session for a groups of primary or Year 7 students)

Module 4: Navigation integrated with Bush walking / Canoeing / Hiking / Kayaking / Orienteering

Assessment:
Performance (demonstrate the application of orienteering of adventure trekking knowledge and skills in a range of contexts and evaluate their personal performance)

Year 12

Module 5: Water Sports and Leisure Activities integrated with Fishing/ Canoeing

Assessment:
Performance (demonstrate the application of knowledge and skills about fishing in a wider range of contexts and evaluate their personal performance)

Module 6: Event Management and Tournament Organisation

Assessment:
Project (plan and implement a tournament reflecting on an individual's role within the organisation of the tournament and evaluate the effectiveness of the tournament)

Module 7: Sports Medicine and First Aid integrated with Futsal / Netball / Soccer

Assessment:
Investigation (investigate and justify the injury prevention strategies and first aid treatment options for participants in a weekend netball, soccer or futsal competition)

Module 8: Sport, Recreation and Fitness Industry integrated with Sports Aerobics / Boxing / CrossFit / Resistance Training / Strength and Conditioning / Weightlifting

Assessment:
Performance (demonstrate knowledge and skills about fitness in a wide range of contest and evaluate individual performance)

Prerequisites

Due to WPH& S there can be only minimal One School entries for disengagement & refusal to comply with instruction. It is also highly recommended that students are achieving at a C standard or better in Physical Education in Year 10.

Essential Mathematics

Applied senior subject

Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Prerequisites

No prerequisites

Assessment

Units 1 and 2 use an assessment schedule that emulates what the students will get for units 3 and 4. The QCAA only records a satisfactory or unsatisfactory result for these units.

. Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Problem-solving and modelling task	Formative internal assessment 3 (FIA3): • Problem-solving and modelling task
Formative internal assessment 2 (FIA2): • Internal assessment (FCIA) to emulate the CIA	Formative internal assessment (FIA4): • 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): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

Aquatic Practices

Applied senior subject

Applied

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for ‘Safety and management practices’ embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

Areas of study	Core topics	Elective topics
Environmental	• Environmental conditions • Ecosystems • Conservation and sustainability	• Citizen science
Recreational	• Entering the aquatic environment	• Aquatic activities

Areas of study	Core topics	Elective topics
Commercial	• Employment	• Aquaculture, aquaponics and aquariums • Boat building and marine engineering
Cultural	• Cultural understandings	• Historical understandings
Safety and management practices	• Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • Management practices	—

Prerequisites

Due to WPH& S there can be only minimal one school entries for disengagement & refusal to comply with instruction.

Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

Project	Investigation	Extended response	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item	• performance: continuous class time to develop and practice the performance.

Hospitality Practices

Applied senior subject

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment

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

- at least two projects
- at least one investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product and performance component and one other component from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Industrial Technology Skills

Applied senior subject

Applied

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

- replicate industry safe working practices in a simulated work environment
- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives in our approved work program (currently).

Core topics	Industry area	Elective topics
• Industry practices • Production processes	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	• Furniture finishing • Furniture-making
	Industrial graphics	• Furnishing drafting

Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result across three dimensions:

- Knowing and understanding
- Analysing and applying
- Producing and evaluating

and this consists of four assessment instruments, including:

- Projects (Engineering and Furnishing)
- Practical Demonstration (separate to the assessable component of a project which combines the areas of study).
- Examination (Workplace Health and Safety, Manufacturing Industry rules and procedures)

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

Music in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Song writing	• The music industry • Music technology and production • Performance craft • Practical music skills

Assessment

For Music in Practice, assessment from our Year 12 units is used to determine the student's exit result, and consists of four instruments. These assessments will alternate between Year A and B but are the same technique type.

Term 1	Term 2	Term 3	Term 4
Performance	**Extended response**	**Product (Composition)**	**Project**
A technique that assesses the physical demonstration of identified skills. Student choice of music or production performance.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A technique that assesses the application of skills to create music.	A response to a single task, situation and/or scenario.
• music performance: minimum of two minutes total performance time • production performance: variable conditions	Presented in one of the following modes: • written: 600–1000 words	• manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds	At least two different components from the following: • written: 500–900 words • performance: variable conditions • product: variable conditions.

Visual Arts in Practice

Applied senior subject

Applied

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

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

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

Pathways

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

Objectives

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

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

Structure

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

Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

Prerequisites

Experience in Visual Art in year 10

Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: • a product component: variable conditions • at least one different component from the following – written: 500–900 words – spoken: 2½–3½ minutes – multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Drama in Practice

Applied senior subject

Applied

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

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

Through the core of dramatic practices students also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

The Drama in Practice syllabus recognises that the needs and interests of students vary considerably. Through a broad range of electives, schools are given the flexibility to cater for students with interests in the design and technical production aspects of drama and theatre, as well as those with interests in performance.

Pathways

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

Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices.

Core	Electives
Dramatic principles' Dramatic practices'.	• Acting (stage and screen) • Community theatre • Contemporary theatre • Directing • Scriptwriting • Technical design and production

Assessment

The exit folio is the collection of evidence of student work from Units 3 and 4 that is used to determine the student's exit result. Each folio must include:

- four assessment instruments, and the student responses
- evidence of student work from Units 3 and 4 only
- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project
- a student profile completed to date.

Performance	Project	Product	Extended Response
This technique assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills.	This technique assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response will consist of a collection of **at least two** assessable components, demonstrated through different modes.	This technique assesses the application of a range of creative, expressive, cognitive, technical and physical skills in the production of a design solution (set, lighting, sound and/or audio visual/multimedia, costume).	This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the preparation of the extended response, it is not the focus of this technique.
• Acting (stage) • Acting (screen) • Directing	• Written • Spoken • Multimodal • Performance • Product.	• Design solution in 2D and/or 3D form — set, lighting, sound and/or audio visual /multimedia, costume • Playscript • Program • Webpage for a theatre company.	• Written • Spoken • Multimodal

Social and Community Studies

Applied senior subject

Applied

Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it.

Three interrelated and interdependent areas of life skills are identified — personal, interpersonal, and citizenship skills. These life skills are core to the subject and provide a framework for a course of study in Social and Community Studies. Life skills encompass social skills, communication skills (e.g. verbal and non-verbal communication, effective speaking, active listening), respect for and interaction with others, building rapport, problem solving and decision making, self-management, building self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students investigate these life skills through a variety of electives dealing with topics such as personal economics and consumerism, legal issues, the world of work, workplace relations, the Arts and the community, food and nutrition, health, recreation and leisure, relationships and gender issues, and science and technology. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working with others in the community, allowing them to establish positive relationships and networks, and to be active and informed citizens.

Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Objectives

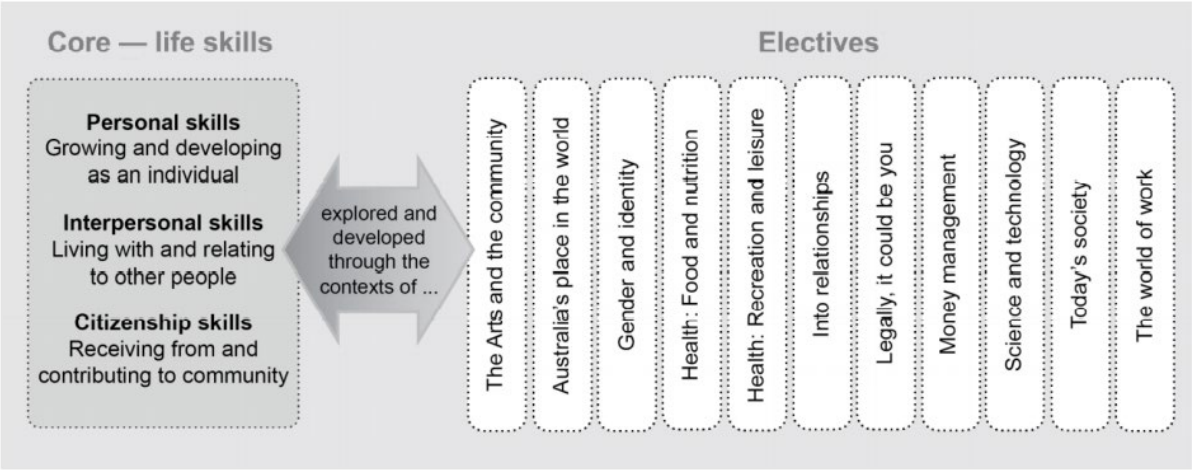
By the conclusion of the course of study, students should:

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

Structure

A course of study for Social and Community Studies includes:

- three core life skills areas — personal, interpersonal and citizenship integrated in
- a minimum of four and a maximum of eight electives.
- Each of the three areas of life skills must be covered within every elective topic selected, and be integrated throughout the course.

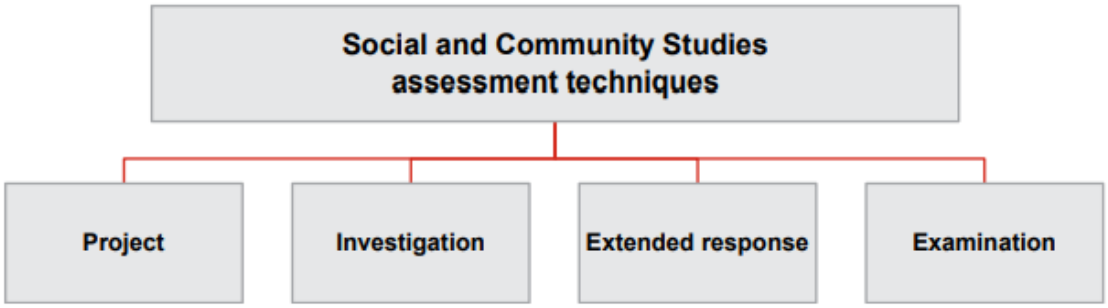


Prerequisites

Nil

Assessment

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



Short Courses

Literacy

Short Course

Short Course

Literacy is a social practice — a flexible and sustainable mastery of a repertoire of practices with texts using traditional and new communication technologies.1 it enables individuals to develop knowledge and understanding, and is thus integral to learning across all areas of the curriculum.

Effective literacy is intrinsically purposeful, flexible and dynamic, and involves the integration of speaking, listening and critical thinking with reading and writing.2 new technologies, the influences of globalisation and restructured workplaces require students to be able to interpret, construct and make judgments about meanings of texts in a range of contexts for different audiences and purposes.

Pathways

Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

Structure

Topic 1	Topic 2
Personal identity and education	**The work environment**
Four core skills are associated with each topic: Reading — Oral communication Writing — Learning	

Prerequisites

ASDAN*

- *or case by case assessment

Assessment

Topic 1		Topic 2	
Summative internal assessment 1A: • Extended response — written	25%	Summative internal assessment 2A: • Extended response — spoken/signed	25%
Summative internal assessment 1B: • Student Learning Journal	25%	Summative external assessment 2B • Reading comprehension task	25%

Numeracy

Short Course

Short Course

Numeracy is considered integral to a person's ability to function effectively in society. To be numerate requires more than being able to operate with numbers: it requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes.

When students become numerate, they are able to manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

This Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need. Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. It is informed by the Australian Core Skills Framework (ACSF).1 the requirements for a grade of C in this Short Course mirror the numeracy requirements for ACSF Level 3.

In this course of study students will:

• learn a variety of strategies to develop and monitor their own learning

• identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work

• use mathematical processes and strategies to solve problems in a range of situations

• reflect on outcomes and the appropriateness of mathematical processes used.

Pathways

Numeracy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

- select and interpret mathematical information
- select from and use a variety of mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

Prerequisites

NIL

Assessment

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

Criteria each instrument-specific standards groups assessment objectives into criteria. An assessment objective may appear in one or multiple criteria of an assessment.

In Numeracy, the following criteria are used:

• Numeracy

• Learning

Vocational Education and Training

BSB20120 Certificate II in Workplace Skills

Vocational Education and Training

VET

Overview

This qualification reflects the role of individuals who perform a range of routine tasks using limited practical skills and fundamental operational knowledge, working under direct supervision. Such roles may include:

• Administration Assistant

• Clerical Worker

• Data Entry Operator

• Information Desk Clerk

• Office Junior/ Receptionist

Course outline

The course will help students to develop their skills in customer service, occupational health and safety as well as learning how to create documents, presentations and publications. After achieving these qualification students may opt to undertake a Certificate III in Business through another provider.

Completion of 5 core and 5 electives will earn 4 QCE credits. The units of competency are:

Core

BSBCMM211 Apply communication skills

BSBOPS201 Work effectively in business environments

BSBPEF202 Plan and apply time management

BSBSUS211 Participate in sustainable work practices

BSBWHS211 Contribute to the health and safety of self and others

Electives

BSBPEF201 Support personal wellbeing in the workplace

BSBTEC201 Use business software applications

FSKDIG001 Use digital technology for short and basic workplace tasks

BSBOPS202 Engage with customers

BSBOPS203 Deliver a service to customers

Prerequisites

No prerequisites

Packaging Rules

Total number of units = 10

- 5 core units plus
- 5 elective units, of which:

- 1 elective unit must be selected from Group A
- 1 elective unit must be selected from Group B
- for the remaining 3 elective units:
  - up to 3 units may be selected from Group A, B and C
  - if not listed, up to 2 units may be selected from a Certificate I, Certificate II or Certificate III from this or any other currently endorsed Training Package qualification or accredited course.

Assessment

A variety of assessment techniques will be used including: case studies, activities, teacher observation, practical tasks and procedural applications. Practical tasks will be in the context of a business environment.

Overview

This qualification reflects the role of individuals who perform a range of routine tasks using limited practical skills and fundamental operational knowledge, working under direct supervision. Such roles may include:

• Administration Assistant

• Clerical Worker

• Data Entry Operator

• Information Desk Clerk

• Office Junior/ Receptionist

Course outline

The course will help students to develop their skills in customer service, occupational health and safety as well as learning how to create documents, presentations and publications. After achieving these qualification students may opt to undertake a Certificate III in Business through another provider.

Completion of 1 core and 11 electives will earn 4 QCE credits. The units of competency are:

Core

Unit code	Unit title
BSBWHS201	Contribute to health and safety of self and others

Electives

Unit code	Unit title
BSBITU201 Produce simple word-processed documents	
BSBIND201 Work effectively in a business environment	
BSBWOR202 Organise and complete daily work activities	
BSBWOR203 Work effectively with others	
BSBWOR204 Use business technology	
BSBITU302 Create electronic presentations	
BSBCMM201 Communicate in the workplace	
BSBINM201 Process and maintain workplace information	
BSBSUS201 Participate in environmentally sustainable workplace practices	
BSBITU303 Design and produce text documents	
BSBITU203 Communicate electronically	

Students who have successfully completed an endorsed Training Package also have the following options:

- 4 elective units may be selected from the elective units listed above, or any currently endorsed Training Package at the same qualification level
- 2 of the 4 elective units may be selected from either a Certificate I or a Certificate III qualification

Assessment

A variety of assessment techniques will be used including: case studies, activities, teacher observation, practical tasks and procedural applications. Practical tasks will be in the context of a business environment

CHC24015 Certificate II in Active Volunteering

Vocational Education and Training

VET

Overview

The Certificate II in Active Volunteering provides students and schools with the ability to engage with their local school and wider community. The program enables learning to be provided in an environment, which reflects the working circumstances of volunteers in our community under direct supervision.

Course outline

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

- Working with others
- Communication in the workplace
- Dimensions of volunteering
- Work health and safety
- Workplace information
- Diversity in the workplace

Completion of

Units of competency are:

Core units

CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace

Elective units

CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCYTH001	Engage respectfully with young people
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKOCM07	Interact effectively with others at work
FSKRDG10	Read and respond to routine workplace information
FSKWTG09	Write routine workplace texts

Prerequisites

Literacy Short Course

Assessment

For the purposes of assessment, you must undertake a ‘volunteer’ placement

FSK 20119 Certificate II in Skills for Work and Vocational Pathways

Vocational Education and Training

VET

Pending addition to scope of registration

Overview

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Course outline

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- **14** units of competency
  - **1** core unit, *plus*
  - **13** elective units

Core Unit

Unit code	Unit title
FSKLRG011	Use routine strategies for work-related learning

Elective Units

Unit code	Unit title
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM017	Use familiar and routine maps and plans for work
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM007	Interact effectively with others at work
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKRDG010	Read and respond to routine workplace information
FSKWTG008	Complete routine workplace formatted texts
FSKWTG009	Write routine workplace texts
FSKDIG002	Use digital technology for routine and simple workplace tasks

Unit code	Unit title
SIRXHWB001	Maintain personal health and wellbeing
SIRXWHS002	Contribute to workplace health and safety
ICPSUP2810	Use computer systems in the printing and graphic arts sectors

Students are to complete all units as listed. Standard RPL or Credit Transfer options apply as per the packaging rules.

Assessment

A variety of assessment techniques will be used including: case studies, activities, teacher observation, practical tasks and procedural applications. Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.

HLT23215 Certificate II in Health Support Services

Vocational Education and Training

VET

Overview:

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment. Roles related to this course include:

- Health Administration Assistant
- Hospital Assistant

Course Outline:

This course will provide students with the skills to communicate effectively in a health environment with a range of health professionals and a diverse clientele. It will teach students about the importance of personal safety and infection prevention within a health setting, as well as the effective use of a range of business equipment.

To successfully complete this qualification, students must complete twelve (12) units – the four core units listed below and eight elective units. Completion of this qualification will provide 4 QCE credits.

Units of Competency:

Core

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety

Electives

CHCCCS010	Maintain a high standard of service
BSBADM101	Use business equipment and resources
BSBWOR204	Use business technology
BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others
BSBITU201	Produce simple word processed documents
BSBINM201	Process and maintain workplace information
HLTAID003	Provide first aid

*The listed electives are indicative of our general unit selection for this qualification. There may be potential to customise elective offerings subject to curriculum needs and viability

Pre-requisites

There are no specific pre-requisites for this course.

Tuition Fees

This course is subsidised by the Queensland Government, via the VET Investment program. Training will be provided fee-free at no cost for eligible VET in Schools (VETiS) students.

Assessment

A combination of the following assessment instruments will be used:

- Theory Workbooks
- Online Activities
- Case Studies/Projects
- Practical Tasks
- Observations

Practical Placement

Students will be required to participate in offsite practical activities that will be conducted during school hours or over school holiday periods. This practical experience is a mandatory requirement to complete the qualification and will be completed over three separate days of placement.

Other Information

This qualification is offered as part of the Allied Health Pathway Program for Bracken Ridge State High School students. On completion of this course, credits for six units will be awarded towards the HLT33015 - Certificate III in Allied Health Assistance for those students continuing study in Year 12.

As the RTO, DIVTEC delivers this course with the assistance from the class teacher.

DIVTEC
Training and Further Education
RTO Code: 32535 CRICOS: 03748J

ICT20120 Certificate II in Applied Digital Technologies

Vocational Education and Training

VET

Overview

Computer skills are essential in today's society. Most types of employment as well as many types of leisure activities require the use of computers. Applied Digital Technologies is a stand-alone VET Certificate II course that aims to develop in students the knowledge, skills and vocational competencies for their effective participation in the workforce in general and the Information Technology Industry in particular.

Software currently used as part of the course include but is not limited to:

- Microsoft Office Suite:
  - Word: word processing
  - Access: databases
  - Excel: spreadsheets
- Corel Video Suite Pro X4: digital video
- Audacity: digital audio
- Adobe Photoshop: digital photography and graphic design

Students who enrol in this course and complete all competencies will receive a Certificate II in Applied Digital Technologies. After achieving this qualification students may opt to undertake a Certificate III in Information, Digital Media and Technology through another provider.

Course outline

Over the duration of the course students will be given the opportunity to develop their skills in a variety of software packages. In addition, students will investigate multimedia resources, working in an IT environment, operating systems and hardware.

Completion of 6 core and 6 electives will earn 4 QCE credits. The units of competency are:

Core

BSBWHS211 Contribute to the health and safety of self and others

BSBSUS211 Participate in sustainable work practices

ICTICT213 Use computer operating systems and hardware

BSBTEC202 Use digital technologies to communicate in a work environment

ICTICT214 Operate application software packages

ICTICT215 Operate digital media technology packages

Electives

ICTICT207 Integrate commercial computing packages

BSBTEC303 Create electronic presentations

ICTWEB305 Produce digital images for the web

ICTWEB304 Build simple web pages

ICTSAS214 Protect devices from spam and destructive software

BSBTEC302 Design and produce spreadsheets

Packaging Rules

Total number of units = 12

- 6 core units plus
- 6 elective units, of which:

- at least 3 must be from Group A
- of the remaining electives:
  - all may be from the electives listed above
  - up to 2 may be from elsewhere in this or any other currently endorsed training package qualification or accredited course at AQF Level 1, 2 or 3

Prerequisites

No prerequisites

Assessment

A combination of the following assessment instruments will be used:

- Practical Tasks
- Theory Workbooks
- Teacher Observation
- Individual and Group Projects

All student work will include competencies that contribute towards their Certificate II course.

Homework

Most coursework is located online. Homework will involve students catching up on any coursework that is required to enable course completion

Other information

The computing packages used in this course are industry standard, thus the course provides students with excellent employable skills. A computer at home is not required to undertake this subject. Work booklets and textbooks are supplied to all students who participate in the Student Resource Scheme (SRS. Units of competency offered may vary from year to year dependent upon physical and human resources available at the time and input from teachers or students.

Work placement

Students are encouraged to select work placement in the IT industry to further their skills and industry knowledge.

SIT20116 Certificate II in Tourism

Vocational Education and Training

VET

Overview

This qualification reflects the role of individuals who perform a range of routine tasks using limited practical skills and fundamental operational knowledge, working under direct supervision. Such roles may include:

Possible job titles include:

- documentation clerk for a tour wholesaler or travel agency
- museum attendant
- office assistant for a tour operator
- receptionist and office assistant for a professional conference organiser or event management business
- receptionist and office assistant in a travel agency
- retail sales assistant in an attraction
- ride attendant in an attraction.

Course outline

Unless otherwise specified you work as a Junior Travel Consultant for a small Travel Agency. Your duties include:

- Provide travel advice; research and share general information
- Provide premium customer service to our clients
- Answer incoming phone and email enquiries in a professional manner
- Booking domestic and international air, accommodation and car hire arrangements
- Print relevant documents; maintain written reports and carry out other administrative duties

Completion of 4 core and 7 electives will earn 4 QCE credits. The units of competency studied at BRSHS may include:

Core units	
SITTIND001	Source and use information on the tourism and travel industry
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
Client and Customer Service, and Sales	
SIRXSLS001	Sell to the retail customer (imported elective)
SITXCCS001	Provide customer information and assistance
SITXCCS002	Provide visitor information
First Aid	
HLTAID003	Provide first aid

Food and Beverage, Food Safety	
SITHFAB002	Provide responsible service of alcohol
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITXFSA001	Use hygienic practices for food safety
Tourism Delivery	
SITXCOM003	Provide a briefing or scripted commentary
SIRXHWB001	Maintain personal health and wellbeing (imported elective)

Students are to complete all units as listed. Standard RPL or Credit Transfer options apply as per the packaging rules.

Assessment

A variety of assessment techniques will be used including: case studies, activities, teacher observation, practical tasks and procedural applications.

Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.

Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously

CHC30113 Certificate III in Early Childhood Education and Care

Vocational Education and Training

VET

Overview

This course provides students with the opportunity to explore Early Childhood Education and gain a qualification that is recognised Australia-wide through a partnership with Deception Bay SHS as the Registered Training Organisation. The final certificate or statement of attainment will be issued by Deception Bay State High School RTO Code 30380.

The course comprises of three assessment focuses: theory, vocational work placement and simulated training. The content of the course will be delivered in the classroom face to face, supported by vocational work placement. Once competency is reached and the qualification is achieved students are then fully prepared to work with children in the Childcare Industry.

For successful completion of this certificate, it is compulsory for students to complete a minimum of 160 hours of vocational work placement within a regulated education and care service.

The cost for this course includes a course fee payable to Deception Bay State High School of $200. Additional costs of $50 will be charged by BRSHS for class resources.

All students enrolled in this qualification are required to hold a valid blue card prior to commencing child-related work or activities. Applications will be processed through the school. Students must provide two original identification documents. One document must show full name, date of birth and a signature. Students must provide a birth certificate to obtain a blue card. Blue cards for students are valid for three years.

Course outline

- Work with Diverse People.
- Care for babies and children 0 – 12 years.
- Understand children's developmental stages
- Provide support within a childcare setting. Health and Safety including workplace, illness, accident, emergency and food.
- Work Legally and Ethically.
- Children at risk of harm.

Prerequisites

Attaining a pass in English and Maths is required, and strongly advised for the full duration of this qualification.

Units of competency

CHC30113	Certificate III in EARLY CHILDHOOD EDUCATION AND CARE	RTO: DBSHS
CODE	**TITLE**	**CORE/ELECTIVE**
CHCLEG001	Work legally and ethically	Core
CHCECE001	Develop cultural competence	Core
CHCECE002	Ensure the health and safety of children	Core
CHCECE003	Provide care for children	Core
CHCECE004	Promote and provide healthy food and drinks	Core
CHCECE005	Provide care for babies and toddlers	Core
CHCECE007	Develop positive and respectful relationships with children	Core
CHCECE009	Use an approved learning framework to guide practice	Core
CHCECE010	Support the holistic development of children in early childhood	Core
CHCECE011	Provide experiences to support children's play and learning	Core
CHCECE013	Use information about children to inform practice	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HLTAID004	Provide an emergency first aid response in an education and care setting	Core
HLTWHS001	Participate in work health and safety	Core
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
CHCDIV001	Work with diverse people	Elective
CHCECE012	Support children to connect with their world	Elective
CHCECE006	Support behaviour of children and young people	Elective

HLT33015 Certificate III in Allied Health Assistance

Vocational Education and Training

VET

Overview:

This qualification reflects the role of allied health assistants who support allied health professionals under predetermined guidelines. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional.

Course Outline:

This course will provide students with the skills to assist with allied health programs, recognise healthy body systems and use appropriate medical terminology in communication with clients and health professionals alike.

This program is proposed for delivery during Year 12 at Bracken Ridge State High School on a Fee-for-Service basis. Students will have already completed HLT23215 – Certificate II in Health Support Services during Year 11 via VET in Schools funding which will reduce their study load by six (6) units.

To successfully complete this qualification, students must complete eleven (11) units – the eight core units listed below and three elective units. Completion of this qualification will provide 4-8 QCE credits.

Units of Competency:

Core

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
HLTAAP001	Recognise healthy body systems
HLTAHA001	Assist with an allied health program
BSBMED301	Interpret and apply medical terminology appropriately
CHCCCS010	Maintain a high standard of service

Electives

CHCCCS002	Assist with movement
HLTAID001	Provide cardiopulmonary resuscitation
HLTAID003	Provide first aid

*The listed electives are indicative of our general unit selection for this qualification. There may be potential to customise elective offerings subject to curriculum needs and viability

Pre-requisites

Competition of HLT23215 Certificate II in Health Support Services in Year 11 is required.

Tuition Fees

This program is not subsidised by the Queensland Government. Training will be provided under a Fee-for-Service arrangement with Bracken Ridge State High School. The full course fee of $800.00 must be paid in full before the award will be issued for this qualification. Tuition fees can be paid via lump sum payments or on monthly, fortnight or weekly payment plans. **Payment plans can be arranged at the school office. Payment can be divided over the two-year course.**

Assessment

A combination of the following assessment instruments will be used:

- Theory Workbooks
- Online Activities
- Case Studies/Projects
- Practical Tasks
- Observations

Practical Placement

DIVTEC Training and Further Education is a Registered Training Organisation with close ties to the Ablecare Foundation. As such, vocational placement can be arranged at a number of facilities within Queensland.

Students are required to complete at least 80 hours of work placement to be awarded the Certificate III in Allied Health Assistance. The DIVTEC Training Team will assist students in sourcing placement.

DIVTEC
Training and Further Education
RTO Code: 32535 CRICOS: 03748J

VET PARTNERSHIPS

Benefits of TAFE at School

Fits around your high school studies

The great thing about TAFE at School courses is they work in with your existing high school studies. They can also count towards your Queensland Certificate of Education (QCE). TAFE at School allows you to join the workforce sooner by giving you a nationally-recognised qualification while you're still at school. You'll build practical skills and graduate job ready, giving you a head start in the job market.

Direct entry to a TAFE Queensland course

Completing a TAFE at School qualification gives you direct entry into any related TAFE Queensland course. Plus, if you continue on to a diploma qualification you can take advantage of our articulation arrangements with some of Australia's top universities. So, if you decide to continue your studies at university you'll receive credit for your study at TAFE Queensland, shaving time off your degree.

University pathways

Completing a TAFE Queensland diploma will also give you guaranteed entry into a related University of Canberra bachelor degree, offered in partnership with TAFE Queensland. You can receive a diploma and a degree in the same amount of time it usually takes to complete degree alone, giving your career a head starts and putting you ahead of the pack.

Earn credit toward the QCE

Vocational Education and Training (VET) can contribute points toward a student's Queensland Certificate Education (QCE) via completion of certificate units. TAFE at School programs are designed to contribute the maximum credit possible, whilst providing a solid underpinning knowledge of the field of study. By studying a qualification as part of school studies, students are able to accelerate completion of a qualification. In most cases, study in the TAFE at School program will offer credit toward a higher qualification.

Be 'work ready' sooner

TAFE qualifications are industry recognised and what industry wants! Qualifications have been built in conjunction with industry to deliver the skills they are seeking in the workplace. All TAFE qualifications offer practical application of skills to build the confidence of our students.

Pay less for a higher qualification

Students undertaking a qualification with TAFE Queensland Brisbane as part of their senior studies may pay substantially reduced or, in some cases, no tuition fees at all. Once students transition to full-time they are then required to pay both tuition and materials. By completing a qualification whilst at school, students will spend less time in full-time studies and reduce the overall cost of their higher qualification.

Eligibility

- TAFE at School is available to students beginning Year 11 in 2022
- All students who would like to participate in TAFE at School must have both parental and school consent and be on a non ATAR pathway.
- Due to government funding arrangements for high school students, the subsidised TAFE at School programs are only available to Australian citizens or permanent Australian residents.
- Students may be access their VETiS funding which may prevent them from accessing future funding.
- Some courses also have fees and resource costs to participate.
- For funding eligibility go to www.training.qld.gov.au/providers/funded/VETiS.

2022 COURSES – APPLICATIONS OPEN 12 JULY 2021

Apply at www.tafeapply.com – using the relevant application code below.
(TQB2201 | TQB2201 | TQST2201 | TQSW2201) or see Diane Heinze at the office to apply.
Please have your Student USI and LUI numbers ready to complete your application.
USI numbers can be obtained at www.usi.gov.au / LUI numbers are provided by schools

BRACKEN RIDGE

157 Norris Road, Bracken Ridge Qld 4107

Program Code	Program Name	Funding	Fees	Year Levels	QCE Credits	Contribute to ATAR	Application Code
52700WA	Certificate II in Plumbing	VETiS	*$5,632	11, 12	4	N/A	TQST2201
AUR20420	Certificate II in Automotive Electrical Technology (Light or Heavy Vehicle)	VETiS	*$4,496	11, 12	4	N/A	TQST2201
CPC10120	Certificate I in Construction	VETiS	*$3,377	11, 12	3	N/A	TQST2201
MEM20413	Certificate II in Engineering Pathways	VETiS	*$4,488	11, 12	4	N/A	TQST2201
MSF20516	Certificate II in Furniture Making Pathways	VETiS	*$3,384	11, 12	4	N/A	TQST2201
TLI20420	Certificate II in Supply Chain Operations	VETiS	*$2,421	10, 11, 12	4	N/A	TQSW2201
UEE22020	Certificate II in Electrotechnology (Career Start)	VETiS	*$4,498	11, 12	4	N/A	TQST2201

CABOOLTURE

Tallon Street, Caboolture Qld 4510

Program Code	Program Name	Funding	Fees	Year Levels	QCE Credits	Contribute to ATAR	Application Code
10283NAT	Certificate IV in Crime and Justice Studies	FFS	$2,800	11, 12	8	Yes	TQB2201
CHC22015	Certificate II in Community Services	VETiS	*$1,791	11, 12	4	N/A	TQB2201
FBP20217	Certificate II in Baking	VETiS	*$4,069	10, 11, 12	4	N/A	TQB2201
HLT23215	Certificate II in Health Support Services	VETiS	*$3,204	11, 12	4	N/A	TQB2201
SHB20116	Certificate II in Retail Cosmetics	VETiS	*$3,210	10, 11, 12	4	N/A	TQB2201
SHB20216	Certificate II in Salon Assistant	VETiS	*$2,412	10, 11, 12	4	N/A	TQB2201
TLI20420	Certificate II in Supply Chain Operations	VETiS	*$2,421	10, 11, 12	4	N/A	TQSW2201

EAGLE FARM

776 Kingsford Smith Drive, Eagle Farm Qld 4009

Program Code	Program Name	Funding	Fees	Year Levels	QCE Credits	Contribute to ATAR	Application Code
52700WA	Certificate II in Plumbing	VETiS	*$5,632	11, 12	4	N/A	TQST2201
UEE22020	Certificate II in Electrotechnology (Career Start)	VETiS	*$4,498	11, 12	4	N/A	TQST2201

GROVELY

Fitzsimmons Street, Keperra Qld 4054

Program Code	Program Name	Funding	Fees	Year Levels	QCE Credits	Contribute to ATAR	Application Code
ACM20117	Certificate II in Animal Studies	VETiS	*$3,204	11, 12	4	N/A	TQB2201

SOUTH BANK

66 Ernest Street, South Brisbane Qld 4101

Program Code	Program Name	Funding	Fees	Year Levels	QCE Credits	Contribute to ATAR	Application Code
10283NAT	Certificate IV in Crime and Justice Studies	FFS	$3,610	11, 12	8	Yes	TQB2201
BSB40215	Certificate IV in Business	FFS	$2,790	10, 11, 12	8	Yes	TQB2201
CHC22015	Certificate II in Community Services	VETiS	*$1,791	11, 12	4	N/A	TQB2201
CHC30113	Certificate III in Early Childhood Education and Care	FFS	$3,600	11	8	Yes	TQB2201
CUA20615	Certificate II in Music Industry (Sound Production)	FFS	$2,656	10, 11, 12	4	N/A	TQB2201
CUA20615	Certificate II in Music Industry (Music Performance)	FFS	$2,656	10, 11, 12	4	N/A	TQB2201
CUA30213	Certificate III in Community Dance, Theatre and Events (Acting)	FFS	$3,406	10, 11, 12	7	Yes	TQB2201
CUA30715	Certificate III in Design Fundamentals (Graphics)	FFS	$3,216	10, 11, 12	8	Yes	TQB2201
CUA31015	Certificate III in Screen and Media (Multimedia)	FFS	$2,673	10, 11, 12	6	Yes	TQB2201
CUA31115	Certificate III in Visual Arts (Focus on Photography)	FFS	$3,588	10, 11, 12	8	Yes	TQB2201
CUA31115	Certificate III in Visual Arts	FFS	$3,588	10, 11	8	Yes	TQB2201
FBP20217	Certificate II in Baking	VETiS	*$4,069	10, 11, 12	4	N/A	TQB2201
HLT23215	Certificate II in Health Support Services	VETiS	*$3,204	11, 12	4	N/A	TQB2201
HLT33115	Certificate III in Health Services Assistance	FFS	$3,930	11, 12	6	Yes	TQB2201
HLT33115	Certificate III in Health Services Assistance (Upgrade)	FFS	$896	11, 12	6	Yes	TQB2201
ICT20319	Certificate II in Telecommunications Technology (Networking)	VETiS	*$3,240	10, 11, 12	4	N/A	TQB2201
ICT30118	Certificate III in Information and Digital Media Technology (General)	FFS	$3,298	10, 11, 12	8	Yes	TQB2201
MSL20118	Certificate II in Sampling and Measurement	VETiS	*$2,448	10, 11, 12	4	N/A	TQB2201
MSL30118	Certificate III in Laboratory Skills	FFS	$1,915	10, 11, 12	6	Yes	TQB2201
MST20616	Certificate II in Applied Fashion Design and Technology	VETiS	*$4,056	10, 11, 12	4	N/A	TQB2201
MST30816	Certificate III in Applied Fashion Design and Technology (Upgrade)	FFS	$2,022	11, 12	6	Yes	TQB2201
SHB20216	Certificate II in Salon Assistant	VETiS	*$2,412	10, 11, 12	4	N/A	TQB2201
SHB30115	Certificate III in Beauty Services	FFS	$4,176	10, 11	8	Yes	TQB2201
SHB30215	Certificate III in Make-Up	FFS	$5,145	10, 11	8	Yes	TQB2201
SHB20116	Certificate II in Retail Cosmetics	VETiS	*$3,210	10, 11, 12	4	N/A	TQB2201
SIS20319	Certificate II in Sport Coaching	VETiS	*$1,823	10, 11, 12	4	N/A	TQB2201
SIS20419	Certificate II in Outdoor Recreation	VETiS	*$2,385	10, 11, 12	4	N/A	TQB2201
SIS30315	Certificate III in Fitness incorporating Certificate II in Sport Coaching	VETiS/ FFS	*$1,953	10, 11	8	Yes	TQB2201
SIT20116	Certificate II in Tourism	VETiS	*$1,793	10, 11, 12	4	N/A	TQB2201
MST30819	Certificate II Tourism/ Certificate III Events	VETiS/ FFS	*$2,555	10, 11, 12	8	Yes	TQB2201
SIT20316	Certificate II in Hospitality	VETiS	*$2,412	10, 11, 12	4	N/A	TQB2201
SIT20416	Certificate II in Kitchen Operations	VETiS	*$2,418	10, 11, 12	4	N/A	TQB2201