North Rockhampton State High School

2024 Senior Subject Handbook

June 2023

Contents

Message from the Principal

Year 10 is an exciting year for students as you seriously consider future pathways. This term you have been discussing jobs and careers that interest you while completing the Certificate II in Skills for Work and Vocational Pathways in the HAWKS program. Soon you will choose the subjects and courses that will enable you to achieve a QCE and work towards your goals. There is significant information in this handbook regarding the Senior system of education and individual subjects. Please take the time to peruse this handbook and discuss pathway options with your parent / carer.

What subjects can I choose?
In the Senior QCE system, you can study a variety of subjects:
• QCAA General subjects
• QCAA Applied subjects
• Vocational education and training (VET) courses
Senior Schooling pathways can also involve learning utilising external learning providers:
• School-based apprenticeships and traineeships
• University subjects completed while at school
• Workplace learning
• Certificates and awards such as those issued by the Australian Music Examinations Board

What is assessment like in Year 11 & 12?
Assessment is different in General and Applied subjects in the Senior QCE system. Four assessments will count towards your final grade in each subject. General subject results will be based on your achievement in three internal assessments (developed by your school), and one external assessment that is set and marked by the QCAA. In most General subjects your internal assessment results will count for 75% of your overall subject result. In maths and science subjects, your internal assessment results will generally count for 50% of your overall result.

Applied subject results will be based on your achievement in four internal assessments. Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by the school, and the QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment for General subjects will be held on the same day in all schools across the state. Your final subject result in General subjects will be made up of your external assessment result, plus your three internal assessment results.

Tertiary entrance system
From 2020, if you're eligible, you'll be ranked for university using the ATAR. A broad range of courses can contribute to the ATAR:
• Five General subjects; or
• Four General subjects, and one VET qualification at Certificate III or above; or
• Four General subjects, and one Applied subject.

To be eligible, you'll also need to pass an English subject, but your result will only contribute to your ATAR if it's one of your best five subject results. Your ATAR will be calculated and issued by the QTAC. More details: www.qtac.edu.au/for-schools/atar-information .

We look forward to assisting you on your senior journey, please don't hesitate to contact the Senior Schooling office if you have any queries.

Kurt Goodwin
Principal

Senior Education Profile

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

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior subjects

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of

mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

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

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)

- has a third-party arrangement with an external provider who is an RTO

- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR)

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

- best five scaled General subject results or

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

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

English requirement

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

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

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

Applied and Applied (Essential) syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver

- how and when the subject matter of the units will be delivered

- how, when and why learning experiences are developed, and the context in which the learning will occur

- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills

- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus

- assessment contexts to suit available resources

- how the assessment task will be integrated with teaching and learning activities

- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA

- common to all schools

- delivered to schools by the QCAA

- administered flexibly in Unit 3

- administered under supervised conditions

- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

- common to all schools

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

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

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

Short Course syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages

- Career Education

- Literacy

- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. 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.

NRSHS Subject Offerings 2024

English		Mathematics	
Applied	Essential English	**Applied**	Essential Mathematics
General	English English as an Additional Language Literature	**General**	General Mathematics Mathematical Methods Specialist Mathematics

Humanities & Social Sciences		Science	
General	Aboriginal & Torres Strait Islander Studies Accounting Ancient History Business Legal Studies Modern History	**General**	Biology Chemistry Earth & Environmental Science Physics Psychology
		Applied	Aquatic Practices

Technologies		The Arts	
General	Food & Nutrition	**General**	Drama Music Visual Art Film, Television and New Media
Applied	Engineering Skills Furnishing Skills Information & Communication Technology	**Applied**	Music In Practice Visual Arts in Practice

Health & Physical Education			
Applied	Sport & Recreation Early Childhood Studies		

Vocational Education & Training		Vocational Education & Training	
Elective lines - Delivered at NRSHS on scope	Certificate II in Workplace Skills Certificate III in Hospitality Certificate III in School Based Education Support Certificate II in Tourism (pending approval to scope)	**External Courses.** **Full days off site**	Certificate II in Automotive Preparation (via CQ Uni TAFE or Glenmore SHS) Certificate II in Autonomous Technology (via CQ Uni TAFE) Certificate II in Electrotechnology (via CQ Uni TAFE or Electro Group) Certificate II in Engineering Pathways (via CQ Uni TAFE or SMW Group) Certificate II in Salon Assistant (via CQ Uni TAFE) Certificate II in Aircraft Line Maintenance (via Aviation Australia)
Elective lines - Delivered at NRSHS via external provider	Certificate III in Aviation Remote Pilot (full day) Health Bundle - Certificate III in Health Services Assistance & Certificate II Health Support Service Certificate II in Sport Coaching Certificate III in Fitness Certificate III in Business/Cert II in Tourism	**HAWKS line**	Certificate II in Active Volunteering Certificate II in Workplace Skills Certificate II in Applied Digital Technologies

Essential English

Applied senior subject

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- use appropriate roles and relationships with audiences

- construct and explain representations of identities, places, events and concepts

- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning

- explain how language features and text structures shape meaning and invite particular responses

- select and use subject matter to support perspectives

- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts

- make mode-appropriate language choices according to register informed by purpose, audience and context

- use language features to achieve particular purposes across modes.

Structure

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

Assessment

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

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

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) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

Contact Information	
For more information, please contact the Head of Department (English Faculty), Lisa Preece.	Email: lpree9@eq.edu.au

English

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

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): • Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Contact Information	
For more information, please contact the Head of Department (English Faculty), Lisa Preece.	Email: lpree9@eq.edu.au

English as an Additional Language

General senior subject

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also 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
Language, text and culture - Examining and shaping representations of culture in texts - Responding to a variety of media and literary texts - Creating analytical and persuasive texts	**Perspectives in texts** - Examining and shaping perspectives in texts - Responding to literary texts, including a focus on Australian texts - Creating imaginative and analytical texts	**Issues, ideas and attitudes** - Exploring representations of issues, ideas and attitudes in texts - Responding to literary and persuasive texts - Creating analytical and persuasive texts	**Close study of literary texts** - Engaging with literary texts from diverse times and places - Responding to literary texts creatively and critically - Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

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

Contact Information	
For more information, please contact the Head of Department (English Faculty), Lisa Preece.	Email: lpree9@eq.edu.au

Literature

General senior subject

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

- create and analyse perspectives and representations of concepts, identities, times and places

- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

- select and synthesise subject matter to support perspectives

- organise and sequence subject matter to achieve particular purposes

- use cohesive devices to emphasise ideas and connect parts of texts

- make language choices for particular purposes and contexts

- use grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes.

Structure

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

Assessment

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

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

Summative assessments

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

Contact Information	
For more information, please contact the Head of Department (English Faculty), Lisa Preece.	Email: lpree9@eq.edu.au

Early Childhood Studies

Applied senior subject

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

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

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Pathways

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

Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Structure

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

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numeracy
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	**Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	**Play-based learning activity** Implementation of activity: up to 5 minutes **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Sport & Recreation

Applied senior subject

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

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:

- Investigate activities and strategies to enhance outcomes

- plan activities and strategies to enhance outcomes

- perform activities and strategies to enhance outcomes

  evaluate activities and strategies to enhance outcomes.

Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Investigation, plan and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes

		Evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Contact Information	
For more information, please contact the Head of Department (HPE Faculty), Aaron Harmsworth (Term 3) or Ingrid Ashton (Term 4)	Email: aharm28@eq.edu.au lasht1@eq.edu.au

Aboriginal & Torres Strait Islander Studies

General senior subject

Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. It makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures in a way that informs understanding of the past, present and future.

Aboriginal & Torres Strait Islander Studies takes a holistic approach that explores how people, animals, plants and places are related to each other physically and spiritually. Students come to understand that people have custodial responsibilities that relate to maintaining the natural order of the universe. This enables them to consider how connectedness — of culture, society and history — is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

Students learn through an inquiry approach and develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. They learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, students develop empathy and respect for the ways people think, feel and act, as well as informed awareness of the diversity that exists locally and globally.

Pathways

A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

Objectives

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

- define and use terminology

- demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies

- analyse worldviews of Aboriginal peoples and Torres Strait islander peoples

- consider and organise information from sources

- evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples

- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identity and connections Students are introduced to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach. There are no discrete topics in this unit.	**Continuity, change and influences** • Resistance • Social and political change	**Responses and contributions** • Rights and freedoms • Land rights	**Moving forward** • Resilience • Reconciliation and recognition

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 — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry response	25%	Summative external assessment (EA): • Examination — short response	25%

Contact Information	
For more information, please contact the Acting Head of Department (Humanities Faculty) Ingrid Ashton	Email: iasht1@eq.edu.au

Accounting
General senior subject

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, and make 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:

- comprehend accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- 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 — no GST	**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 • 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 public company

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 — combination response	25%	Summative external assessment (EA): • Examination — short response	25%

Contact Information	
For more information, please contact the Head of Department (Business Faculty), Carla Anderson	Email: cande98@eq.edu.au

Ancient History
General senior subject

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices	**Personalities in their time** • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	**Reconstructing the ancient world** • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	**People, power and authority** Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

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): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Contact Information	
For more information, please contact the Acting Head of Department (Humanities Faculty) Ingrid Ashton	Email: iasht1@eq.edu.au

Business

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

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%

Contact Information	
For more information, please contact the Head of Department (Business Faculty), Carla Anderson	Email: cande98@eq.edu.au

Legal Studies
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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 — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Contact Information	
For more information, please contact the Head of Department (Business Faculty), Carla Anderson	Email: cande98@eq.edu.au

Modern History
General senior subject

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, concepts and issues

- devise historical questions and conduct research

- analyse evidence from historical sources to show understanding

- synthesise evidence from historical sources to form a historical argument

- evaluate evidence from historical sources to make judgments

- create responses that communicate meaning to suit purpose.

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	**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, 1756–1837 • 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

Unit 1	Unit 2	Unit 3	Unit 4
• Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	• Independence movement in Algeria, 1945–1962	• Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • 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

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): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Contact Information	
For more information, please contact the Acting Head of Department (Humanities Faculty) Ingrid Ashton	Email: iasht1@eq.edu.au

Essential Mathematics

Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

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

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

Contact Information	
For more information, please contact the Head of Department (Maths Faculty) Morgan Festing	Email: mlbuc0@eq.edu.au

General Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

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

Assessment

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

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

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			

Contact Information	
For more information, please contact the Head of Department (Maths Faculty) Morgan Festing	Email: mlbuc0@eq.edu.au

Mathematical Methods

General senior subject

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

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

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

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

Pathways

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

computer science (including electronics and software design), psychology and business.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

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

Assessment

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

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

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			

Contact Information	
For more information, please contact the Head of Department (Maths Faculty) Morgan Festing	Email: mlbuc0@eq.edu.au

Specialist Mathematics

General senior subject

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

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

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

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

Pathways

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

computer science, medicine, engineering, finance and economics.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

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

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

Assessment

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

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

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			

Contact Information	
For more information, please contact the Head of Department (Maths Faculty) Morgan Festing	Email: mlbuc0@eq.edu.au

Aquatic Practices

Applied senior subject

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities.

Projects and investigations are key features of Aquatic Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike aquatic contexts.

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises

to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical aquatic situations.

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 ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects..

Structure

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

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Contact Information	
For more information, please contact the Head of Department (Science Faculty), Victoria Nielsen	Email: vniel4@eq.edu.au

Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

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			

Contact Information	
For more information, please contact the Head of Department (Science Faculty), Victoria Nielsen	Email: vniel4@eq.edu.au

Chapter Chemistry

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

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% <div align=center>• Examination</div>			

Contact Information	
For more information, please contact the Head of Department (Science Faculty), Victoria Nielsen	Email: vniel4@eq.edu.au

Earth & Environmental Science

General senior subject

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

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 Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

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
Introduction to Earth systems • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere	**Earth processes — energy transfers and transformations** • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes	**Living on Earth — extracting using and managing Earth resources** • Use of non-renewable Earth resources • Use of renewable Earth resources	**The changing Earth — the cause and impact of Earth hazards** • The cause and impact of Earth hazards • The cause and impact of global climate change

Assessment

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

In Units 3 and 4 students complete fo*ur* 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			

Contact Information	
For more information, please contact the Head of Department (Science Faculty), Victoria Nielsen	Email: vniel4@eq.edu.au

Physics
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

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			

Contact Information	
For more information, please contact the Head of Department (Science Faculty), Victoria Nielsen	Email: vniel4@eq.edu.au

Psychology

General senior subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill 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 Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicates understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

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			

Contact Information	
For more information, please contact the Head of Department (Science Faculty), Victoria Nielsen	Email: vniel4@eq.edu.au

Engineering Skills

Applied senior subject

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students

learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

- demonstrate practices, skills and procedures

- interpret drawings and technical information

- select practices, skills and procedures

- sequence processes

- evaluate skills and procedures, and structures

- adapt plans, skills and procedures.

Structure

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

Unit option	Unit title
Unit option A	Fitting and machining
Unit option B	Welding and fabrication
Unit option C	Sheet metal working
Unit option D	Production in the structural engineering industry
Unit option E	Production in the transport engineering industry
Unit option F	Production in the manufacturing engineering industry

Assessment

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

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

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Furnishing Skills

Applied senior subject

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

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

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate

and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

- demonstrate practices, skills and procedures

- interpret drawings and technical information

- select practices, skills and procedures.

- sequence processes

- evaluate skills and procedures, and products

- adapt plans, skills and procedures.

Structure

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

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

Assessment

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

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

Students to wear PPE in the workshops – steel capped boots and work wear. Students to provide these, named, keep at school and change for the lesson. The school has a collection of boots and workwear if required for students who do not have their own. Other safety equipment will be provided by the school and must be worn by the student as a requirement of enrolment in the course.

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Food & Nutrition

General senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles

- explain food and nutrition ideas and problems

- analyse problems, information and data

- determine solution requirements and criteria

- synthesise information and data

- generate solutions to provide data to determine the feasibility of the solution

- evaluate and refine ideas and solutions to make justified recommendations for enhancement

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	**Food science of carbohydrate and fat** • The food system • Carbohydrate • Fat • Developing food solutions	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Food development process

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

Students to wear PPE in the workshops – steel capped boots and work wear. Students to provide these, named, keep at school and change for the lesson. The school has a collection of boots and workwear if required for students who do not have their own. Other safety equipment will be provided by the school and must be worn by the student as a requirement of enrolment in the course.

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Information & Communication Technology

Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

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

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

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Music in Practice

Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Contact Information	
For more information, please contact the Head of Department (Arts Faculty), Helen Lomas	Email: hloma2@eq.edu.au

Visual Arts in Practice

Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Drama

General senior subject

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

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

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

Pathways

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

Objectives

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

- demonstrate an understanding of dramatic languages

- apply literacy skills

- apply and structure dramatic languages

- analyse how dramatic languages are used to create dramatic action and meaning

- interpret purpose, context and text to communicate dramatic meaning

- manipulate dramatic languages to create dramatic action and meaning

- evaluate and justify the use of dramatic languages to communicate dramatic meaning

- synthesise and argue a position about dramatic action and meaning.

Structure

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

Assessment

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

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

Summative assessments

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

Contact Information	
For more information, please contact the Head of Department (Arts Faculty), Helen Lomas	Email: hloma2@eq.edu.au

Film, Television & New Media

General senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

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

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

Pathways

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

Objectives

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

- explain the features of moving-image media content and practices

- symbolise conceptual ideas and stories

- construct proposals and construct moving-image media products

- apply literacy skills

- analyse moving-image products and contexts of production and use

- structure visual, audio and text elements to make moving-image media products

- experiment with ideas for moving-image media products

- appraise film, television and new media products, practices and viewpoints

- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

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

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

Contact Information	
For more information, please contact the Head of Department (Arts Faculty), Helen Lomas	Email: hloma2@eq.edu.au

Music

General senior subject

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

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

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

Pathways

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Contact Information	
For more information, please contact the Head of Department (Arts Faculty), Helen Lomas	Email: hloma2@eq.edu.au

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

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			

Contact Information	
For more information, please contact the Head of Department (Arts Faculty), Helen Lomas	Email: hloma2@eq.edu.au

Vocational Education and Training Qualifications

Our school under the delegation of the Queensland Curriculum and Assessment Authority and the Vocational Education, Training and Employment Act (2000), is recognised as a Registered Training Organisation (RTO 30144) in the delivery of Vocational Education and Training to the Australian Qualification Framework Certificate level. For more information on VET at NRHS please contact Vet Coordinator, Bronwyn Fechner bfech9@eq.edu.au

We offer the industry standard facilities and teachers with relevant industry knowledge, experience and currency to teach and assess VET programs. Our school provides a range of VET options for young people including Vocational Placement, Work Experience and **School-based Apprenticeships and Traineeships** (SATs). For more information regarding work experience of school-based apprenticeships and traineeships please contact Penny Hinchliffe phinc9@eq.edu.au or the Senior Schooling office.

Benefits of VET for our students

Vocational education in schools assists all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways (MCEETYA 2000). Vocational education encompasses '*career education*', '*enterprise education*' and '*vocational education and training (VET)*' and this helps connect young people with the world of work and provide employment skills. These connections are all-important components of life-long learning, career success and support 'seamless' transitions from school to employment and further education and training.

The variety and relevance of VET programs in our school, keeps young people interested in school, giving them the chance to learn about different areas of work and gaining nationally recognised skills and qualifications that lead directly to employment.

VET caters for students seeking employment-specific skills and expands post-school options and provides flexible pathways. Vocational learning pedagogy reflects life-long learning and contains features of flexibility, diversity and innovative learning for generic or employability skills. VET provides the knowledge; skills, key competencies and attributes that are transferable to the world of work have to permeate the curriculum, its assessment and reporting and should illustrate how young people become confident and competent in today's knowledge society. Vocational Education and Training provides our students access to certificate level courses in a number of ways:

Delivered by qualified teachers at NRHS under our Registered Training Organisation (RTO code 30144)
BSB20120 – Certificate II in Workplace Skills (up to 4 QCE points) **CHC24015** – Certificate II in Active Volunteering (up to 4 QCE points) – pending approval of addition to scope **CHC30221** – Certificate III in School Based Education Support (up to 8 QCE points) **ICT20120** – Certificate II in Applied Digital Technologies (up to 4 QCE points) **SIT30622** – Certificate III in Hospitality (up to 8 QCE points)
Delivered by teachers at NRHS under an external Registered Training Organisation (RTO)

SIS20321 – Certificate II in Sport Coaching (up to 4 QCE points) Binnacle Training RTO code 31319
SIS30321 – Certificate III in Fitness (up to 8 QCE points) Binnacle Training RTO code 31319
Health Pathway Bundle (up to 8 QCE points) IVET Institute RTO code 40548
  - **HLT23221** – Certificate II in Health Support Service
  - **HLT33115** – Certificate III in Health Services Assistant
AVI30419 – Certificate III in Aviation (Remote Pilot) (up to 7 QCE points) Aviation Australia RTO code 30770
BSB30120 + SIT20122 – Certificate III in Business + Certificate II in Tourism (up to 10 QCE points) Binnacle Training RTO code 31319

VETiS Funding Eligibility

Vocational Education and Training in Schools Initiative, funded by the Queensland Government

Some students undertake nationally recognised vocational education and training (VET) qualifications while they are still at work. VET is learning that is directly related to work. Nationally recognised qualifications are developed to give people the knowledge and skills they need to work in a particular job.

The Queensland Government's VET Investment Budget subsidises qualifications that have been identified by industry as leading to employment. VETiS funded by the VET Investment Budget is **fee-free** for students. The VET Investment Budget will provide funding for students to complete ONE VETiS qualification (Certificate I and II level only) listed on the Priority Skills List while attending secondary school (in Years 10, 11 and 12). This can be found at https://desbt.qld.gov.au/training/docs-data/strategies/vetinvest/subsidieslist

Students who wish to access VETiS funding to undertake a Cert III qualification should do so through a school-based apprenticeship or traineeship (SAT) – funding for a SAT is available under the User Choice program.

Courses that students may be able to access VETiS funding for are indicated in the handbook by the inclusion of "*Students may be able to access funding to help subsidise the cost of their training. Please see Senior Schooling team for more information regarding your situation.* Please note each student's situation will be unique and access to VETiS funding is reliant on multiple factors.

Unique Student Identifier (USI)

VET students must have a Unique Student Identifier (USI) before a Statement of Attainment or Qualification can be awarded. Students need to apply for their USI at **usi.gov.au** and give a copy of this number to the Careers Office for recording prior to starting the course.

Vocational Education and Training - VET

HAWKS line delivered at NRSHS on scope

QUALIFICATION: Certificate II in Active Volunteering – CHC24015

Pending Approval to Scope

REGISTERED TRAINING ORGANISATION	North Rockhampton State High School RTO Code: 30144	

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

This program is perfect for students and schools that are looking to incorporate their existing community partnerships and further strengthen student links to the community. Students will explore the varied dimensions of volunteering, basic emergency life support-skills, communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling. Involves 20 hours of volunteer placement.

QCE Credits = Successful completion of the Certificate II in Active Volunteering contributes four (4) credits towards a student's QCE.

Program Length = One year

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

Elective Competencies	
CHCCOM001	Provide first point of contact
HLTAID011	Provide first aid
FSKDIG003	Use digital technology for routine workplace tasks

Cost = Nil

Contact Information	
For more information, please contact the VET Co-ordinator Ms Bronwyn Fechner	Email: bfech9@eq.edu.au

Vocational Education and Training – VET

Hawks line delivered at NRSHS on scope

QUALIFICATION: Certificate II in Applied Digital Technologies – ICT20120

REGISTERED TRAINING ORGANISATION	North Rockhampton State High School RTO Code: 30144	

This pathway's qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. The qualification is designed for those developing the necessary digital and technology skills in preparation for work.

These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

Total number of units = 12 (6 core units plus 6 elective units)

Course Units	
BSBSUS211	Participate in sustainable work practices
BSBTEC202	Use digital technologies to communicate in a work environment
BSBWHS211	Contribute to the health and safety of self and others
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
BSBTEC101	Operate digital device
BSBTEC201	Use business software applications
BSBTEC203	Research using the internet
FSKDIG002	Use digital technology for routine and simple workplace tasks
ICTICT223	Design and create basic organisational documents
ICTICT216	Install software applications

Cost : Nil

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Vocational Education and Training - VET

HAWKS line and Elective lines delivered at NRSHS on scope

QUALIFICATION: Certificate II in Workplace Skills - BSB20120

REGISTERED TRAINING ORGANISATION	North Rockhampton State High School RTO Code: 30144	

Certificate II in Workplace Skills, as an area of study, helps students to develop the necessary skills in preparation for work. Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They will perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. This qualification prepares students for a variety of entry-level Business Services job roles.

QCE Credits

Successful completion of the Certificate II in Workplace Skills contributes a maximum of four (4) credits towards a student's QCE. Each student must gain competency across 10 units, consisting of 5 core units plus 5 elective units to attain the full certificate.

Program Length

2 years

Core Competencies	
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

Elective Competencies	
BSBCRT201	Develop and apply thinking and problem solving skills
BSBFIN301	Process financial transactions
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTWK201	Work effectively with others

Course Overview

Certificate II in Workplace Skills meets the needs of students in the post compulsory years of schooling. In particular, it is designed to assist students to develop:
1. A knowledge and understanding of the business industry;
2. The skills and/or vocational competencies required as citizens for effective participation in the work force in general and the business community in particular;
3. An awareness and appreciation of the importance of communication in the business world and the ability to communicate effectively in a workplace environment, using the language of business appropriately;

4. The ability to effectively utilise a range of business technologies to enable them to take their places in a rapidly changing business and technological society;
5. An awareness of their individual abilities, to foster personal growth, self-reliance and a sense of personal worth and esteem within the framework of social responsibility;
6. An awareness of moral, ethical and social responsibility within all roles related to the business industry;
7. The knowledge, skills and attitudes necessary to participate as valued members of society and that enhance employability, enjoyment of life, preparedness for further studies and lifelong learning.

Contact Information	
For more information, please contact the Head of Department (Business Faculty), Carla Anderson	Email: cande98@eq.edu.au

Vocational Education and Training - VET

Elective lines delivered at NRSHS on scope

QUALIFICATION: Certificate III in Hospitality – SIT30622

REGISTERED TRAINING ORGANISATION	North Rockhampton State High School RTO Code: 30144	

This course requires one full day at North Rockhampton High School each week.

Do you want a new career in Hospitality? Are you looking for practical training with great skills? Would you like the opportunity to gain the right Employability Skills that Employers are looking for in New Employees?

The technical, interpersonal, conceptual and practical skills learned through this qualification will help you unlock your potential and future career. To work in the Hospitality industry, you not only need the skills, you need to be knowledgeable, motivated and eager to learn. Whatever your reason for enrolling in this course, you will be assured that you are job ready to work in this exciting sector once completed. The Certificate III in Hospitality is a nationally accredited qualification and an industry endorsed program which has been created to provide training for people who are eager to gain employment in this exciting sector.

Program Length

- This program takes 1-2 Years to complete. Duration may vary between new learners and those with previous experience. Involves 36 Service periods of practical placement

QCE Credits

Successful completion of the Certificate III in Hospitality contributes a maximum of eight (8) credits towards a student's QCE.

Core	
SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices
Elective Competencies	
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHFAB036	Provide advice on food
SITHCCC028	Prepare appetisers and salads
SITHXFIN007	Process financial transactions
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB027	Serve food and beverage

Entry Requirements

There are no prerequisites to gain entry into SIT30622 Certificate III in Hospitality, however;

- Students must undertake a Language, Literacy & Numeracy (LLN) test so that the appropriate academic support can be sourced throughout the course
- Students must be physically able to undertake practical placement

Cost

- Enrolment Fee: $250.00 approx. (TBC). Payable in instalments (Year 11 $125.00 and Year 12 $125.00) *A deposit of $50 must be paid prior to conclusion of 2023 school year. Full amount of year 11 fees to be finalised by end of term one, 2024. Full amount of year 12 fees to be paid by end of term one 2024.*

Compulsory Uniform Requirements

- Work Quality Long Black Pants
- Work Quality Black Closed in Shoes (No Colours)

Additional Costs

- Ingredients costs – (varies and sometimes not necessary)
- Excursion costs – (when applicable)

Stationery Requirements

- 1 X A4 Display Folder
- 2 X A4 exercise book
- Writing equipment

Mode of Delivery

The mode of delivery includes any combination of the following:

- Face to face in a simulated workplace environment for required performance and knowledge evidence
- Work experience in NRSHS commercial kitchen/restaurant/cafe
- Online for theory components of training for knowledge evidence
- In a classroom / kitchen for theory/practical components of training for knowledge/skills evidence

You will be provided with:

- A dedicated and Industry trained Trainer and Assessor
- Course Materials & Resources
- On-Line Competency Theory and Practical Resources
- Daily practice in a fully functioning Café and Restaurant Area performing duties that Food and Beverage Attendants are required to do
- Extensive Practical Cookery Tasks utilising a fully functioning Commercialised Kitchen
- NRSHS Hospitality Polo Shirt (Compulsory Uniform)

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Vocational Education and Training - VET

Elective lines delivered at NRSHS on scope

QUALIFICATION: Certificate III in School Based Education Support - CHC30221

REGISTERED TRAINING ORGANISATION	**North Rockhampton State High School** **RTO Code: 30144**	

Do you want a career in Education? Are you looking to make a difference and play a role in shaping the next generation? Education is an in-demand industry. This qualification will provide;

- Potential job opportunities as a Teacher Aide while studying further in education
- Potential RPL opportunities when studying further in education

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures.

Education support workers work mainly with students in classroom settings in primary or secondary schools. To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary or secondary school students.

Program Length

- This program takes 2 years to complete. Duration may vary,
- 100 hours of work placement is involved - in a classroom environment catering to primary or secondary students.

QCE Credits

Successful completion of the Certificate III in School based Education Support contributes a maximum potential of eight (8) credits towards a student's QCE.

The Course consists of 15 competencies, 10 core and 5 electives.

Core Units	
CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills

CHCEDS037	Support the development of numeracy skills
CHCEDS057	Support students with additional needs in the classroom
CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS060	Work effectively with students and colleagues
CHCEDS061	Support responsible student behaviour
Elective Competencies – 5 of the competencies below will be completed. Some competencies completed by all students; some are student choice.	
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCEDS039	Work effectively as an Aboriginal and/or Torres Strait Islander education worker
CHCEDS040	Search and access online information
CHCEDS043	Support students with English as an additional language
CHCEDS048	Work with students in need of additional learning support
CHCEDS050	Support Aboriginal and/or Torres Strait Islander education
CHCEDS056	Provide support to students with autism spectrum disorder
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting

Entry Requirements

There are no prerequisites to enter Certificate III in School based Education Support CHC30221, however, students must undertake a Language, Literacy & Numeracy (LLN) test & must be able to undertake practical placement.

Cost = Nil

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Vocational Education and Training - VET

Elective lines delivered at NRSHS on scope

QUALIFICATION: Certificate II in Tourism – SIT20122

Pending Approval to Scope

REGISTERED TRAINING ORGANISATION	**North Rockhampton State High School** **RTO Code: 30144**	

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

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, holiday parks and resorts, attractions, cultural and heritage sites, and any small tourism business.

Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered, in performing operational activities such as housekeeping, grounds maintenance and providing customer service, or a combination of these.

There are no entry requirements for this qualification.

Program Length

This program takes 2 years to complete. Duration may vary.

QCE Credits

Successful completion of the Certificate II in Tourism contributes a maximum potential of four (4) credits towards a student's QCE.

Core	
SITTIND003	Source and use information on the tourism and travel industry
SITXCCS009	Provide customer information and assistance
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe working practices

Elective Competencies	
SITXCCS010	Provide visitor information
CUAEVP211	Assist with the staging of public activities or events
SITTGDE013	Interpret aspects of local Australian Indigenous culture
SITXCOM008	Provide a briefing or scripted commentary
SITTTVL001	Access and interpret product information
SITTTVL006	Book tourism products and process documentation

Contact Information	
For more information, please contact the Head of Department (Humanities Faculty), Ingrid Ashton	Email: iasht1@eq.edu.au

Vocational Education and Training - VET

Elective lines delivered at NRSHS via external provider

QUALIFICATION: Certificate III in Aviation (Remote Pilot) - AVI30419

REGISTERED TRAINING ORGANISATION	Aviation Australia RTO Code: 30770	

This course requires <u>one full day</u> at North Rockhampton High School each week.

Are you interested in a qualification which will enable you to become the next generation of pilot? This qualification can lead to employment as a drone pilot or drone specialist within a range of industries including, mining, agriculture, construction, emergency services, entertainment and much more.

This qualification prepares you for a role as a drone pilot and will provide you with the skills, knowledge and to operate commercially. This could be for your own business, working for a company or working for one of many government departments which are utilising drones. It is also an excellent entry point into the aviation industry as you will be learning the same subjects that pilots of manned aircraft in airlines and the military learn.

The course is a mix of theory and practical flying to ensure you have the skills and knowledge to be employed as a drone pilot in a full-time role or part time role.

This qualification is delivered by Aviation Australia (RTO – 30770)

Program Length

- The completion time-frame for this qualification is 12 months

QCE Credits

Successful completion of the Certificate III in Aviation (Remote Pilot) contributes between five and seven (5-7) credits towards a student's QCE.

Core	
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
Elective Competencies	
AVIG0003	Work effectively in the aviation industry
AVIZ0004	Maintain security awareness and vigilance in an aviation workplace
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)
AVIW0008	Conduct aerial search using remote pilot aircraft systems

Entry Requirements

This qualification is for candidates new to aviation and remote piloting. It will require a mix of practical and theoretical skills to be able to meet the requirements.

Students need to be self-disciplined and be able to follow instructions.

Pathways

Upon successful completion of the entry level course AVI30419 Certificate III in Aviation (Remote Pilot), there are a number of career pathways from this qualification including photography / cinematography, public safety and emergency services, aerial surveying, mining and resource sectors, Federal, State and Local Government agencies, and specialist civil and military roles.

Mode of Delivery

Training will be delivered face to face where the student will attend classes with qualified trainers and assessors, including practice and assessment of physical remote pilot skills using a hands-on approach. An Online learning management system also supports the students during their course of study.

Cost

Students may be able to access funding to help subsidise the cost of their training. Please see the Senior Schooling team for more information regarding your situation.

Drone Pilot Licence – on completion of Certificate III in Aviation (Remote Pilot) students may chose to sit for their drone licence. This requires additional study, testing and there is a cost involved which is up to CASA to determine on a yearly basis.

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Vocational Education and Training - VET

Elective lines delivered at NRSHS via external provider

QUALIFICATION: HEALTH BUNDLE

The health pathway bundle consists of the following qualifications:
- Certificate II in Health Support Service – HLT23221
- Certificate III Health Services Assistance – HLT33115

REGISTERED TRAINING ORGANISATION	IVet RTO Code: 40548	IVet	NATIONALLY RECOGNISED TRAINING

Remote schooling agreement with Kawana Waters State College for the delivery of this program.

The Certificate II in Health Support Services 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.

The Certificate III in Health Services Assistant reflects the role of first aid or medical response workers who provide basic health care services including emergency first aid and sometimes transport services in the prehospital/out-of hospital environment. The qualification applies to people who provide a first response in workplaces such as industrial sites, first aid organisations and the Australian Defence Force. Completion of the AIN element of the course enables students to enter the workforce as Assistant in Nursing on exit.

QCE Credits = Successful completion of the Health Pathway Bundle contributes potentially maximum of eight (8) credits towards a student's QCE.

Program Length = This program takes 2 years to complete.

Units of Study

Students will:
- Learn medical terminology
- Recognise healthy bodies
- Work legally and ethically
- Follow safe work practices
- Advanced first aid course
- Infection control
- Manual handling
- Workplace health and safety
- Work effectively with others
- Produce business documents
- Communicate and work in health
- Transport clients
- Prepare and maintain beds
- Work with diverse people
- Maintain a high standard of care
- Respond effectively to behaviours of concern
- Vocational placement

Pathways

The health pathway can open the doors to a career in the ambulance, nursing, paramedics, science, workplace health and safety, allied health, aged care, community health, mental health, health administration and more. Completion of the health pathway will result in opportunities to explore Tertiary study at the University of the Sunshine Coast into a Bachelor of Nursing, Bachelor of Health Science, Bachelor of Biomedical Science, Bachelor of Health and Community Care Management. Students have the opportunity in Year 11/12 to commence University Subjects.

Cost

This course is supported by RTO IVet (40548) and will be delivered as a dual qualification. For students who have not utilised their VETiS funding the upfront cost for this program will be $550 approx (TBC) as funding options are available. Please see the Senior Schooling team for more information regarding these funding options. A deposit of $250 is required by the conclusion of the 2023 school year. Full amount to be finalised by end of term one, 2024. Payment plans are available to be discussed and requested through our Finance Department.

They will become familiar with:

- Two-stimulation ward with viewing window
- Health monitoring equipment
- 65" and 40" screen monitors
- CCTV to overhead monitor
- Patient dressing station
- Wheel chair and wheel chair access ramp
- Comprehensive medical nursing supplies
- Computer work stations
- 3D printers
- Training provided by a Registered nurse.

Course Units – Year 1 (Certificate II Units)	
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
BSBINM201	Process and maintain workplace information
HLTINF001	Comply with infection prevention and control policies and procedures
HLTHSS003	Perform general cleaning tasks in a clinical setting
HLTHSS005	Undertake a routine stock maintenance
CHCCOM005	Communicate and work in health or community services
BSBCUS201	Deliver a service to customers
CHCCOM001	Provide first point of contact
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
CHCHDIV001	Work with diverse people

Course Units – Year 2 (Certificate III Units)	
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
CHCCCS015	Provide individualised support
BSBWOR301	Organise personal work priorities and development
HLTAID011	Provide First Aid
HLTAID009	Provide cardiopulmonary resuscitation
BSBMED303	Maintain patient records
CHCCCS009	Facilitate responsible behaviour
HLTWHS002	Follow safe work practices for direct client care

** All elective units are subject to change prior to the commencement of the school year. This
is to ensure alignment to current industry practices is at its optimum.*

Contact Information	
For more information, please contact Senior Schooling Deputy Principal, Amanda Pearce	Email: apear64@eq.edu.au

Vocational Education and Training - VET

Elective lines delivered at NRSHS via external provider

QUALIFICATION: Certificate II in Sport Coaching – SIS20321

REGISTERED TRAINING ORGANISATION	Binnacle Training		
	RTO Code: 31319	Binnacle Training	NATIONALLY RECOGNISED TRAINING

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

This qualification provides a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a range of basic coaching skills to engage participants in a specific sport. They work under the supervision of a coach.

This program also includes the following:

- The nationally recognised First Aid competency – HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including club level official and/or club assistant coach, or pathway into SIS30115 Certificate III in Sport and Recreation or SIS30321 Certificate III in Fitness

QCE Credits

Successful completion of the Certificate II in Sport Coaching contributes a maximum of four (4) credits towards a student's QCE.

Program Length

2 years

Competencies	
HLTAID011	Provide First Aid
SIRXWHS001	Work safely
SISSSCO002	Work in a community coaching role
SISSSCO001	Conduct sport coaching sessions with foundation level participants
BSBPEF302	Develop self-awareness
BSBTWK201	Work effectively with others
SISXEMR001	Respond to emergency situations

Entry Requirements

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

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

Cost

- $265.00 approx. (TBC)= Binnacle Training course fee. *A deposit of $100 must be paid prior to conclusion of 2023 school year. Full amount to be paid by end of term one, 2024. VETiS funding is available for this fee. See VETiS funding section.*
- $55.00 approx. (TBC)= First Aid Certificate costs
- All texts and reprographics are provided by the school.

Topics of Study

COURSE SCHEDULE

- Sport Specific Coaching Program
- Self-awareness
- Coaching Program: Development Program
- Community Coaching Programs
- Working Effectively with Others
- Work in a community coaching role
- Community Coaching Program #1
- AIS Community Coaching Essential Skills
- Respond to Emergencies
- Work Safely
- Provide First Aid

Contact Information	
For more information, please contact the Head of Department (Health and Physical Education Faculty) Aaron Harmsworth (Term 3) or Ingrid Ashton (Term 4)	Email: iasht1@eq.edu.au aharm28@eq.edu.au

Vocational Education and Training - VET

Elective lines delivered at NRSHS via external provider

QUALIFICATION: Certificate III in Fitness – SIS30315

REGISTERED TRAINING ORGANISATION	Binnacle Training RTO Code: 31319	

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

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

This program also includes the following:

- The nationally recognised First Aid qualification – HLTAID011 Provide First Aid.
- Community Coaching – Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness at another provide.

QCE Credits

Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE.

Program Length

2 years

Units of Competency	
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBSUS211	Participate in sustainable work practices
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions

SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients

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

Entry Requirements

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

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

Cost

- $365.00 approx. (TBC)= Binnacle Training course fee. *A deposit of $100 must be paid prior to conclusion of 2023 school year. Full amount to be paid by end of term one, 2024.*
- $55.00 approx. (TBC)= First Aid Certificate costs
- All texts and reprographics are provided by the school.

Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a Fitness Instructor, Community Coach, Sports Coach, Athlete or Activity Assistant.

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

Students may also choose to continue their study by completing Certificate IV in Fitness at another RTO.

Topics of Study

COURSE SCHEDULE – YEAR 1

- The Sport, Fitness and Recreation (SFR) Industry
- Apply Knowledge of Coaching Practices
- Perform Research and Create a Group Presentation
- Organise and Complete Work Tasks
- Cardio and Conditioning Programs
- Anatomy and Physiology
- The SFR Industry
- First Aid Course: HLTAID011 Provide First Aid

Topics of Study Continued

COURSE SCHEDULE – YEAR 2

- Anatomy and Physiology
- Health and Nutrition Consultations
- Screening and Health Assessments
- Specific Population Clients
- Older Clients

Learning and Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

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

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

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

NOTE: This program involves an 'outside subject' weekly component as follows:

- MANDATORY: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.
- RECOMMENDED: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

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

Contact Information	
For more information, please contact the Head of Department (Health and Physical Education Faculty) Aaron Harmsworth (Term 3) or Ingrid Ashton (Term 4)	Email: iasht1@eq.edu.au aharm28@eq.edu.au

Vocational Education and Training - VET

Elective lines delivered at NRSHS via external provider

DUAL QUALIFICATION: Certificate III in Business – BSB30120 + Certificate II in Tourism – SIT20116

REGISTERED TRAINING ORGANISATION	Binnacle Training RTO Code: 31319		

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

Dual qualification program – The program will be delivered through class-based tasks as well as both simulated and real business environments at the school – involving the delivery of a range of projects and services within the school community.

Graduates will be competent in a range of essential business skills including; customer service, personal and team effectiveness, critical thinking, business technology and documents, sourcing and presenting information, workplace health and safety, social and cultural sensitivity and participating in sustainable work practices.

This program also includes the following:
- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project – Binnacle Boss
- Participation in a Tourism-related Industry Discovery

QCE Credits

Successful completion of the Certificate III in Business + Certificate II in Tourism contributes a maximum of ten (10) credits towards a student's QCE.

Program Length

2 years

Competencies	
SITTIND003	Source and use information on the tourism and travel industry
CUAEVP211	Assist with the staging of public activities or events
SITXCOM006	Source and present information
BSBTEC201	Use business software applications
BSBTEC203	Research using the internet
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers
SITXCCS010	Provide visitor information
SITXCOM008	Provide a briefing or scripted commentary

BSBPEF301	Organise personal work priorities
BSBPEF201	Support personal wellbeing in the workplace
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBOPS304	Deliver and monitor a service to customers

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

Entry Requirements

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

Cost

- $265.00 approx. (TBC)= Binnacle Training course fee. *A deposit of $100 must be paid prior to conclusion of 2023 school year. Full amount to be paid by end of term one, 2024.*
- All texts and reprographics are provided by the school.

Pathways

Graduates will be competent in a range of essential business skills including: customer service, personal and team effectiveness, critical thinking, business technology and documents, sourcing and presenting information, workplace health and safety, social and cultural sensitivity and participating in sustainable work practices.

Topics of Study

COURSE SCHEDULE – YEAR 1

- Introduction to the Business Services Tourism/Travel Industries
- Personal Wellbeing in the Workplace
- Organise Personal Work Priorities
- Source, Use and Present Information
- Research Using the Internet
- Public Activities and Events
- Business Software Applications
- Workplace Health and Safety
- Sustainable Work Practices
- Providing Information to Visitors and Customers
- Interacting with Customers
- Social and Cultural Sensitivity

Topics of Study Continued

- Inclusive Work Practices
- Workplace Communication
- Working in a Team
- Critical Thinking Skills
- Business Documents
- Deliver a Service

Contact Information	
For more information, please contact the Head of Department (Business Faculty), Carla Anderson	Email: cande98@eq.edu.au

Vocational Education and Training - VET

External course delivered one full day off campus

QUALIFICATION: Certificate II in Automotive Vocational Preparation - AUR20716 – <u>Glenmore State High School</u>

REGISTERED TRAINING ORGANISATION	**MTA Institute Rockhampton** **RTO Code: 31529**	

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited.

QCE Credits = Successful completion contributes a maximum potential of four (4) credits towards QCE.

Program Length = 1 year

Pathways = Completion of this Vocational Education and Training (VET) Certificate will give students an opportunity to continue their studies in a Certificate III at TAFE, or continue their training through an Apprenticeship to become a Mechanic.

Core Units	
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAFA103	Communicate effectively in an automotive workplace
AURAFA104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
Elective Competencies	
AURTTA002	Assist with automotive workplace activities
AURTTE003	Remove and tag engine system components
AURTTJ003	Remove and replace wheel and tyre assemblies
AURETK001	Identify, select and use low voltage electrical test equipment
AURETR115	Inspect, test and service batteries

Entry Requirements

There are no prerequisites to gain entry in to this course, however;

- Students must undertake a Language, Literacy & Numeracy (LLN) test
- Students must be physically able to undertake practical placement

Course Delivery

The course will be delivered in the newly renovated *GlenTech – Automotive* Shed at Glenmore State High School.

Training will be for one full day a week for the duration of one full school calendar year.

Students participating in this course will be required to attend the *GlenTech – Automotive* Shed at Glenmore State High School on the timetabled day and engage in the program with the MTA trainer/s.

Compulsory Uniform Requirements

- Students must supply their own, and wear, a pair of safety boots (steal cap boots).
- Students will be provided with a uniform shirt to wear.
- Students are required to wear black pants with the uniform shirt (black jeans, blank pants, or black shorts are all acceptable).

Assessment

Qualified trainers and assessors from the training provider will utilise several different assessment techniques including written submissions and observations of on-the-job training.

Cost

Nil (if applicable). Students can use their VETiS Funding to enrol in the course. If VETiS funding has been utilised, please seek guidance from the contact person listed below.

Contact Information	
Queries regarding course content, contact GSHS Deputy Principal, Nathan Shonhan.	Email: nshon2@eq.edu.au
Queries regarding how this course fits into your pathway, please contact the NRSH Deputy Principal, Amanda Pearce	Email: apear64@eq.edu.au
Queries regarding enrolment please contact the NRSHS VET Liaison officer, Heidi Bath	Email: hbath10@eq.edu.au

Please Note: The enrolment process requires all paperwork to go to GSHS from the base school, not individual students / families. GSHS cannot accept enrolments that have not been approved and forwarded on from the student's base school.

There are limited spaces available in this course. Entry is not guaranteed.

Vocational Education and Training - VET

External course delivered one full day off campus

QUALIFICATION: Certificate II in Automotive Vocational Preparation - AUR20716 – CQ University TAFE

REGISTERED TRAINING ORGANISATION	CQ University Australia RTO Code: 40939		

Fascinated with all things mechanical? The Certificate II in Automotive Vocational Preparation is the first piece of the puzzle for you while at high school. This course is a Start TAFE now (STN) in schools course.

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited.

QCE Credits = Successful completion contributes a maximum potential of four (4) credits towards QCE.

Program Length = 1 year

Pathways = This course is a mechanical pathway that provides an introduction to the Automotive fields of heavy vehicles (diesel fitting), light vehicles and auto-electrical. Possible career outcomes could lead to a trades assistant, vehicle service assistant, automotive service assistant, trainee service person, automotive trainee.

Core Units	
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAFA103	Communicate effectively in an automotive workplace
AURAFA104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
Elective Competencies	
AURTTA127	Carry out basic vehicle servicing operations
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives

AURTTE104	Inspect and service engines
AURETR115	Inspect, test and service batteries
AURTTC001	Inspect and service cooling systems

There are limited spaces available in this course. Entry is not guaranteed.

Contact Information	
For more information, please contact the VET Co-ordinator Ms Bronwyn Fechner	Email: bfech9@eq.edu.au

Vocational Education and Training - VET

External course delivered one full day off campus

QUALIFICATION: Certificate II in Engineering Pathways – MEM20413 – <u>NRSHS or SMW Group</u>

REGISTERED TRAINING ORGANISATION	**Axial Training** **RTO Code: 2437**		

Students can get started on their engineering career with MEM20413 Certificate II in Engineering Pathways - a qualification suitable for students who are interested in exposure to an engineering or related working environment with a view to entering into employment in that area.

Students will obtain the knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. No previous work experience is needed. This is a funded VETiS program being delivered by Axial Training at Regional Trade Training Centres and at suitably equipped schools, NRSHS works in partnership with SMW to offer this course.

When - One day a week

How - Blended delivery, combination of classroom and online learning

Where - Lessons delivered in a variety of locations including the school classroom, school workshop and SMW workshop

Cost – Nil (if applicable). Students can use their VETiS Funding to enrol in the course. If VETiS funding has been utilised, please seek guidance from the contact person listed below.

Competency Code	**Competency Name**
MEM16006A	Organise and communicate information
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy-acetylene and soldering equipment
MSAPMSUP106A	Work in a team
MEMPE006A	Undertake a basic engineering project
MEMPE007A	Pull apart and re-assemble engineering mechanisms

MSAENV272B	Participate in environmentally sustainable work practices
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry

Please Note: There are limited spaces available in this course. Entry is not guaranteed.

Contact Information	
For more information, please contact the Head of Department (Technologies Faculty), Janita Ray	Email: jxray1@eq.edu.au

Vocational Education and Training - VET

External course delivered one full day off campus

QUALIFICATION: Certificate II in Engineering Pathways – MEM20413 – <u>CQ University TAFE</u>

REGISTERED TRAINING ORGANISATION	**CQ University Australia** **RTO Code: 40939**	CQUniversity AUSTRALIA	NATIONALLY RECOGNISED TRAINING

CQ University would like to help you engineer your career! With this course, you will obtain pre-employment training that may help you gain an apprenticeship or traineeship in the engineering industry, as well as assisting entry into the wider manufacturing industry.

This qualification equips you with the knowledge and skills which will enhance your prospects of employment in an engineering or related working environment. Successful completion of this course enhances your employment opportunities if you are seeking an apprenticeship in the engineering trade, and will give you direct and indirect skills associated with apprenticeship trades relevant to the engineering industry. This qualification is designed to give you employability skills including communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management and hands-on skills relevant to the industry.

QCE Credits

Successful completion of the Certificate II in Engineering Pathways contributes to a maximum of four (4) credits towards a student's QCE.

Program Length

One year

Cost

Nil (if applicable). Students can use their VETiS Funding to enrol in this course. If VETiS funding has been utilised, please seek guidance from the person listed below.

Core Units	
MEM13014A	Apply principles of occupational health and safety in the work environment
MSAENV272B	Participate in environmentally sustainable work practices
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project

Elective Competencies	
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations

MEMPE003A	Use oxy-acetylene and soldering equipment
MEM16006A	Organise and communicate information
MEMPE001A	Use engineering workshop machines
MSAPCI101A	Adapt to work in industry
MEMPE002A	Use electric welding machines
MEMPE007A	Pull apart and re-assemble engineering mechanisms

Please Note: There are limited spaces available in these courses. Entry is not guaranteed.

Contact Information	
For more information, please contact the VET Co-ordinator Ms Bronwyn Fechner	Email: bfech9@eq.edu.au

Vocational Education and Training - VET

External course delivered one full day off campus

QUALIFICATION: Certificate II in Electrotechnology – UEE22020 – Electro Group or CQ University TAFE

REGISTERED TRAINING ORGANISATION	Electro Group RTO Code: 30185		

REGISTERED TRAINING ORGANISATION	CQ University Australia RTO Code: 40939		

Students can get the spark needed to start their career in the electrical trade. The Cert II in Electrotechnology (Career Start) offers training in the key areas of safety, basic skills and knowledge. The course is suited to high school students with no previous connection to the electrical industry who would like to gain foundation skills and knowledge for possible entry into an Electrical apprenticeship. The competencies studied will provide a grounding for work in any electrotechnology discipline. Including providing grounding in safety and basic skills and knowledge.

QCE Credits

Successful completion of the Certificate II in Electrotechnology contributes a maximum of four (4) credits towards a student's QCE.

Program Length

18 months

Cost

Nil (if applicable). Students can use their VETiS Funding to enrol in the course. If VETiS funding has been utilised, please seek guidance from the contact person listed below.

Core Units	
CPCCWHS1001	Prepare to work safely in the construction industry
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits

UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises

Elective Competencies - Electro Group	
BSBCUS201	Deliver a service to customers
UEECD0035	Provide basic instruction in the use of electrotechnology apparatus
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electrotechnology equipment
UEECD0034	Produce routine tools/devices for carrying out energy sector work activities

Elective Competencies - CQ University	
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
UEEAS00001	Assemble electronic components
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electrotechnology equipment
UEERE0001	Apply environmentally and sustainable procedures in the energy sector

Please Note: There are limited spaces available in these courses. Entry is not guaranteed.

Contact Information	
For more information, please contact the VET Co-ordinator Ms Bronwyn Fechner	Email: bfech9@eq.edu.au

Vocational Education and Training - VET

External course delivered one full day off campus

QUALIFICATION: Certificate II in Autonomous Technology – 10935NAT – CQ University TAFE

REGISTERED TRAINING ORGANISATION	**CQ University Australia** **RTO Code: 40939**		

The Certificate II in Autonomous Technologies is a unique entry level qualification that introduces you to a variety of skills that can be utilised in different career opportunities in the emerging and expanding area of autonomous technologies. This course has been specifically designed to provide an entry-level pathway program for school-based students.

Successful completion of this course will prepare you to enter and work within the fields of autonomous environments or continue with further study in this area.

QCE Credits

Successful completion of the Certificate II in Autonomous Technology contributes to a maximum of four (4) credits towards a student's QCE.

Program Length

18 months

Cost

Nil (if applicable). Students can use their VETiS Funding to enrol in this course. If VETiS funding has been utilised, please seek guidance from the person listed below.

Core Units	
ICTPRG302	Apply introductory programming techniques
MSMSUP390	Use structured problem-solving tools
MSMWHS200	Work safely
VU22324	Build a simple network and establish end to end connectivity
VU22338	Configure and program a basic robotic system
NAT10935009	Conduct a basic autonomous technology project
NAT10935008	Use basic positioning technology
NAT10935007	Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications
NAT10935006	Configure autonomous embedded systems
NAT10935004	Design basic logic ladder diagrams for autonomous electric control circuits

NAT10935003	Design basic fluid power logic diagrams for autonomous sytems
NAT10935002	Handle technical communication in autonomous environments
NAT10935001	Work effectively in autonomous environments
NAT10935005	Produce a documentation suite for autonomous systems.

Elective Competencies	
ICTNWK308	Determine and action network problems
MSMWHS201	Conduct hazard analysis

Please Note: There are limited spaces available in these courses. Entry is not guaranteed.

Contact Information	
For more information, please contact the VET Co-ordinator Ms Bronwyn Fechner	Email: bfech9@eq.edu.au

Vocational Education and Training - VET

External course delivered one full day off campus

QUALIFICATION: Certificate II in Salon Assistant – SHB20216 – <u>CQ University TAFE</u>

REGISTERED TRAINING ORGANISATION	**CQ University Australia** **RTO Code: 40939**		

If you have a creative streak, like to pamper people and have a dream of one day being a stylist, the Certificate II in Salon Assistant course could create a giant career for you.

This is a preparatory qualification which provides a defined and limited range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers who manage the client service.

QCE Credits

Successful completion of the Certificate II in Salon Assistant contributes to a maximum of four (4) credits towards a student's QCE.

Program Length

44 – 52 weeks (one year)

Cost

Nil (if applicable). Students can use their VETiS Funding to enrol in this course. If VETiS funding has been utilised, please seek guidance from the person listed below.

Core Units	
SHBXIND002	Communicate as part of a salon team
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXCCS003	Greet and prepare clients for salon services
SHBXCCS001	Conduct salon financial transactions
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBHDES001	Dry hair to shape
SHBHBAS001	Provide shampoo and basin services
BSBWHS201	Contribute to health and safety of self and others

Elective Competencies	
SIRRINV001	Receive and handle retail stock
SHBHDES002	Braid hair
SHBHCLS001	Apply hair colour products
SHBHBAS002	Provide head, neck and shoulder massages for relaxation

Please Note: There are limited spaces available in these courses. Entry is not guaranteed.

Contact Information	
For more information, please contact the VET Co-ordinator Ms Bronwyn Fechner	Email: bfech9@eq.edu.au

Vocational Education and Training - VET

External course delivered one full day off campus

QUALIFICATION: Certificate II in Aircraft Line Maintenance – MEA20518 – <u>Aviation Australia</u>

REGISTERED TRAINING ORGANISATION	Aviation Australia RTO Code: 30770	Aviation AUSTRALIA	NATIONALLY RECOGNISED TRAINING

This school to work pathway allows school students to take the first step to a career within the aviation industry. The Cert II in Aircraft Line Maintenance provides the basic level knowledge and skills required to perform a range of specified maintenance tasks on aircraft on a flight line or at the departure gate.

This qualification can lead to future Aeroskills apprenticeships/traineeships and is also a pathway to achieving a Civil Aviation Safety Authority (CASA) Category A Aircraft Maintenance Engineer licence.

QCE Credits

Successful completion of the Certificate II in Aircraft Line Maintenance contributes to a maximum of four (4) credits towards a student's QCE.

Program Length

2 years

Entry Requirements

Eligibility criteria applies – further information can be found by contacting the person below.

Contact Information	
For more information, please contact the VET Co-ordinator Ms Bronwyn Fechner	Email: bfech9@eq.edu.au

Version history

Version	Date of change	Update
1.2	May 2018	Addition of four General senior external examination subjects in Languages: Chinese, Indonesian, Korean and Vietnamese.
1.3	August 2018	Updated to reflect changes to syllabuses.
1.4	February/March 2019	Updated to include General senior external examination subjects (SEEs) in 12 non-language subjects and six interstate 'borrowed' language subjects. General review of wording, layout and sequencing. Re-ordering of subjects.
1.5	November 2019	Statement of results replaced with Senior Statement.
1.6	July 2020	Corrected an error in information for Ancient History General Senior Syllabus. Updated the naming convention for senior external examinations.
1.7	August 2020	Removal of the Visual Art SEE.
1.8	April 2023	Updated to reflect changes made to Applied syllabuses, the retirement of some SEE syllabuses and the development of Tamil SEE.