



# Senior Pathways Guide 2021

# Contents

Contents	2
Senior Education Profile	3
General syllabuses	6
Applied syllabuses	8
Workplace Health and Safety	18
Harassment and Discrimination	19
School-based Apprenticeships and Traineeships (SATs)	19
INCLUSION	33
QCAA senior syllabuses	34

# Senior Education Profile

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

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

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

## Statement of results

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

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

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

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

### General syllabuses

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

## Applied syllabuses

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

## Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

## Short Courses

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: <https://www.education.gov.au/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.

## General syllabuses and Short Courses

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

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

## Applied syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

## **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) eligibility**

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

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

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

### **English requirement**

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, 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.

# General syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension syllabuses course overview

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed

and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

### **Instrument-specific marking guides**

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

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

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

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

### **External assessment**

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

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

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

# Applied syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

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

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

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

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

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

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

## Summative internal assessment — instrument-specific standards

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

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

## Senior External Examinations

### Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
  - to meet tertiary entrance or employment requirements
  - for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

## Assessment

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

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

## COOMBABAH STATE HIGH SCHOOL SENIOR PATHWAYS

In deciding your pathway, consider the subjects that you are good at and you enjoy.

**NOTE: All pathways will require you to select 6 subjects including an English and Mathematics Subject.**

<b>VOCATIONAL PATHWAY (School Subjects)</b>	<b>VOCATIONAL PATHWAY (including alternate program)</b>	<b>UNIVERSITY PATHWAY (ATAR ELIGIBLE)</b>
A maximum of two (2) General subjects can be included. The inclusion of these subjects should align to the student SET Plan. The inclusion of these subjects is subject to approval by the Deputy Principal.	No General Subjects  One (1) general subject may be approved if there is no impact on attendance resulting from the alternate program.	A minimum of 4 General Subjects is required.  A maximum of 2 applied subjects can be included.
No alternate program such as TAFE, Traineeship or other program.	A maximum of one (1) alternate program from either TAFE, Traineeship or other program.	One (1) Certificate III course may be included if the inclusion of the course does not impact attendance in General subjects.  The Deputy Principal must give approval.  Traineeships are not viable with this pathway.
		NOTE: Students MUST have satisfactorily completed an English subject (either General or Essential) to be eligible for an ATAR score.  Coombabah SHS recommends General English to start the ATAR course. A recommendation will be given at the end of Unit 2 for Unit 3 and 4 English.

### Who to talk to?

There are many people available to assist you in making the right choices – your parents, class teachers, Heads of Department. In addition:

**Mr Sean Atiifale, Guidance Counsellor, phone 5552 3858**

**Mrs Louise Peters, Industry Liaison Officer, phone 5552 3815.** Louise can provide information and advice on School Based Traineeships, Apprenticeships and Work Experience.

**Mrs Liz Bailey, HOD Enterprise, phone 5552 3835.** Mrs Bailey can provide information regarding TAFE at School programs and the application of VETiS funding.

# Selection Process

## 1. Relate subjects to current career information.

It is very helpful if you have a few career choices in mind before choosing your subjects. If you are uncertain about this at present, seek help in trying to select a course that will keep several career options open to you. Your **Senior Education Training Plan (SETP)** must be completed fully. It is designed to make you think carefully about your future and will be used during your personal interview.

The following resources are available in the School and give information on subjects needed for careers:

- Queensland Tertiary Admissions Year 10 Guide - a publication that gives information on careers requiring study at tertiary level, and combinations of subjects students can undertake.
- Queensland Job Guide - a book that provides information on subjects needed for particular occupations.
- Career Builder - a computer program that assesses personality, interests and ability and links these to careers.

**Note:** By checking this information, you will become aware of the distinction between:

- Pre-requisite subjects (compulsory for future courses)
- Recommended subjects (helpful but not essential)
- Assumed subjects (provide good background)

## 2. Make a decision about a combination of subjects that suits your requirements and abilities.

It will be necessary to complete a certain minimum number of general subjects (or semester units) in order to qualify for tertiary entry.

# Change of Subject Policy

The selection of subjects for two years leading to the Queensland Certificate of Education at the end of Year 12 requires much careful thought. There are implications for the student and the school in the choices that are made. Year 11 and 12 units of work increase in complexity over the two years of the subject culminating in four assessments for each subject in Year 12.

The procedure that we adopt at Coombabah State High School provides a great deal of guidance to students and parents through:

1. Specialised lessons of career planning (Year 10) and SET Planning
2. Student access to information days provided by Industry and Education Bodies
3. Comprehensive subject selection book
4. Subject information evenings and extensive information via online sources
5. Heads of Department speaking to Year 10 regarding careers at assemblies and/or in Pathways lessons
6. Full time Guidance assistance
7. Ready access to subject teachers and Heads of Departments.

The establishment of recommended minimum standards for entry into General subjects at the start of Year 11 is a further measure aimed at helping students find the right course for them, based on their demonstrated performance and our years of combined educational expertise.

## Subject Allocation (during Year 10)

- As far as it is possible, all students' choices will be facilitated provided the initial subject selection process (online) is completed accurately and on time following Senior Transition Interview.
- Changes to the original subject selection in Year 10 will be accepted prior to the start of the Year 11 school year provided that they can be accommodated within the staffing and timetabling framework.  
**Any such request must be in writing and signed by parent/guardian. The change may require an additional interview with Deputy Principal Senior Schooling.**

## Subject Changes (during Year 11 or Year 12)

- Subject changes can be initiated by Heads of Department or the Guidance Officer following:
  - review of the student's academic performance, or
  - student or parent request to change subject that is supported by a valid reason**Note:** Subject changes can significantly disadvantage students as they may not have the foundation knowledge needed to achieve satisfactory outcomes in later units.
- Subject changes for traineeships, TAFE or other off campus study will be actioned as soon as formal evidence of the applicant's success is received.

## Considerations for Subject Changes

The following will be considered when a subject change is requested:

- Prior subject changes – only one subject change is permitted
- QCE eligibility (degree of risk)
- Timing of the request. A student should not change subjects midway through a Unit. The change can be made at the end of the Unit.
- Academic requisites for the subject; student demonstrated ability for success
- Class size or certificate courses enrolment limits
- Line class availability (the times at which a subject is available on the weekly timetable)

# Vocational Education and Training in Schools (VETiS)

## PRIOR TO ENROLMENT

All students, whether planning on undertaking VET courses at Coombabah SHS or not, are required to read the following information prior to enrolment and to sign the acknowledgement form in your re-enrolment pack. This form will need to be returned with your subject selection form.

### What is VETiS?

Vocational Education and Training in Schools (VETiS) is delivery of nationally recognised qualifications to school students, providing them with the skills and knowledge required for employment in specific industries. VETiS qualifications can be undertaken in years 10, 11 and 12, and can count towards the Queensland Certificate of Education.

### VETiS options

There are a variety of options available to students to undertake VETiS:

1. As part of their school studies, delivered and resourced by a school registered training organisation (RTO)
2. Through fee-for-service arrangements where a parent/student pays for the qualification with an external RTO.
3. Enrolling in a qualification with an external RTO which is funded by the Department of Education and Training's VET investment budget (e.g. TAFE, etc.)

Foundation skills required to complete a VETiS qualification are resourced by schools, regardless of how the qualification is funded. School students can also undertake a vocational qualification through a school-based apprenticeship or traineeship (SAT), where students are employed while undertaking nationally recognised qualifications.

### VETiS - funded by the VET investment budget

DET's VET investment budget funds those VETiS qualifications at the certificate I and II level which have been identified as national skills shortages, priorities, and other evidence relating to effective training pathways that support employment. In this Pathways Guide, we have identified VET courses where VETiS funding can be used.

## Choose carefully! You only get one for free!

While students may complete multiple "VET" qualifications, including those not listed on the Subsidies List, the "VETiS" investment budget **only provides funding for ONE\* "VETiS" qualification** while at school. Therefore any additional qualifications may require a fee-for-service. Contact the relevant Head of Department for further information on this.

### QCE POINTS

Certificate I = 2 points

Certificate II = 4 points

Certificate III = 8 points

Please note if you complete a certificate II or III in a dual qualification together they are worth only 8 points.

# Australian Qualifications Framework

This section outlines the policies, procedures and other information that students are required to be aware of and understand before undertaking Nationally accredited vocational education certificate courses (VET). This information forms part of an audit process that the School must undergo at certain times to ensure it remains compliant with all the regulations that govern such courses. Much of this information is also very relevant for certificate courses taken through an outside organisation such as TAFE.

This section is followed by the complete list of certificate courses on offer not only at Coombabah State High School but through other organisations as well. It is important that students make note of all the units, both core and elective, that are included in each certificate and the points that are allotted to them for Queensland Certificate of Education (QCE) purposes.

## DISCLAIMER

Coombabah State High School must have certain resources (teachers and facilities/equipment) to run VET courses. If Coombabah State High School loses access to these resources, Coombabah State High School will attempt to provide students with alternative opportunities to complete courses and the related qualifications. Coombabah State High School retains the right to cancel courses if it is unable to meet the necessary requirements. The information contained in this document was accurate at the time of printing.

## Enrolment and induction procedures

Enrolment in a VET course will only incur after a student has signed an acknowledgement form to indicate they have read and understood the course requirements.

## Course information including content and vocational outcomes

See each subject for the specific course information

## Fees and charges including refund policy

- The Fee structure is included in the senior subject selection materials.
- Fees and charges for VET courses through Coombabah SHS are set at a level that only covers costs; the School is a non-profit organisation.
- Refunds are available to students exiting a course before its completion on a pro-rata basis.
- Refunds of School fees are available to students leaving school before the school year on a pro-rata basis.
- Our School refund policy takes into account such factors as the purchase of consumables; non-return of School owned items, and fees/charges outstanding from previous subjects/years etc.

- Students applying for a refund from subject areas, camps, excursions etc should complete a “Request for Refund Form”. It should be approved by the HOD and forwarded to the Registrar for payment. Students applying for a refund of School fees on leaving school must complete a ‘Clearance Form’ and have it signed by the parent or caregiver (if under 18). It should be returned to the School Administration Office for processing.

### **Unique Student Identifier (USI) number**

All students studying nationally recognised training in Australia are required to have a Unique Student Identifier (USI). A USI is an account (or reference number) made up of numbers and letters. The USI will allow a student online access to their training records and results (transcript) through their online USI account. USI numbers can be created by visiting <https://www.usi.gov.au/students/create-your-usi>

A **USI** and a **digital photograph of a Medicare Card, Passport or Birth Certificate** is required for new and continuing students undertaking nationally recognised Vocational Education and Training (VET) courses to receive their statement of attainment or qualification.

The USI will be available online and at no cost to students. This USI will stay with a student for life and be recorded with any nationally recognised VET course. Students can access their USI accounts online from computers, tablets or their smart phones anytime.

Students are required to provide their USI number to Coombabah State High to be recorded on the Student Data Capture System. The school is then able to bank VET results onto the students learning account. Once a student has a USI, they do not need to create a new one for each subject.

### **Flexible learning and assessment procedures**

- Assessment is concerned with the extent to which students meet the outcomes of the OP Focus and Career Focus subjects. Assessment may be either formative or summative. Formative assessment provides feedback to students on achievement with a view to assisting students to improve. Summative assessment provides information on which levels of achievement are based.
- Nationally endorsed competency based assessment is embedded in the OP Focus and Career Focus subjects. Elements of competency will be incorporated into assessments as required.
- Each teacher will maintain a profile for each student and on completion of the program of study an exit level will be awarded, based on the principles of assessment.
- Elements of competency will be assessed and recorded once the teacher is satisfied that a student has demonstrated consistent competency in an element or unit of competency.
- Students may also receive achievement if they apply for and meet the requirements for Recognition of Prior Learning (RPL). A master record detailing students' achievements of the units of competency is maintained at the school.

### **Welfare and Guidance Services**

- We have sound management practices to ensure effective student service. In particular we have student service standards to ensure timely issue of assessment results and qualifications. These will be appropriate to the competence achieved and issued in accordance with National Guidelines.
- Our quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, an Appeals Policy, an Access and Equity Policy and student welfare and guidance services.
- Students enrolled in VET subjects at Coombabah State High School participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be made based on interview and/or on the order in which enrolments were received.

### **Learning & Client Support**

- Students have access to a wide range of support, welfare and guidance services at Coombabah SHS, including, for example:
  - Guidance Counsellor
  - School Nurse
  - Industry Liaison Officer
  - Youth Support Worker
  - Information Services Team
- If you are undertaking a VET subject that has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry/vocational area of your liking/choice.
- In addition, every student at Coombabah SHS undertakes an English/Literacy subject and a Mathematics/Numeracy subject.
- If you still feel you need additional language, literacy or numeracy support, please approach one of your VET teachers.
- You will be provided with full information about the locations and contact details for these and other support services when you commence your senior program.

#### Appeals and Complaints Procedures

- When undertaking vocational units, there may be occasions where the need arises to question the procedures involved in awarding a unit of competency or in recognising the RPL process. For Vocational Education students, the process is as follows:

***Students have the right to appeal decisions made by the teacher on issues of access & equity, outcome of RPL application and quality of instruction given during the course.***

- Appeals must be in writing and must be responded to in writing. All copies of appeals and responses must be kept in the Evidence File.
- The process of Appeal is included in the “ Staff Induction Manual” and this “Student Information Manual”
- Appeals must be heard and decided within 15 working days of the receipt of the written complaint by the School.
- Appeals must be heard by an independent panel consisting of the Principal, a HOD, a teacher from the relevant faculty, a student and 2 support persons.

#### Disciplinary Procedures

Please refer to the Senior Student Policy and Responsible Behaviour Plan for Students.

#### Staff Responsibilities for Access and Equity

- Provide all details as requested for the Staffing Matrix eg. to be a registered trainer who meets the HR requirements for training and vocational competencies set out by the Australian Recognition Framework (ARF)
- Maintain minimum professional development and current industry required to be a registered trainer.
- Ensure the currency of all materials in relation to the delivery of Training Packages.
- Ensure that training delivery and assessment is competency based
- Ensure all clients are offered RPL
- Ensure that relevant legislation is implemented eg. Workplace Health & Safety, Anti-Discrimination, Access and Equity.
- Maintain and securely store accurate records relating to student enrolment, progress, fees paid and refunds given, and certificates and statements of attainment issued.

- Provide all materials required for the "Evidence Guide" to the HOD including: class rolls, assessment instruments, solutions and marking schemes, student profiles, units of competency recorded on the class master (and student record book if used).
- To be organised and on time for each lesson.
- To plan and organise work.
- Communicate effectively in written and oral form.
- Work with students as a team.
- Evaluate performance.
- Provide opportunity for negotiation, self-assessed work, and varied learning/assessment.
- Maintain accurate student records.
- Provide clear instructions, support and opportunity for feedback.
- Mark work within a reasonable time frame.

### RPL arrangements

RPL means getting credit for what you know if your knowledge and skills are of the same standard as required in your vocational course.

RPL will allow you to:

- progress through the course at a faster rate
- you will not have to repeat work in which you are already competent.
- have your knowledge and skill level formally recognised.

RPL can only be granted for the units of competency each course covers. You may have developed knowledge and skills suitable for RPL from other subjects, work experience, industry placement, part time job or unpaid work, activities outside school etc.

If you wish to apply for RPL you must:

- ask your teacher for specific information about the elements of competency that relate to the subject.
- complete the RPL Application form in detail and attach all relevant evidence for assessment.
- evidence may be products of your work, a personal report, a work report from an employer, work experience or industry placement records, certificates gained, magazine or newspaper articles about you, other forms of commendation.
- you may be asked to attend an interview, to do a practical task or to provide more information.

Your class teacher and HOD VTA will look through your application and decide the outcome. You will be notified of the result in writing. If you disagree with the outcome you may appeal.

- Recognition of Qualifications issued by other RTOs – the School will recognise all AQF qualifications issued by any other RTO. The School will seek verification of the certification from the relevant RTO where there is some ambiguity.

### Significant legislation (2.2)

Coomababah State High School complies with the relevant requirements of the following acts:

- Training and Employment Act (2000), e.g. vocational placement
- Workplace Health and Safety Act (2011)
- Anti-Discrimination Act (1991)
- Privacy Act (2001)
- any other relevant state or federal legislation.

## Workplace Health and Safety

At the commencement of all VET subjects, VET teachers will induct students on specific workplace health and safety issues and will continue to incorporate WH&S throughout VET delivery/assessment. The safety and wellbeing of the staff and students of Coombabah SHS is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainer and observe good housekeeping practices
- Report all injuries or near misses to a teacher/trainer
- Ensure that your conduct does not interfere with:
  - School property
  - School staff safety or welfare, or with their ability to perform their duties
  - Student safety or welfare, or their ability to participate in and benefit from instruction.

## First Aid

First Aid Kits are available at a number of locations through the School. A member of staff trained in First Aid should be sought to carry out any treatment necessary.

Students should not handle injuries that involve spilled blood without wearing gloves, and all blood spills must be doused with chlorine.

## Accident/Emergency Situations

You are advised that School staff are not permitted to transport injured/unwell students to hospital. Therefore an ambulance will be called in case of an emergency.

## WH&S, Accidents/Incidents – while on structured work placement/work experience

Where you find that you are required to undertake work that is a risk to your health and safety, you must advise your Principal or Industry Liaison Officer immediately. Action may include withdrawing you from the work placement.

The School will investigate all serious accidents as soon as possible after they occur, so that an accurate account of events can be recorded and remedial action taken to reduce the risk of other similar accidents.

In the case of a claim against WorkCover Queensland:

- the work experience provider, as 'the Employer', must complete an Employer's Report Form;
- you, the student, as 'the Employee', must complete an Application for Compensation Form;
- the doctor must complete a WorkCover medical certificate;
- the School will forward to the relevant authority (see work experience legislation):
  - a copy of the completed Employer's Report Form; and
  - a copy of the Work Experience Agreement; and
- the School will keep copies of injury claims indefinitely.

## Harassment and Discrimination

Prior to participation in structured work placement, all students will undergo a relevant induction program to equip you with the knowledge to recognise harassment/discrimination should it occur. The following strategies will be undertaken, however, should you experience harassment/unlawful intimidation and/or unsafe work arrangements.

This School will support you by:

- assisting you with advice about approaching the person about whom you want to complain; and/or
- showing you how to forward a complaint to the Anti-Discrimination Commission.

You need to:

- inform the offending person immediately that you do not want them to behave in that way;
- inform the work supervisor;
- inform your parent, guardian, or caregiver; and/or
- inform the Industry Liaison Officer.

The Industry Liaison Officer (in consultation with the Principal) will:

- consider withdrawing you from the placement;
- contact the work experience provider to advise of your withdrawal, if this is to happen;
- inform relevant parties of concerns regarding this workplace as an appropriate placement for students;
- inform you of the existence of the Anti-Discrimination commission which has power to investigate the complaint; and
- seek advice from the equity rights officers in the appropriate education system.

If the complaint involves sexual abuse or assault, the Principal will report the matter to the Queensland Police Service, as appropriate.

## School-based Apprenticeships and Traineeships (SATs)

Schools are not a signatory to the training contract and they are not therefore able to interfere with the discharge of any part of the training contract, including where you may experience difficulties associated with conditions of your employment, health and well-being, and training issues. Should concerns arise during the course of the SAT, the school will not encourage you to withdraw from the workplace without your employer's consent. The school may, however, advise you and your parent/guardian of appropriate procedures to pursue in certain events.

In the following instances, you should contact the local Department of Education, Training & Employment (DETE) to seek advice:

- If you are experiencing interpersonal problems with co-workers or the employer which are not resolvable;
- If you do not believe you are receiving appropriate training or is regularly performing duties unrelated to the trade or training program;
- If the employer fails to provide work, or terminates your employment outside of the probation period without the consent of yourself and your parent/guardian;
- If you allege that you have been physically or sexually assaulted, you should report the matter to the police and seek advice from DETE regarding the future of your training contract;
- If you allege that you have been sexually harassed or discriminated against, you should contact the local Office of DETE to speak with a representative of the Division of Training, and/or the Anti-Discrimination Commission.

In the following instances, you should contact the local Department of Industrial Relations (DIR) to seek advice:

- If you suspect that the work environment does not meet health and safety regulations; and/or
- If you are experiencing problems with the payment of wages or other entitlements.

You should also note the following:

- If you are unable to attend training with the registered training organisation (RTO) you must contact both the RTO and the employer to advise of the absence.
- In the event that you are suspended from School, there is no effect on the SAT as you remain a student during the period of suspension.
- In the event that you are excluded from the School and you do not enrol in another school, the arrangements for the apprenticeship or traineeship must be converted to full-time or part-time arrangements. In this instance the School should notify the employer of the decision to exclude. If, however, you enrol in another school, the excluding school must notify the local office of DETE (Division of Training) and the section of the relevant education system dealing with SATs of your change in school, using the appropriate form.
- You must not be absent from work without the employer's consent. Should you wish to cancel the training contract, consent to end the contract must be obtained from the employer. If the employer does not consent to this action, you may seek mediation or arbitration via the local office of Department of Education, Training & Employment (DETE). You are encouraged to speak with a representative of the Division of Training to obtain appropriate assistance before taking any such action.
- The School is not entitled to withdraw you from the workplace, or recommend that you do not attend work, without the employer's consent. Under the Training and Employment Act 2000 (Qld), failure by you to attend work may lead to disciplinary action against the student by DETE (Division of Training).

# CPC10111 CERTIFICATE I IN CONSTRUCTION

RTO number – 32452 **ADAPT Education (My Industry Training)** is responsible for training and assessment.  
The following information was correct at time of publication but subject to change.

FACULTY:

INDUSTRIAL TECHNOLOGY & DESIGN



## WHY STUDY?



This is a certificated industry course that gives students a nationally recognised credential. The course would be beneficial to students wishing to enter construction fields such as Bricklaying, Carpentry, Plastering, Painting and Decorating, Tiling and Landscaping or similar.

## ENTRY REQUIREMENTS

It is expected that students have well developed written and verbal communication skills, basic numeracy skills and basic computer operating skills. Only VETiS eligible students may apply.

## COURSE OUTLINE

Construction is a VETiS funded certificate course which is delivered over one half-day/week for one year. This course will be a **seventh subject**. Students may gain the credentials, Certificate I & II in Construction and a possible 4 QCE points (students cannot count these points if they also do the **Building Construction** Applied subject). This Nationally Recognised course consists of 11 units:

CODE	DESCRIPTION: C = core E = elective
CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCA2002B	Use carpentry tools and equipment
CPCCCA2011A	Handle carpentry materials
CPCCSP2001A	Handle solid plastering materials
CPCCSP2002A	Use solid plastering tools and equipment
CPCCCM2004A	Handle construction materials

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

## COURSE FEATURES

Students participate in real and simulated construction projects in a developmental approach. Students must adhere to strict safety practices as reflected in industry.

## ASSESSMENT

Your assessment consists of two key areas: Written Components that may include: text activities, written questions, true/false, yes/no and multiple choice. Practical Components that includes demonstration of your skills in the workplace. Recorded as observations by your trainer.

## PATHWAYS

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting as well as carpentry, bricklaying and other occupations in general construction. Coombabah State High School does not guarantee a particular employment outcome.

## EXPENSES

As this course is only available to students who are VETiS funded, there is only a fee of \$40 for a White Card (Construction Industry Safety Induction) and students must provide their own safety (steel toed) boots and safety glasses (AS1337).

**FURTHER ADVICE:** Head of Department, Mr Mika Heinemann, phone 55523836 or email [mhein2@eq.edu.au](mailto:mhein2@eq.edu.au)

The following information was correct at time of publication but subject to change.

**FACULTY:**

**INDUSTRIAL TECHNOLOGY & DESIGN**

## WHY STUDY?



This qualification covers essential workplace health and safety requirements, information about working in the industry, communication skills, planning and preparing for projects, working individually and in teams and basic use of tools and materials used in construction.

## PREFERRED PREREQUISITES

This is an **EXCELLENCE COURSE** for **SELECTED YEAR 12 STUDENTS ONLY**.

To be eligible for this program students apply during year 11 with a supporting reference of an ITD teacher along with a proven mature attitude and passion for a career in the construction industry.

Students must be **VETiS eligible**, which means they **CANNOT COMPLETE ANY OTHER CERTIFICATE I OR II QUALIFICATION**. The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet OHS regulatory authority requirements for OHS. The completion of this competency facilitates the issuing of a 'White Card.'

## COURSE OUTLINE

Training is delivered face-to-face in a workshop and classroom environment and supported with a Learning Management System (LMS).

CODE	DESCRIPTION
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurement and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCCM2004A	Handle construction materials
CPCCCM2005B	Use construction tools and equipment
CPCCCM2006B	Apply basic levelling procedures
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

## COURSE FEATURES

Depending on the program you are enrolled in, we currently have campuses in the following locations: GCSC Yatala – Modular Construction Yard and GCSC Vue, Robina. All training is conducted 1 day/week on one of these chosen sites.

## ASSESSMENT

The range of assessment methods will include: Practical observation, LMS responses, Photographic evidence, Assessment activities will take place in simulated activities at the RTO premises and onsite Structured Workplace Learning (SWL) experience.

## PATHWAYS

There are no specific job outcomes requiring this qualification, but the skills achieved will assist in successfully undertaking a Certificate III apprenticeship or traineeship.

## EXPENSES

Participants attending the course will be provided with access to online learning resources and all materials for practical units.

**FURTHER ADVICE:** Head of Department, Mr Mika Heinemann, phone 55523836 or email [mhein2@eq.edu.au](mailto:mhein2@eq.edu.au)

## (CHC30113) CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

**RTO:** This course is conducted by *Charlton Brown the RTO* in partnership with CSHS  
The following information was correct at time of publication but subject to change.

**FACULTY:**

**ENTERPRISE**

### WHY STUDY?

Throughout the course, students learn about the responsibilities involved in engaging with groups of children and individuals, how children grow and develop and observing children to learn about their interests and needs. Gain hands-on practical experience by undertaking vocational placement in an Early Childhood Education and Care setting. This course has an ideal balance of theory and practical learning to ensure your confidence when entering the workforce.



### PREFERRED PREREQUISITES

Minimum result of a Sound in English

### COURSE OUTLINE

Certificate III in Early Childhood Education and Care is a certificate course taking up to 2 years for students to gain the credential and **8 points** towards their QCE (upon successful completion only). The following table shows the Units of Competency that will be delivered and assessed.

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

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

## COURSE FEATURES

Industry placement is a **mandatory** part of the course, one full day per week and a total of over one hundred and twenty (120) hours of practical visits over the two year course or until deemed competent to be completed at local childcare centre. **Students need to apply for a blue card to work with young children.**

## ASSESSMENT

Students will be required to complete eighteen (18) units plus a Senior First Aid Certificate (**at an additional cost**). A virtual baby is to be taken home for a weekend. Child Care Centres sign off on the students' competencies in regard to their practical work during their 120 hours of work experience. Students must also complete rostered days at the school-based playgroup.

## PATHWAYS

### **Employment opportunities:**

Professional Nanny, Assistant Educator, Playgroup Supervisor, Family Day Care Educator, Preschool Aide.

### **Industry Statistics:**

- Community Services is Queensland's largest industry employer, providing jobs for 11.7% of the state's total labour force.
- 12% of Australia's total labour market is employed by the Health and Social Assistance Industry making it the country's largest industry employer.
- Demand for child care places equals 1 new centre opening every week until 2026.

Coomabah State High School does not guarantee that a student will obtain a particular employment outcome.

## EXPENSES

A levy of **\$600** will be charged for all students undertaking the Certificate III course to cover enrolment fees and workbooks supplied by *Charlton Brown*. An **additional cost** will need to be paid in Year 12 to cover a compulsory first aid course.

**FURTHER ADVICE:** Head of Department – Vocational Pathways, Mrs Elizabeth Bailey, phone 55523835 or email [ebail40@eq.edu.au](mailto:ebail40@eq.edu.au)

## (HLT33115/HLT23215) CERTIFICATE III IN HEALTH SERVICES ASSISTANCE/CERTIFICATE II IN HEALTH SUPPORT SERVICES

**RTO: TAFE Queensland Gold Coast. Classes will be held one entire day per week at school (Coombabah SHS).**  
The following information was correct at time of publication but subject to change.

### WHY STUDY?

This course will provide you with the knowledge and skills to work as a Health Service Assistant in nursing occupations. This course provides successful students a nationally recognised credential as an AIN Nurse (Assistant in Nursing) or carer/Health Assistant/ Porter Orderly.



### PREFERRED PREREQUISITES

Essential Skills

- Be able to maintain focus and concentration for an entire day on one subject area
- Be self-motivated, punctual and display a high level of maturity at all times

**Please also note that students require a laptop with internet/school network as a MANDATORY COMPONENT to taking this course.**

### COURSE OUTLINE

Health Services is a course offered to year 11 students, taking 18 months to gain the credential and 8 points towards their QCE (upon successful completion only). Units of competency included are:

CODE	DESCRIPTION – CORE	
<b>CORE UNITS</b>		
CHCCOM005	Communicate and work in health or community Services	
CHCDIV001	Work with diverse people	
HLTINF001	Comply with infection prevention and control policies and procedures	
HLTWHS001	Participate in workplace health and safety	
HLTAAP001	Recognise healthy body systems	
BSBMED301	Interpret and apply medical terminology appropriately	
BSBWOR301	Organise personal work priorities and development	
CHCCS020		Respond effectively to behaviours of concern
CHCCS012		Prepare and maintain beds
CHCCS026		Transport individuals
BSBFLM312		Contribute to team effectiveness
BSBWOR203		Work effectively with others
CHCCS015		Provide individualised support
HLTAID003		Provide First Aid
CHCDIV002		Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCCS010		Maintain high standard of service
HLTAID001		Provide cardiopulmonary resuscitation
CHCMHS001		Work with people with mental health issue
CHCAGE001		Facilitate the empowerment of older people
CHCCS011		Meet personal support needs

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

## ASSESSMENT

Most assessment will be competency based with online multiple choice questions and short answer questions to submit.

*Students must attend practical experience in a simulated work environment at Coombabah SHS and TAFE (prac rooms) and complete 80 hours of placement over the course at a selected nursing home. This maybe in the form of 2 x 1 week blocks in which students will need to be present for five (5) full days/week.*

## HOMEWORK/STUDY

Is expected that students will need to complete approximately 4 hours of homework/study each week due to the demands of this subject.

## PATHWAYS

Job opportunities include: mainly nursing homes, therapy assistant, physiotherapy assistant, occupational therapy assistant, podiatry assistant, speech pathology assistant, and general health assistant in a range of settings such as aged care facilities and hospitals. Coombabah State High School does not guarantee that a student will obtain a particular employment outcome.

## EXPENSES

\$350 course fees plus purchase a TAFE uniform (polo shirt) \$35.00, black pants, black leather upper shoes, obtain a Blue Card, undertake an Australian Federal check \$42.00 and produce evidence of immunisations and Serology that immunisation are still effective.

**FURTHER ADVICE:** School Coordinator, Mr Gary Wellman, phone 55523838 or email [gwell24@eq.edu.au](mailto:gwell24@eq.edu.au)

## (SIT20316) CERTIFICATE II IN HOSPITALITY

*RTO: Blueprint Career Development is the RTO and presented by CSHS teachers.  
The following information was correct at time of publication but subject to change.*

**FACULTY:**

**ENTERPRISE**

### WHY STUDY?

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment with the hospitality industry.



### PREFERRED PREREQUISITES

- There are no pre-requisites for this qualification but a genuine interest in hospitality is required.
- Laptop and black leather shoes and black pants/knee length skirt for functions.

### COURSE OUTLINE

SIT 20316 Certificate II in Hospitality: 12 units must be completed (6 core units and 6 elective units). Elective units will be selected by teacher presenting course.

CODE	DESCRIPTION – CORE	ELECTIVE
BSBWOR203	Work effectively with others	
SITHIND002	Source and use information on the hospitality industry	
SITHIND003	Use hospitality skills effectively	
SITXCOM002	Show social and cultural sensitivity	
SITXCCS003	Interact with customers	
SITXWHS001	Participate in safe work practices	
SITXFSA001	Use hygienic practices for food safety	
SITHFAB005		Prepare and serve espresso coffee
SITHFAB002		Provide responsible service of alcohol
SITHGAM001		Provide responsible gambling services
SITHFAB004		Prepare and serve non-alcoholic beverages
SITHCCC002		Prepare and present simple dishes
SITHCCC003		Prepare and present sandwiches
HLTAID003		Provide first aid

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

### COURSE FEATURES

- Hotel School – students have the opportunity to “live in” at a leading Gold Coast or Brisbane hotel and complete work experience in different sectors of the hotel and complete work experience in different sectors of the hotel (3 days and 2 nights).
- Students must complete a minimum 36 HOURS (12 shifts) of hospitality industry placement.
- It is a requirement that students participate in at least two (2) School functions each year held **AFTER HOURS** that are catered for by the Hospitality Department.

### ASSESSMENT

- Students are required to complete ALL modules including theory and practical exercises.

- Theory needs to be completed on-line and submitted to Blueprint Career development on set due dates.
- Practical cookery is a requirement of this course.
- Involvement in school functions is COMPULSORY.

#### PATHWAYS

Career opportunities include: café attendant, catering assistant, food and beverage attendant or apprentice chef.

#### EXPENSES

Students can access funding from the Australian government to complete this course. **VETiS** funding is available to all students BUT can only be used **ONCE** to complete a certificate course.

**FURTHER ADVICE:** Head of Department – Vocational Pathways Mrs Elizabeth Bailey  
Phone 55523835 or email [ebail40@eq.edu.au](mailto:ebail40@eq.edu.au)

NOTE: If students complete the Certificate II in Hospitality on time, they have the option to complete a Certificate III for an additional cost.

## NORTHERN COLLEGIATE SCHOOLS PROGRAM 2021

In the Northern Gold Coast District, Coombabah SHS, Helensvale SHS, Pacific Pines SHS and Upper Coomera State College have joined together to form the Northern Collegiate.

Under a shared campus arrangement each of the schools is offering Certificate III courses in which any Year 10 student is invited to enrol. Students are responsible for their own transport arrangements.

Courses are run either on a full day or part day basis. Each host school will have more details on the courses they offer.

Courses proposed for offer in 2019 (dependent on qualified staff being available) are:

- HLT32512/HLT21212 Certificate III in Health Services Assistance/Certificate II in Health Support Services  
(Coombabah SHS – Monday afternoon/twilight class)
- LMT21707 Certificate II in Applied Fashion Design & Technology  
(Helensvale SHS – Tuesday afternoon/evening class)
- 39292QLD Certificate IV in Justice Studies  
(Helensvale SHS – Wednesday afternoon/evening class)

Students who are interested should see the Guidance Counsellor for more information regarding academic criteria, prerequisites etc.

Contact Person: Mrs Elizabeth Bailey 5552 3835, email [ebail40@eq.edu.au](mailto:ebail40@eq.edu.au)

### LMT21707 Certificate II in Applied Fashion Design & Technology

**Course Code:** LMT21707      **Course Name:** Certificate II in Applied Fashion Design & Technology  
**Subject Type:** VET      **Duration:** Two Years



#### Contact

Ms Stephanie Wright  
Home Economics Department  
Staffroom: NSR1      Telephone: 5573 8553      Email: [swrig35@eq.edu.au](mailto:swrig35@eq.edu.au)



**Entry Requirements:** There are no entry requirements for this qualification.

**Qualification Packaging Rules:** 11 Units must be completed

- 7 Core Units
- 4 Elective Units

**QCE Points:** 4 Points (on successful completion of all the units of competency in the full certificate).

**\*\*Please Note:** if you choose this subject, you must be prepared to attend a night class\*\*

**Qualification Description:** This qualification aims to give students an introductory overview of fashion design and the fashion industry environments. It also includes a series of units targeted at the unique fashion and textile designs used in indigenous Australian culture. This qualification allows for the development of skills and knowledge to enter the fashion / clothing industry.

CORE UNITS			
LMTCL2001B	Use a sewing machine	LMTGN2002B	Apply quality standards
LMTCL2003B	Identify fibres and fabrics	MSAENV272B	Participate in environmentally sustainable work practices
LMTFD2001B	Design and produce a simple garment		
LMTFD2005B	Identify design process for fashion designs		
LMTGN2001B	Follow defined OH&S policies and procedures		
ELECTIVE UNITS			
LMTCL2004B	Sew components	LMTFD2002B	Apply printing techniques to produce indigenous textile designs
LMTCL2011B	Draw and interpret a basic sketch	LMTFD2003B	Apply dyeing techniques to produce indigenous textile designs

Electives are chosen to suit the pre-requisite units, the resources available and the potential job roles of the client.

**Learning Experiences:** A range of teaching and learning strategies will be used to deliver the competencies. These include: Practical skill sessions, teacher demonstrations, understanding and operating technology, designing for customer needs, planning and organising, fabric experiments, interpreting work instructions and pattern information, problem solving, working independently or as part of a team.

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this qualification is continuous during Year 11 and Year 12 and units of competency have been clustered into groups and assessed in this way. Assessment includes a folio of practical and design work, scenarios with problem solving, written tests, case studies and observations.

**Pathways:** Successful completion of this qualification allows students to directly enter the workforce and/or follow a path of further tertiary study at a higher level. Continuing studies could include: Certificate III, Certificate IV, Diploma or Advanced Diploma courses related to the Fashion Design and Textile Production Industries.

**Fees:** A materials charge of \$50.00 for Year 11 and \$50.00 for Year 12 students will cover basic costs of fabric and haberdashery items. *Please note:* Students will need to provide all resources for all personal practical assessment tasks

**Further Information:** Stephanie Wright (HOD of Home Economics) or Nicola Brandis (HOD of Industry Pathways), Student VET Handbook.

**Service Agreement:** This is a two year course. Helensvale SHS guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit of competency (but not the full qualification), will receive a Statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

#### RTO Helensvale SHS # 30296

Correct at time of publication but subject to change.

## 39292QLD Certificate IV in Justice Studies

**Course Code:** 39292QLD **Course name:** Certificate IV in Justice Studies

**Subject Type:** VET **Duration:** Two years



#### Head of Department

Mrs Lisa Campbell

Business and Enterprise Education Department

Staffroom: NSR1 Telephone: 5573 8559 Email: lcamp36@eq.edu.au



**Course Cost:** \$600.00

**Payment for all Certificate courses is required in full on application.**



**Qualification Packaging Rules: Total number of units = 10**

**6 core units plus 4 elective units**

#### QCE Points

Successful completion of the course gives students direct entry into the Bachelor of Justice and Legal Studies at the University of the Sunshine Coast with 4 credit points (equivalent to 6 months off the duration of the course). Completion also guarantees 8 QCE points.

**\*\*Please Note: if you choose this subject you must be prepared to attend a night class\*\***

**Qualification Description:** Are you interested in a career in a justice related profession? Students who show a keen interest seeking employment in law associated jobs would benefit from this course. Police Service, Justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigation are some like industries whereby the skill and knowledge acquired from the completion of this course would significantly advantage the students.

### Course Outline

BSBLEG413A	Identify and apply the legal framework
QLD594JUS01A	Communicate with clients on justice related issues
QLD594JUS02A	Prepare documentation for court proceedings
QLD594JUS03A	Analyse social justice issues
PSPREG411A	Gather information through interviews
BSBWOR404A	Develop work priorities
BSBRES401A	Analyse and present research information
BSBWOR402A	Promote team effectiveness
PSPREG409B	Prepare a brief of evidence
BSBLEG416A	Apply the principles of the law of torts

**Assessment:** is competency based and therefore no levels of achievement are awarded. See page 47 for further information regarding competency and assessment in VET.

**Further information:** Lisa Campbell (HOD of Business), Nicola Brandis (HOD of Industry Pathways), Student VET handbook.

**Service Agreement:** This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

**Fees:** The course cost is required upon application into the course and are paid directly to Unity College. Refunds for exiting the course are on a prorated bases (less \$50.00 administration fee). Students must have evidence of reason why exit from the course is being sought with application for a refund made to the Principal. In the instance where the school cannot meet the human resources or physical required of the course (once commenced) the school will make alternative arrangements for student to complete the course. Please note this may incur an additional fee.

### RTO Unity College #32123

Correct at time of publication but subject to change.

TAFE QUEENSLAND GOLD COAST

# 2021 COURSES



## APPLICATIONS OPEN 20TH JULY

Apply at [tafeapply.com](http://tafeapply.com) with application code TQGC2021

### ASHMORE TRADE TRAINING CENTRE

COURSE CODE	PROGRAM NAME	QCE CREDITS	ATAR <sup>a</sup>
CPC10111	Certificate I in Construction	3	
AUR20716	Certificate II in Automotive Vocational Preparation	4	
LEE22011	Certificate II in Electrotechnology (Career Start)	4	
MEM20413	Certificate II in Engineering Pathways	4	
52700WA	Certificate II in Plumbing	4	
MSF20516	MSF20516 Certificate II in Furniture Making Pathways <sup>b</sup>	4	

### COCOMERA

COURSE CODE	PROGRAM NAME	QCE CREDITS	ATAR <sup>a</sup>
CUA30715	Certificate III in Design Fundamentals	8	YES
ICT30118	Certificate III in Information, Digital Media and Technology <sup>c</sup>	8	YES
CUA30915	Certificate III in Music Industry (Performance)	7	YES
CUA31015	Certificate III in Screen and Media	8	YES

### COCOMERA MARINE

COURSE CODE	PROGRAM NAME	QCE CREDITS	ATAR <sup>a</sup>
AUR30616	Certificate II in Marine Mechanical Technology	4	

### SOUTHPORT

COURSE CODE	PROGRAM NAME	QCE CREDITS	ATAR <sup>a</sup>
ACM20117	Certificate II in Animal Studies	4	
CHC20015	Certificate II in Community Services	4	
HLT23215/HLT33115	Certificate II in Health Support Services / Certificate III in Health Services Assistance (Dual Award)	8	YES
HLT54115	Diploma of Nursing - Partial Completion (5 Units)	5	
HLT54115	Diploma of Nursing - Partial Completion (10 Units)	8	
SHB20116	Certificate II in Retail Cosmetics	4	
SHB20216	Certificate II in Salon Assistant	4	
SIS20115/SIS30315	Certificate II in Sports and Recreation / Certificate III in Fitness (Dual Award)	8	YES
10283NAT	Certificate IV in Crime And Justice Studies	8	YES

<sup>a</sup> Contributes towards your ATAR

<sup>b</sup> This course is only available for Year 10 and 11 students

<sup>c</sup> This course is dependent on required student numbers

**1300 308 233**

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HTO 0275 | CRICOB 03020E | HEP FRV13003



Contact Person: Vocational Pathways, Mrs Liz Bailey phone 55523835 or email [ebail40@eq.edu.au](mailto:ebail40@eq.edu.au)

# INCLUSION

Coomabah Secondary Inclusion supports student with diagnosed disabilities (recognised under the Disability Discrimination Act (1992) and the Disability Standards for Education (Cth 2005)). Students receive support in a variety of ways, including alternative programs, smaller class sizes, in-class support, modifications to content or assessment, assistance with assessment preparation and support with social or behavioural concerns. Support is tailored to meet each individual student's needs.

**Students eligible for support through SES** may also choose from the specific subject list offered below. For further information regarding these subjects or adjustments/supports available, please contact Peta Purdon, Deputy Principal - Inclusion.

## Short Course Literacy or Functional English

## Short Course Numeracy or Functional Maths

These alternative programs enable students to achieve competency in basic literacy and numeracy skills.

## ASDAN

This program enables students to earn QCE points while studying modules that explicitly teach a range of skills for learning, employment and life.

## Additional subject offerings:

Subject Name and Description	Certificate Level	Year Level	RTO	Cost
<b>Logistics</b> Understandings and skills associated with the distribution and storage of stock.	TL121815 Certificate II in Logistics (4 QCE Points)	11/12 (2 Semesters)	Help Training Institute	VETiS or \$200 initial enrolment fee and additional \$200 in instalments. Minimum enrolment number applies.
<b>Automotive Servicing</b> Introduces students to the systems and components of cars and motorcycles, identifying issues, servicing and repairs.	AUR20716 Certificate II in Automotive Vocational Preparation (4 QCE Points)	11/12 (1 Semester)	Tactile Learning Centre	VETiS
<b>Work Skills</b> Preparing to enter the workforce including looking and applying for employment, health and safety, rights and responsibilities.	FS20113 Certificate II in Skills for Work and Vocational Pathways (4 QCE Points)	11/12 (1 Semester)	Embark College c/o CSTC	No cost
<b>Horticulture</b> Landscaping, plant biology & some construction skills	AHC20416 Certificate II in Horticulture (4 QCE Pts)	11/12 (2 Semesters)	Embark College c/o CSTC	VETiS
<b>Food &amp; Nutrition</b> Life skills for independence, cooking and budgeting	Preparatory Course (2 QCE Pts)	11 /12 (2 Semesters)	Edmund Rice College	No cost
<b>Short Course – Literacy</b> Everyday literacy skills	Complimentary	11/12 (2 Semesters)	N/A	No cost
<b>Short Course – Numeracy</b> Everyday numeracy skills	Complimentary	11/12 (2 Semesters)	N/A	No cost

## Personal Futures Action Plan (PFAP)

All students will have a Personal Futures Action Plan written for them, developed collaboratively with their parents or carers, to map pathways to ensure they achieve personal academic, leisure and living goals. PFAPs

are written in Semester 2, in Year 10 and are reviewed regularly. Goals might include: TAFE courses, work placements, school-based traineeships/ apprenticeships and sampling programs.

**Contact Person:** Deputy Principal - Inclusion, Mrs Peta Purdon, phone 55523874 or email [ppurd1@eq.edu.au](mailto:ppurd1@eq.edu.au)

## QCAA senior syllabuses

### Mathematics

#### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

#### Applied

- Essential Mathematics

### English

#### General

- English

#### Applied

- Essential English

### Humanities

#### General

- Accounting
- Ancient History
- Business
- Geography

#### Applied

- Business Studies
- Social & Community Studies
- Tourism

### Technologies

#### Applied

- Building & Construction Skills
- Hospitality Practices
- Industrial Graphics Skills
- Industrial Technology Skills

### The Arts

#### General

- Dance
- Drama
- Film, Television & New Media
- Music
- Visual Art

#### Applied

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

### Health and Physical Education

#### General

- Physical Education

#### Applied

- Early Childhood Studies
- Sport & Recreation

### Science

#### General

- Biology
- Chemistry
- Physics

# General Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics</li> </ul>

## 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			

### FURTHER ADVICE:

Head of Department - Mathematics, Mr Mark Stothart

Phone 5552 3862

Email [mstot1@eq.edu.au](mailto:mstot1@eq.edu.au)

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences and series 1</li> <li>• Functions and graphs</li> <li>• Counting and probability</li> <li>• Exponential functions 1</li> <li>• Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions 2</li> <li>• The logarithmic function 1</li> <li>• Trigonometric functions 1</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation and applications 1</li> <li>• Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Further differentiation and applications 3</li> <li>• Trigonometric functions 2</li> <li>• Discrete random variables 2</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>

## 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			

## FURTHER ADVICE

Head of Department - Mathematics, Mr Mark Stothart

Phone 5552 3862

Email [mstot1@eq.edu.au](mailto:mstot1@eq.edu.au)

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>• Complex numbers 1</li> <li>• Trigonometry and functions</li> <li>• Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Vectors and matrices</li> <li>• Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul>

## 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			

### FURTHER ADVICE

Head of Department - Mathematics, Mr Mark Stothart

Phone 5552 3862

Email [mstot1@eq.edu.au](mailto:mstot1@eq.edu.au)

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

### Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to

general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Number</li><li>• Representing data</li><li>• Graphs</li></ul>	<b>Money, travel and data</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Managing money</li><li>• Time and motion</li><li>• Data collection</li></ul>	<b>Measurement, scales and data</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Measurement</li><li>• Scales, plans and models</li><li>• Summarising and comparing data</li></ul>	<b>Graphs, chance and loans</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Bivariate graphs</li><li>• Probability and relative frequencies</li><li>• Loans and compound interest</li></ul>

## 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): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Examination</li></ul>

### FURTHER ADVICE

Head of Department - Mathematics, Mr Mark Stothart

Phone 5552 3862

Email [mstot1@eq.edu.au](mailto:mstot1@eq.edu.au)

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
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## 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): <ul style="list-style-type: none"> <li>Extended response — written response for a public audience</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Extended response — imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Extended response — persuasive spoken response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — analytical written response</li> </ul>	25%

### FURTHER ADVICE:

Head of Department – English, Ms Joni Cameron

Phone 5552 3866

Email [jcame153@eq.edu.au](mailto:jcame153@eq.edu.au)

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
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## 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): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>

### FURTHER ADVICE:

Head of Department – English, Ms Joni Cameron

Phone 5552 3866

Email [jcame153@eq.edu.au](mailto:jcame153@eq.edu.au)

# Accounting

## General senior subject

General

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real world accounting</b> <ul style="list-style-type: none"><li>• Topic 1: Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li><li>• Topic 2: End-of-month reporting for a service business-no GST</li></ul>	<b>Management effectiveness</b> <ul style="list-style-type: none"><li>• Topic 1: Accounting for a trading GST business</li><li>• Topic 2: End-of-year reporting for a trading GST business</li></ul>	<b>Monitoring a business</b> <ul style="list-style-type: none"><li>• Topic 1: Managing resources for a trading GST business</li><li>• Topic 2: Fully classified financial statement reporting for a trading GST business</li></ul>	<b>Accounting — the big picture</b> <ul style="list-style-type: none"><li>• Topic 1: Cash management</li><li>• Topic 2: Complete accounting process for a trading GST business</li><li>• Topic 3: Performance analysis of a public company</li></ul>

## 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 1	Unit 2	Unit 3	Unit 4
Formative internal assessment/s	Formative internal assessment/s	Summative internal assessment 1: <ul style="list-style-type: none"> <li>Examination — combination response (25%)</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Project — cash management</li> </ul>
		Summative internal assessment 2: <ul style="list-style-type: none"> <li>Examination — combination response (25%)</li> </ul>	Summative internal assessment 3: <ul style="list-style-type: none"> <li>Project – cash management (25%)</li> <li>Summative external assessment</li> </ul> Examination — short response (25%)
<p>Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.</p> <p>For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.</p>			

### FURTHER ADVICE:

Head of Department - Humanities, Mrs Regan Walsh

Phone 55523846

Email [rwals80@eq.edu.au](mailto:rwals80@eq.edu.au)

# Ancient History

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"><li>• Digging up the past</li><li>• Ancient societies — Slavery</li><li>• Ancient societies — Art and architecture</li><li>• Ancient societies — Weapons and warfare</li><li>• Ancient societies — Technology and engineering</li></ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"><li>• Hatshepsut</li><li>• Akhenaten</li><li>• Xerxes</li><li>• Perikles</li><li>• Alexander the Great</li><li>• Hannibal Barca</li><li>• Cleopatra</li><li>• Agrippina the Younger</li><li>• Nero</li><li>• Boudica</li></ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"><li>• Thebes — East and West, 18th Dynasty Egypt</li><li>• The Bronze Age Aegean</li><li>• Assyria from Tiglath Pileser III to the fall of the Empire</li><li>• Fifth Century Athens (BCE)</li><li>• Philip II and Alexander III of Macedon</li></ul>	<b>People, power and authority</b> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"><li>• Ancient Egypt — New Kingdom Imperialism</li><li>• Ancient Greece — the Persian Wars</li><li>• Ancient Greece — the Peloponnesian War</li><li>• Ancient Rome — the Punic Wars</li></ul>

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Ancient societies — The family</li> <li>• Ancient societies — Beliefs, rituals and funerary practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> <li>• Alternative choice of personality</li> </ul>	<ul style="list-style-type: none"> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> </ul>

## Assessment

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

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

### Summative assessments

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

### FURTHER ADVICE:

Head of Department - Humanities, Mrs Regan Walsh

Phone 55523846

Email [rwals80@eq.edu.au](mailto:rwals80@eq.edu.au)

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
<b>Business creation</b> <ul style="list-style-type: none"><li>• Fundamentals of business</li><li>• Creation of business ideas</li></ul>	<b>Business growth</b> <ul style="list-style-type: none"><li>• Establishment of a business</li><li>• Entering markets</li></ul>	<b>Business diversification</b> <ul style="list-style-type: none"><li>• Competitive markets</li><li>• Strategic development</li></ul>	<b>Business evolution</b> <ul style="list-style-type: none"><li>• Repositioning a business</li><li>• Transformation of a business</li></ul>

### 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%

#### **FURTHER ADVICE:**

Head of Department - Humanities, Mrs Regan Walsh

Phone 55523846

Email [rwals80@eq.edu.au](mailto:rwals80@eq.edu.au)

# Geography

## General senior subject

General

Geography focuses on the significance of 'place' and 'space' in understanding our world.

Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"><li>• Natural hazard zones</li><li>• Ecological hazard zones</li></ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"><li>• Responding to challenges facing a place in Australia</li><li>• Managing the challenges facing a megacity</li></ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"><li>• Land cover transformations and climate change</li><li>• Responding to local land cover transformations</li></ul>	<b>Managing population change</b> <ul style="list-style-type: none"><li>• Population challenges in Australia</li><li>• Global population change</li></ul>

## 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): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — data report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — field report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

### FURTHER ADVICE:

Head of Department - Humanities, Mrs Regan Walsh

Phone 55523846

Email [rwals80@eq.edu.au](mailto:rwals80@eq.edu.au)

# Business Studies

## Applied senior subject

Applied

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

### Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

### Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core topics	Elective topics	
<ul style="list-style-type: none"><li>• Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology</li><li>• Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing</li></ul>	<ul style="list-style-type: none"><li>• Entertainment</li><li>• Events management</li><li>• Financial services</li><li>• Health and well-being</li><li>• Insurance</li><li>• Legal</li><li>• Media</li><li>• Mining</li></ul>	<ul style="list-style-type: none"><li>• Not-for-profit</li><li>• Real estate</li><li>• Retail</li><li>• Rural</li><li>• Sports management</li><li>• Technical, e.g. manufacturing, construction, engineering</li><li>• Tourism</li></ul>

### Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

	<ul style="list-style-type: none"> <li>• Travel</li> </ul>
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## Assessment

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

- at least one project
- no more than two assessment instruments from any one technique.

Project	Extended response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item on the test</li> </ul>

### FURTHER ADVICE:

Head of Department - Humanities, Mrs Regan Walsh

Phone 55523846

Email [rwals80@eq.edu.au](mailto:rwals80@eq.edu.au)

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

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

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

### Pathways

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

### Structure

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

Core life skills	Elective topics	
<ul style="list-style-type: none"> <li>• Personal skills — Growing and developing as an individual</li> <li>• Interpersonal skills — Living with and relating to other people</li> </ul>	<ul style="list-style-type: none"> <li>• The Arts and the community</li> <li>• Australia's place in the world</li> <li>• Gender and identity</li> <li>• Health: Food and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Into relationships</li> <li>• Legally, it could be you</li> <li>• Money management</li> <li>• Science and technology</li> </ul>

### Objectives

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

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

<ul style="list-style-type: none"> <li>• Citizenship skills — Receiving from and contributing to community</li> </ul>	<ul style="list-style-type: none"> <li>• Health: Recreation and leisure</li> <li>• Today's society</li> <li>• The world of work</li> </ul>
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## Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item on the test</li> </ul>

### FURTHER ADVICE:

Head of Department - Humanities, Mrs Regan Walsh

Phone 55523846

Email [rwals80@eq.edu.au](mailto:rwals80@eq.edu.au)

# Tourism

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Structure

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

Core topics	Elective topics	
<ul style="list-style-type: none"><li>• Tourism as an industry</li><li>• The travel experience</li><li>• Sustainable tourism</li></ul>	<ul style="list-style-type: none"><li>• Technology and tourism</li><li>• Forms of tourism</li><li>• Tourist destinations and attractions</li></ul>	<ul style="list-style-type: none"><li>• Tourism marketing</li><li>• Types of tourism</li><li>• Tourism client groups</li></ul>

### Assessment

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

- one project
- one examination

### Objectives

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

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

- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

**FURTHER ADVICE:**

Head of Department - Humanities, Mrs Regan Walsh

Phone 55523846

Email [rwals80@eq.edu.au](mailto:rwals80@eq.edu.au)

# Building & Construction Skills

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Construction processes</li> </ul>	Carpentry plus at least two other electives: <ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• Concreting</li> <li>• Landscaping</li> <li>• Plastering and painting</li> <li>• Tiling.</li> </ul>

## Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

There is a cost of \$50.00 for this subject.

### FURTHER ADVICE:

Head of Department – Information Design & Technology, Mr Mika Heinemann

Phone 55523836

Email [mhein2@eq.edu.au](mailto:mhein2@eq.edu.au)

# Hospitality Practices

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Navigating the hospitality industry</li><li>• Working effectively with others</li><li>• Hospitality in practice</li></ul>	<ul style="list-style-type: none"><li>• Kitchen operations</li><li>• Beverage operations and service</li><li>• Food and beverage service</li></ul>

NOTE: Leather shoes required for practical lessons. Levy fee \$150.00 per year.

or business management, which allows for specialisation.

### Objectives

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

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

## Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product and performance component and one other component from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• product and performance: continuous class time</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

### FURTHER ADVICE:

Head of Department – Vocational Pathways, Mrs Elizabeth Bailey

Phone 55523835

Email [ebail40@eq.edu.au](mailto:ebail40@eq.edu.au)

# Industrial Graphics Skills

## Applied senior subject

Applied

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling 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 tasks.

### Pathways

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

### Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Drafting processes</li></ul>	<ul style="list-style-type: none"><li>• Building and construction drafting</li><li>• Engineering drafting</li><li>• Furnishing drafting</li></ul>

### Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

## Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a technical drawing (which includes a model) component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3-6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

### FURTHER ADVICE:

Head of Department – Information Design & Technology, Mr Mika Heinemann

Phone 55523836

Email [mhein2@eq.edu.au](mailto:mhein2@eq.edu.au)

# Industrial Technology Skills

## Applied senior subject

Applied

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

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

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

### Pathways

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

and construction, engineering, furnishing, industrial graphics and plastics.

### Objectives

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

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

### Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Production processes</li></ul>	Aeroskills	<ul style="list-style-type: none"><li>• Aeroskills mechanical</li><li>• Aeroskills structures</li></ul>
	Automotive	<ul style="list-style-type: none"><li>• Automotive mechanical</li><li>• Automotive body repair</li><li>• Automotive electrical</li></ul>
	Building and construction	<ul style="list-style-type: none"><li>• Bricklaying</li><li>• Plastering and painting</li><li>• Concreting</li></ul>

		<ul style="list-style-type: none"> <li>• Carpentry</li> <li>• Tiling</li> <li>• Landscaping</li> </ul>
	Engineering	<ul style="list-style-type: none"> <li>• Sheet metal working</li> <li>• Welding and fabrication</li> <li>• Fitting and machining</li> </ul>
	Furnishing	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>
	Industrial graphics	<ul style="list-style-type: none"> <li>• Engineering drafting</li> <li>• Building and construction drafting</li> <li>• Furnishing drafting</li> </ul>
	Plastics	<ul style="list-style-type: none"> <li>• Thermoplastics fabrication</li> <li>• Thermosetting fabrication</li> </ul>

## Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

There is a cost of \$50.00 for this subject.

### FURTHER ADVICE:

Head of Department – Information Design & Technology, Mr Mika Heinemann

Phone 55523836

Email [mhein2@eq.edu.au](mailto:mhein2@eq.edu.au)

# Physical Education

## General senior subject

General

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

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

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

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

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

evaluate and justify strategies to achieve a particular outcome.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

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

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

### Summative assessments

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

### FURTHER ADVICE:

Head of Department - Health & Physical Education, Mr Michael Halsall

Phone 55523860

Email [mhals1@eq.edu.au](mailto:mhals1@eq.edu.au)

# Early Childhood Studies

## Applied senior subject

Applied

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

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

### Pathways

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

### Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Fundamentals of early childhood</li><li>• Practices in early childhood</li></ul>	<ul style="list-style-type: none"><li>• Play and creativity</li><li>• Literacy and numeracy skills</li><li>• Being in a safe place</li><li>• Health and physical wellbeing</li><li>• Indoor and outdoor learning environments</li></ul>

Note: Weekly visits to local childcare centres.

### Objectives

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

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

## Assessment

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

- two projects
- two other assessments.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

### FURTHER ADVICE:

Head of Department – Vocational Pathways, Mrs Elizabeth Bailey

Phone 55523835

Email [ebail40@eq.edu.au](mailto:ebail40@eq.edu.au)

# Sport & Recreation

## Applied senior subject

Applied

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

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

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

### Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor

recreation and education, sports administration, community health and recreation and sport performance.

### Objectives

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

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

### Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Sport and recreation in the community</li> <li>• Sport, recreation and healthy living</li> <li>• Health and safety in sport and recreation activities</li> <li>• Personal and interpersonal skills in sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Active play and minor games</li> <li>• Challenge and adventure activities</li> <li>• Games and sports</li> <li>• Lifelong physical activities</li> <li>• Rhythmic and expressive movement activities</li> <li>• Sport and recreation physical activities</li> </ul>

## Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: 2–4 minutes.*</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 2–4 minutes*</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

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

**Please note:** Coombabah SHS offers two streams for this subject: Rugby League Program and general program

### FURTHER ADVICE:

Head of Department - Health & Physical Education, Mr Michael Halsall

Phone 55523860

Email [mhals1@eq.edu.au](mailto:mhals1@eq.edu.au)

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
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>

## 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): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

### FURTHER ADVICE:

Head of Department – Science, Mrs Erin Bolger

Phone 55523842

Email [ebolg3@eq.edu.au](mailto:ebolg3@eq.edu.au)

# Chemistry

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"><li>• Properties and structure of atoms</li><li>• Properties and structure of materials</li><li>• Chemical reactions — reactants, products and energy change</li></ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"><li>• Intermolecular forces and gases</li><li>• Aqueous solutions and acidity</li><li>• Rates of chemical reactions</li></ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"><li>• Chemical equilibrium systems</li><li>• Oxidation and reduction</li></ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"><li>• Properties and structure of organic materials</li><li>• Chemical synthesis and design</li></ul>

## 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): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

### FURTHER ADVICE:

Head of Department – Science, Mrs Erin Bolger

Phone 55523842

Email [ebolg3@eq.edu.au](mailto:ebolg3@eq.edu.au)

# Physics

## General senior subject

General

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that 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
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>

## 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			

### FURTHER ADVICE:

Head of Department – Science, Mrs Erin Bolger

Phone 55523842

Email [ebolg3@eq.edu.au](mailto:ebolg3@eq.edu.au)

# Dance

## General senior subject

General

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"><li>• Genres:</li></ul>	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– Contemporary</li><li>– at least one other genre</li></ul></li></ul>	<b>Moving statements</b> How is dance used to communicate viewpoints? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– Contemporary</li><li>– at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>– social, political and</li></ul></li></ul>	<b>Moving my way</b> How does dance communicate meaning for me? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– fusion of movement styles</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>– developing a personal movement</li></ul></li></ul>

<ul style="list-style-type: none"> <li>- Professional dance experiences (workshops and live shows) will be offered to students 1-2 times throughout the year which link directly to units of work within this course. Anticipated cost approx. \$80 (total).</li> <li>- at least one other genre – Hip Hop</li> <li>• Subject matter: <ul style="list-style-type: none"> <li>- meaning, purpose and context</li> <li>- historical and cultural origins of focus genres</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Subject matter: <ul style="list-style-type: none"> <li>- physical dance environments including site-specific dance</li> <li>- virtual dance environments</li> </ul> </li> </ul>	<p>cultural influences on dance</p>	<p>style</p> <ul style="list-style-type: none"> <li>- personal viewpoints and influences on genre</li> </ul>
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## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> <li>• Performance</li> </ul>		<ul style="list-style-type: none"> <li>• Project — dance work</li> </ul>	
Summative internal assessment 2 (IA2):	20%	<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>	
<ul style="list-style-type: none"> <li>• Choreography</li> </ul>			

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

# Drama

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"><li>• cultural inheritances of storytelling</li></ul>	<b>Reflect</b> How is drama shaped to reflect lived experience? <ul style="list-style-type: none"><li>• Realism, including Magical Realism, Australian Gothic</li><li>• associated conventions of styles and texts</li></ul>	<b>Challenge</b> How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"><li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li></ul>	<b>Transform</b> How can you transform dramatic practice? <ul style="list-style-type: none"><li>• Contemporary performance</li><li>• associated conventions of styles and texts</li></ul>

<ul style="list-style-type: none"> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>		<ul style="list-style-type: none"> <li>• associated conventions of styles and texts</li> </ul>	<ul style="list-style-type: none"> <li>• inherited texts as stimulus</li> </ul>
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Professional Theatre experiences will be offered to students 1-2 times throughout the year which line directly to units of work within this course. Anticipated cost approx. of \$80.00 (total).

## 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			

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

# Film, Television & New Media

## General senior subject

General

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
<b>Foundation</b> <ul style="list-style-type: none"><li>• Concept: technologies How are tools and associated processes used to create meaning?</li><li>• Concept: institutions</li></ul>	<b>Story forms</b> <ul style="list-style-type: none"><li>• Concept: representations How do representations function in story forms?</li><li>• Concept: audiences</li></ul>	<b>Participation</b> <ul style="list-style-type: none"><li>• Concept: technologies How do technologies enable or constrain participation?</li><li>• Concept: audiences</li></ul>	<b>Identity</b> <ul style="list-style-type: none"><li>• Concept: technologies How do media artists experiment with technological practices?</li><li>• Concept: representations</li></ul>

<p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do signs and symbols, codes and conventions create meaning?</p>	<p>How does the relationship between story forms and meaning change in different contexts?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How are media languages used to construct stories?</p>	<p>How do different contexts and purposes impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How is participation in institutional practices influenced by social, political and economic factors?</p>	<p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>
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## Assessment

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

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

### Summative assessments

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			

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

# Music

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Designs</b> 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?	<b>Identities</b> 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?	<b>Innovations</b> Through inquiry learning, the following is explored:  How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	<b>Narratives</b> Through inquiry learning, the following is explored:  How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Professional musical experiences (workshops & live shows) will be offered to students throughout the year which link directly to units of work within this course. Anticipated costs of approx. \$40.00 (total).

## 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): <ul style="list-style-type: none"><li>• Performance</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Integrated project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Composition</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination</li></ul>			

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

# Visual Art

## General senior subject

General

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
<b>Art as lens</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: lenses to explore the material world</li></ul>	<b>Art as code</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: art as a coded visual language</li></ul>	<b>Art as knowledge</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: constructing knowledge as artist and audience</li></ul>	<b>Art as alternate</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: evolving alternate</li></ul>

<ul style="list-style-type: none"> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<ul style="list-style-type: none"> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<ul style="list-style-type: none"> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<ul style="list-style-type: none"> <li>representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>
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## Assessment

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

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

### Summative assessments

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			

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

Art Coordinator - Ms Alison Worthington

Phone 55523841

Email [awort18@eq.edu.au](mailto:awort18@eq.edu.au)

# Arts in Practice

## Applied senior subject

Applied

Arts in Practice embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts. The interdisciplinary nature of the arts is becoming a more prevalent characteristic of contemporary arts practice.

Students engage with two or more art forms to create an artwork. They explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations.

Students have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art-making.

### Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing,

theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

### Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making
- organise and apply arts literacies and arts processes to achieve goals
- analyse artworks and arts processes
- use language conventions and features to convey information and meaning about art forms, works and processes
- generate arts ideas and plan arts processes
- implement arts processes to create communications and realise artworks
- evaluate artworks and processes.

### Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

Core	Elective
<ul style="list-style-type: none"><li>• Arts literacies</li><li>• Arts processes</li></ul>	<ul style="list-style-type: none"><li>• Dance</li><li>• Drama</li><li>• Media Arts</li><li>• Music</li><li>• Visual Arts</li></ul>

## Assessment

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

- at least one project, arising from community connections
- one product (artwork) (involving the integration of at least two art forms) that is separate from the assessable component of a project.

Project	Product (Artwork)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>The Project in Arts in Practice requires:</p> <ul style="list-style-type: none"> <li>• a product (artwork) that demonstrates the significant contribution of at least two art forms</li> <li>• at least one other component from the following: <ul style="list-style-type: none"> <li>– written</li> <li>– spoken</li> <li>– multimodal.</li> </ul> </li> </ul>	Variable conditions.	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

Art Coordinator - Ms Alison Worthington

Phone 55523841

Email [awort18@eq.edu.au](mailto:awort18@eq.edu.au)

# Dance in Practice

## Applied senior subject

Applied

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

### Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education,

### Structure

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

Core	Electives
<ul style="list-style-type: none"><li>• Dance performance</li><li>• Dance production</li><li>• Dance literacies</li></ul>	<ul style="list-style-type: none"><li>• Ballet</li><li>• Contemporary</li><li>• Jazz</li><li>• Tap</li><li>• Ballroom</li><li>• Popular dance</li><li>• World dance</li></ul>

dance teaching, choreography, performance and event production.

### Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

## Assessment

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

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

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>The Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> <li>• a dance performance: 1½ – 2 minutes</li> <li>• at least one other component from the following <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes</li> </ul> </li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance performance: 2–3 minutes</li> <li>• Production performance: variable conditions</li> <li>• Teaching performance: variable conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Design solution and folio: variable conditions</li> <li>• Choreographic work: 2–3 minutes</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

# Media Arts in Practice

## Applied senior subject

Applied

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

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

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

### Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global

industry that is constantly adapting to new technologies.

### Objectives

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

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

### Structure

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

Core	Electives
<ul style="list-style-type: none"><li>• Media technologies</li><li>• Media communications</li><li>• Media in society</li></ul>	<ul style="list-style-type: none"><li>• Audio</li><li>• Curating</li><li>• Graphic design</li><li>• Interactive media</li><li>• Moving images</li><li>• Still image</li></ul>

## Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

Art Coordinator - Ms Alison Worthington

Phone 55523841

Email [awort18@eq.edu.au](mailto:awort18@eq.edu.au)

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

### Pathways

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

advertising, game design, photography, animation or ceramics.

### Objectives

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

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

### Structure

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

Core	Electives
<ul style="list-style-type: none"><li>• Visual mediums, technologies, techniques</li><li>• Visual literacies and contexts</li><li>• Artwork realisation</li></ul>	<ul style="list-style-type: none"><li>• 2D</li><li>• 3D</li><li>• Digital and 4D</li><li>• Design</li><li>• Craft</li></ul>

## Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

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Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

Art Coordinator - Ms Alison Worthington

Phone 55523841

Email [awort18@eq.edu.au](mailto:awort18@eq.edu.au)

# Drama in Practice

## Applied senior subject

Applied

In Drama in Practice, students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’ — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

### Pathways

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

### Objectives

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

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

evaluate the application of dramatic principles and practices to drama activities or dramatic works.

## Structure

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

Core	Electives
<ul style="list-style-type: none"> <li>• Elements of drama and dramaturgical devices (C1.1)</li> <li>• Dramatic forms, dramatic styles and their conventions (C1.2)</li> <li>• Purposes and contexts (C1.3)</li> <li>• Production elements and technologies (C1.4)</li> <li>• Production and performance roles (C1.5)</li> <li>• Skills, techniques and processes (C2.1)</li> <li>• Awareness of self and others (C2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Acting</li> <li>• Career pathways</li> <li>• Community theatre</li> <li>• Directing</li> <li>• Technical design and production</li> <li>• The theatre industry</li> </ul>

## Assessment

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

- at least, one project must arise from community connections
- at least one performance (acting) assessment separate to those included in projects.

Project	Product	Performance	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	technique assesses the demonstration and interpretation of dramatic principles, practices, concepts through performance mediums	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal</li> <li>8 A4 pages max</li> <li>3–6 minutes</li> </ul>	variable conditions	Group Performance 1.5 – 2.5 min  Individual Performance 2.5 -4.5 min	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal non-presentation: 10 A4 pages max (or equivalent)</li> </ul> presentation: 4–7 minutes.	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal 10 A4 pages max presentation: 4–7 minutes.</li> </ul>

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)

# Music in Practice

## Applied senior subject

Applied

In Music in Practice, students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They gain practical, technical and listening skills and make choices to communicate in and through their music. Through the music activities of composing, performing and responding, they apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Involvement in music making, 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 work to express music ideas of personal significance.

### Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music

management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member.

### Objectives

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

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

## Structure

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

Core	Electives
<ul style="list-style-type: none"> <li>• Functions and purposes of music (C1.1)</li> <li>• Elements of music, structural devices and symbols (C1.2)</li> <li>• Music conventions, forms, styles, genres and terminology (C1.3)</li> <li>• Music skills, techniques and processes (C2.1)</li> <li>• Music industry practices and cultures (C2.2)</li> <li>• Using digital technologies (C2.3)</li> <li>• Problem solving (C2.4)</li> <li>• Awareness of self and others (C2.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Contemporary music</li> <li>• Live production and performance</li> <li>• Music for film, TV and video games</li> <li>• The music industry</li> <li>• Music technology and production</li> <li>• Performance craft</li> <li>• Practical music skills</li> <li>• Songwriting</li> </ul>

## Assessment

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

- at least, one project must arise from community connections one project must arise from community connections, and it must assess all objectives
- each project must include a performance or product component.

Project	Product	Performance	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	technique assesses the demonstration and interpretation of music principles, practices, concepts through performance mediums	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal</li> <li>8 A4 pages max</li> <li>3–6 minutes</li> </ul>	variable conditions	Group Performance 1.5 – 2.5 min  Individual Performance 2.5 -4.5 min	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal</li> <li>10 A4 pages max presentation: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal</li> <li>10 A4 pages max presentation: 4–7 minutes.</li> </ul>

### FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876

Email [jmarq15@eq.edu.au](mailto:jmarq15@eq.edu.au)