YEAR 11 SUBJECT
Information Guide

June 2023
Year 11 subjects for 2024

Contents

Introduction

The purpose of this guide is to support students and parents/guardians in making informed choices about subjects for Year 11 and 12. It includes comprehensive details of Queensland Curriculum and Assessment Authority (QCAA) subjects and VET qualifications offered at Springwood State High School.

At Springwood State High School, we design curriculum programs that provide a variety of opportunities for students while catering to the schools' individual context, resources, students' pathways and community expectations.

All students and caregivers will have an opportunity to meet with either the Senior Schooling Deputy Principal, Guidance Officer or Head of Department Senior Schooling to discuss subject choices and pathway options and make their final selections during a SET Plan interview. Bookings will be made via the SOBS Online Booking system and held in the school's Innovation Centre.

Principal's Welcome

Our House system and culture of high expectations for learning provide students entering Year 11 and 12 with a strong platform for success. Our Senior Schooling programs are grounded in our four pillars:

OUR CULTURE
HIGH EXPECTATIONS

OUR LEARNING
21ST CENTURY INNOVATIVE CURRICULUM

OUR STUDENTS
PERSONALISED EXTENSION

OUR PATHWAYS
LOCAL & GLOBAL LEADERS

Students at Springwood State High School receive personalized extension through our Houses: Academia, Action, Activist and Arts. Through our House centered Career Maps, students can make connections between their personal strengths and attributes and their desired career pathways, as well as the school subjects which will help them to achieve their goals.

As part of their journey from Year 7 to 12, Springwood learners engage in Deep Learning and develop key skills in the six global competencies of: character, citizenship, collaboration, communication, creativity and critical-thinking.

The decisions students are about to make will underpin future career opportunities and must therefore be made based on all the information available and consider to the advice provided through the Senior Education and Training (SET) Plan process that each student will engage in.

Each Year 10 student will make an important and very personal choice about the learning pathway they will follow throughout Years 11 and 12. The pathway each student chooses will be based upon their individual goals and abilities.

Students will pursue either a tertiary (university) pathway or a vocational pathway which will lead to TAFE, apprenticeships/traineeships, employment, and which may potentially also lead to university study. All students – on both tertiary and vocational pathways will work towards attainment of the Queensland Certificate of Education (QCE) by the end of Year 12. The QCE is a qualification that is in high demand and is recognized nationally by employers and training institutions.

To prepare for Year 11 and 12 students need to develop very clear and realistic goals for their senior years and then must be committed to work towards those goals. The diverse and unique learning programs on offer to post-compulsory students at Springwood State High School will then allow students to pursue an education pathway that best suits their needs and aspirations.

Senior schooling education is taken very seriously and as such each student will engage in a SET Plan interview with a member of senior staff to formalize their pathway. At this time students will be asked to reaffirm their undertaking to uphold, support and model the Springwood State High School Student Code of Conduct. Students in the senior years are expected to work in partnership with staff in a focused, mature and responsible way.

We are excited for you and the opportunities that lie ahead as a consequence of the informed choices you will make.

Kind Regards

Sally Campbell

Principal

Welcome to the Senior Phase of Learning

This handbook has been developed to assist students and their parents in making informed choices about Senior subjects by providing general information about the Senior Phase of Learning, as well as subject descriptors and prerequisites for study in Years 11 and 12.

At Springwood State High School, our shared purpose is to provide '21st Century teaching and learning within a culture of care'. This is underpinned by high expectations for student engagement. Students are able to pursue a rigorous tertiary pathway to prepare them directly for university studies. Alternatively, students are able to pursue a vocational pathway which may lead to further study at TAFE, an apprenticeship/traineeship or direct entry to the workforce. Some vocational pathways and subject combinations may also allow students to seek entry to university study after leaving school.

Springwood State High School offers many unique learning programs for students. Students are encouraged to explore the pathways available to them to ensure that they obtain the knowledge and skills required to achieve their goals.

Student achievement in Year 10 subjects provides the platform for entry into Years 11 and 12. Students and parents are encouraged to discuss demonstrated academic progress with Curriculum Heads of Department and members of the Senior Schooling Team to ensure they are setting realistic and achievable goals for their Senior Years.

How do I select a course of study for Years 11 & 12?

This Subject Selection handbook provides students and families with essential information to help students choose the most appropriate subjects for Years 11 and 12. It includes:

- Flowcharts outlining related 'courses' of study. These have been provided to help students examine suggested pathways of subjects from Years 10 to 12. The flowcharts do not show all possible pathways but provide a general starting point for students to use.

- An overview for each subject available for study in Years 11 and 12. This provides students with detailed information about the topics studied in each subject, as well as the key learning skills required to achieve success in each subject. These pages also provide information about the assessment methods for each subject, and the contribution these subjects will make towards an ATAR and/or the QCE.

Students should review their report cards and the subjects they enjoyed in Years 8 to 10 within each faculty area. After reading the subject descriptors contained in this booklet, students will be able to form an idea of which subjects they would be interest in studying.

Students and parents should then discuss these subjects with the relevant teachers and Heads of Department to ensure they have a full understanding of the subject, its demands and the pathways it will lead to after Year 12.

Compulsory Participation Phase *(legal obligations)*

The Queensland Government's Education and Training Reforms require that young people engage in 'earning or learning' until they reach the age of 17.

Under the Youth Participation in Education and Training Act 2003, students must stay at school until they finish Year 10 or turn 16, whichever comes first. After that time, young people must either –

- Stay in education or training for two more years, or

- Attain a Queensland Certificate of Education (QCE), or

- Attain a Certificate III vocational qualification or higher, or

- Participate in paid employment for a minimum of 25 hours per week, or

- Turn 17, whichever comes first.

At Springwood State High School, we offer a wide range of learning experiences for students so that, if our students choose to stay in education and training with the goal of attaining a QCE, they can access subjects which provide meaningful pathways for success in future university or TAFE training, apprenticeships/traineeships, or paid work.

To maintain enrolment at Springwood State High School each student is required to be operating in accordance with the school's Code of Conduct and:

- actively participate in the learning program,

- maintain and very high attendance rate (above 90%) and explain all absences and

- complete all required assessment/course work by the due date.

Students who have difficulty in any of these areas must seek school support.

Senior Education Profile

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

- Statement of results

- Queensland Certificate of Education (QCE)

- Queensland Certificate of Individual Achievement (QCIA).

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

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. QCIA is only available to students with a verification under Education Queensland guidelines.

About the QCE

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

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study.

Their school will help them develop their individual plan and a QCAA learning account will be opened.

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

QCE requirements

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

Set amount

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

Set standard

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

Set pattern

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

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

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

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

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

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

Certificate qualifications — up to 3

Recognised studies categorised as Preparatory — as recognised by QCAA

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

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

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

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

Recognised studies categorised as Complementary — as recognised by QCAA

Literacy & numeracy

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

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

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

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

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

Set pattern

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

Set amount — 20 credits

Set standard — achieved

Set pattern — 12 + 8 credits

Literacy & numeracy requirement — met

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

GLOSSARY	
QCAA	Queensland Curriculum and Assessment Authority – the government body overseeing curriculum
QTAC	Queensland Tertiary Admissions Centre
TAFE	Technical and Further Education
RTO	Registered Training Organisation – registered to deliver VET courses
QCE	Queensland Certificate of Education, which is awarded to students at the end of Year 12 who have met requirements
New QCE	New senior assessment and tertiary entrance systems begin in Queensland with students entering Year 11 in 2019. The new system includes: • a model that uses school-based assessment and external assessment • processes that strengthen the quality and comparability of school-based assessment • introduction of the Australian Tertiary Admission Rank (ATAR)
ATAR	Australian Tertiary Admission Rank
IA	Internal Assessment – set by and marked by Springwood SHS staff
EA	External Assessment – set by and marked by teachers outside of the school
LUI	Learner Unique Identifier – a student number that links to students' learning accounts at QCAA
LOA	Level of Achievement – for example, A, B, C
General	Subjects than contribute towards an ATAR; to be undertaken by students seeking university entrance directly after completion of Year 12. Four assessments will count towards the final grade in each subject. General subject results will be based on student's achievement in three internal assessments (developed by Springwood SHS), and one external assessment that is set and marked by the QCAA. External assessment is weighted at either 25% or 50% of the exit grade for the subject.
Applied	Applied subject results will be based on students' achievement in four internal assessments.
SETP	Student Education Training Plan – a plan for the future that incorporates Career Education and the selection of courses that will facilitate career goals. This is a formal process run by the school with families.
VET	Vocational Education and Training – courses that are skill-based and are targeted at different levels, for example Certificate I, II, III, IV or Diploma
VETiS	Vocational Education and Training in Schools – a funding model that can be accessed by students once in regards to a selection of VET courses offered
SAT	School-Based Apprenticeship or Traineeship
USI	Unique Student Identifier – student number used for VET only

Potential Credit for QCE

Table of Potential for QCE Credit – Tertiary Pathway (Example)

Credits	6 x General Subjects (four semesters each)	✓ (24 credits)
Literacy	English is a compulsory subject (must pass Units 3 and 4)	✓
Numeracy	Study Essential Maths, General Maths or Maths Methods (must pass at least one semester)	✓
Meeting minimum standards	• Students are given the learning opportunities and environment conducive to achievement. • Formal notification of failed assessment	✓

Table of Potential for QCE Credit – Vocational Pathway (Example)

Credits*	Typically 6 Applied subjects (Four semesters each). Vocational Certificate courses are offered both internally and externally through Springwood State High School.	✓ (24-35 credits)
Literacy	Essential English is a compulsory subject (must pass at least one semester)	✓
Numeracy	Essential Maths is a compulsory subject (must pass at least one semester)	✓
Meeting minimum Standards	• Students are given the learning opportunities and environment conducive to achievement. • Formal notification of failed assessment • Alternative arrangements are possible	✓

*Subject enrolment for individual students may include a degree of customization depending on outside-school certificate courses and work commitments. This will be organized by Head of Senior 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.

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

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

General syllabuses

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

Applied syllabuses

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

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.employment.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 recognize 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.
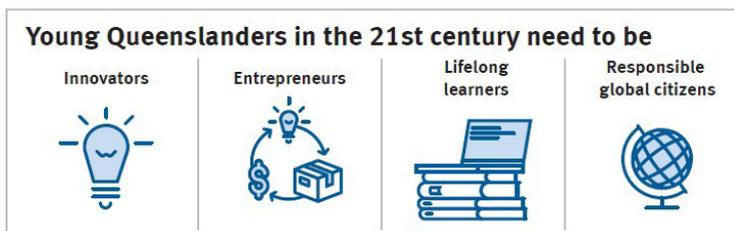
Vocational education and training (VET)

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. Springwood State High School offers English and Essential English.
- While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Pathway Options

Vocational Pathway Structure

The Vocational Pathway is designed to give students a balance of school-based study, Essential Subjects, training, work experience and external career-specific training. Our structure allows students in Vocational Pathways to study General subjects, where the timetable allows, as well as certificate courses.

It is important that Vocational Pathway students who elect to study a General subject are aware:

- It will be the responsibility of the Vocational Pathway student to catch up on work missed.

- Non-exam based assessment scheduled during work experience must be submitted prior to starting working experience.

- Exams scheduled during work placement must be attended by Vocational Pathway students at the same date and time as the rest of the cohort in that subject.

School Based Apprenticeships / Traineeships (SAT)

Year 11 and 12 Vocational Pathway students can undertake school-based apprenticeships and traineeships. For those studying in the Tertiary Pathway, they will only be able to study a school- based traineeship.

School-based apprenticeships and traineeships provide students with more flexibility and variety. This can have enormous benefits for those who thrive on a hands-on learning approach.

Students who successfully complete a SAT gain a nationally recognised qualification which can count toward their QCE.

For more information about SATs, visit *http://apprenticeshipsinfo.qld.gov.au/school-based/*

Examples of Tertiary and Vocational Pathways

Senior students are all working towards a QCE. The major distinguishing feature of a student's study is the number of General subjects they will study. Those wishing to pursue a Tertiary Pathway will have to study four or more General subjects (possibly including a Certificate III subject). Those who are pursuing a Vocational Pathway will study three or less General subjects.

		Number of General Subjects
QCE	Tertiary Pathway	6, 5 or 4
	Vocational Pathway	3, 2, 1 or 0

Examples of different course structures can be found below. Each student's pathway can be individually customised.

Example Tertiary Pathways

Tertiary Specialist

Base Load	Extra
5 General Subjects	1 General Subject - Elective
5 General Subjects	1 Applied Subject or 1 Certificate III or higher
4 General Subjects	1 Applied Subject and 1 Certificate III or higher.

Example Vocational Pathways

Base	Extra
Essential Maths/General Maths Essential English / English + 1 of: Certificate III in Business Certificate III in Fitness Certificate III in Hospitality Certificate III in Community Services	1 General Subject – Elective *or* 3 Applied Electives
Essential Maths/General Maths Essential English/English + 2 Applied Subjects	Certificate III in Business Certificate III in Community Services Certificate III in Fitness Certificate III in Hospitality
Essential Maths/General Maths Essential English/English 2/3 Applied Subjects	TAFE course and opportunity for School Based Apprenticeship or Traineeship

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.

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/guardians 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. Student 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 contextualized 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 and

- 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, with the exception of Common Internal Assessment (CIA) tasks for Essential English and Essential Mathematics.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standard 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 (CIA)

In Essential English and Essential Mathematics, 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 contextualized 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: *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*

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.

Short Courses

Course overview

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

At Springwood State High School short courses are available in:

- Literacy

- Numeracy

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

Subject Prerequisites

At Springwood State High School we have high expectations and a strong belief that all students can succeed. A successful graduate of our school will achieve their QCE/QCIA and one or more of the following:

- An ATAR – Tertiary pathway

- One or more VET qualifications providing foundation skills for employment or further training – Vocational Pathway

In order to maximize students' chances of achieving success in Years 11 and 12, students and parents must consider the combination and rigor of their subject choices, demonstrated academic ability to meet pre-requisites, students' commitment to their studies and future aspirations when selecting subjects for Years 11 and 12.

An ability to meet pre-requisites and gain automatic entry to General subjects will be demonstrated through the following benchmarks:

- Regular attendance and demonstrated commitment to schooling
- Academic achievement in Year 9 & 10 subjects required for success in Senior subjects
- Demonstrated effort and behaviour to at least a B standard in Year 9 & 10 related subjects
- Demonstrated cooperation and safety to meet risk management requirements
- Sound Literacy and Numeracy skills
- SET Plan goals

Prerequisite Information

The table below outlines the prerequisite level/s of achievement for entry into specific subjects in Year 11 and 12. Subject selection preferences need to be completed.

Year 11/12 Subject	Subject Type	Prerequisite/s
Aquatic Practices	Applied	Completion of Year 10 Science
Biology	General	C in Year 10 Science, Mathematics & English
Certificate III in Business/Cert II Tourism	VET	Must commit to attending set excursions and external learning experiences
Certificate III in Fitness	VET	Must commit to completing 40 hours of practical training sessions
Certificate II in Hospitality	VET	Must commit to completing 36 service periods
Chemistry	General	C in Year 10 Science, Mathematics & English
Drama	General	Minimum of a C Year 10 English. Ability and willingness to perform
Engineering Studies	Applied	C in Year 10 Technology Manufacturing beneficial
Essential English	Applied	Completion of Year 10 English
Essential Mathematics	Applied	Completion of Year 10 Mathematics
Fashion Studies	Applied	C in Year 10 Fashion beneficial
Film, Television & New Media	General	Minimum of a B in Year 10 English
Furnishing Studies	Applied	C in Year 10 Technology Manufacturing beneficial
General English	General	B in Year 10 English
General Mathematics	General	B in Year 10 Mathematics
Mathematical Methods	General	B (B5-10) in Year 10 Mathematics
Modern History	General	B in Year 10 History *and* C in English
Music in Practice	Applied	Must be able to sing or play a musical instrument or be willing to learn with outside of school practice needed
Physical Education	General	B in Year 10 HPE *and* C in English
Physics	General	C in Year 10 Science, Mathematics & English
Psychology	General	C in Year 10 Science, Mathematics & English
Sport and Recreation	Applied	Must be willing to participate in practical sporting activities, including swimming. **MUST NOT have completed Certificate II in Sport and Recreation in Year 10**
Visual Arts in Practice	Applied	C in Year 10 Visual Arts *and* C in Year 10 English

QCAA senior syllabuses

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics (through BSDE)

Applied

- Essential Mathematics

English

General

- English

Applied

- Essential English

Humanities

General

- Modern History

Applied

- Fashion

Technologies

Applied

- Engineering Skills
- Furnishing Skills

Health and Physical Education

General

- Physical Education

Applied

- Sport & Recreation

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Applied

- Aquatic Practices

The Arts

General
- Drama
- Film, Television & New Media

Applied
- Music in Practice
- Visual Arts in Practice

General Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

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

Structure

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

Assessment

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

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

Summative assessments

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

How do I find out more about this subject?	
Please contact Nicky Smythe, Head of Department – Science and Mathematics	
Phone: (07) 3380 6124	**Email:** nsmyt1@eq.edu.au

Mathematical Methods

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

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

Structure

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

NOTE - this course is run in concurrent delivery model, with a combined Year 11/12 class.

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			

How do I find out more about this subject?	
Please contact Nicky Smythe, *Head of Department – Science and Mathematics*	
Phone: (07) 3380 6124	**Email:** nsmyt1@eq.edu.au

Specialist Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions, and prove propositions by explaining mathematical reasoning

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

Structure

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

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

Note - this course is offered via Brisbane School of Distance Education.

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			

How do I find out more about this subject?	
Please contact Nicky Smythe, *Head of Department – Science and Mathematics*	
Phone: (07) 3380 6124	**Email:** nsmyt1@eq.edu.au

Essential Mathematics

Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

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

Structure

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

Assessment

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

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

Summative assessments

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

How do I find out more about this subject?	
Please contact Nicky Smythe, *Head of Department – Science and Mathematics*	
Phone: (07) 3380 6124	**Email:** nsmyt1@eq.edu.au

English

General senior subject

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

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

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

Pathways

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

Objectives

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

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

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

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

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

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

- select and synthesise subject matter to support perspectives

- organise and sequence subject matter to achieve particular purposes

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

- make language choices for particular purposes and contexts

- use grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes.

Structure

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

Assessment

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

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

Summative assessments

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

How do I find out more about this subject?	
Please contact Janelle Kirby, *Head of Department – English*	
Phone: (07) 3380 6115	**Email:** jkirb25@eq.edu.au

Essential English
Applied senior subject

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

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

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

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

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

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

- use appropriate roles and relationships with audiences

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

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

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

- select and use subject matter to support perspectives

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

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

- use language features to achieve particular purposes across modes.

Structure

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

Assessment

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

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

Summative assessments

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

How do I find out more about this subject?	
Please contact Janelle Kirby, *Head of Department – English*	
Phone: (07) 3380 6115	**Email:** jkirb25@eq.edu.au

Modern History
General senior subject

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts

- devise historical questions and conduct research

- analyse historical sources and evidence

- synthesise information from historical sources and evidence

- evaluate historical interpretations

- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • French Revolution, 1789–1799 • The Russian Revolution 1905-1922	Movements in the modern world • Women's movement since 1893	National experiences in the modern world • Germany,1914–1945	International experiences in the modern world • Australian engagement with Asia since 1945 – The Vietnam War • Genocides and ethnic cleansings since 1941

NOTE - this course is run in an alternate sequence delivery model, with a combined Year 11/12 class

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%

How do I find out more about this subject?	
Please contact Maxine Doyle, *Head of Department – Humanities*	
Phone: (07) 3380 6119	**Email:** mdoyl11@eq.edu.au

Fashion
Applied senior subject

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students will learn about:

- Fashion culture

- Fashion technologies

- Fashion design

Pathways

A course of study in Fashion can establish a basis for further education and employment in design, personal styling, costume design, production manufacture, retail and merchandising.

Objectives

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

- identify and interpret fashion fundamentals

- explain design briefs

- demonstrate elements of fashion design and technical skills in fashion contexts

- analyse fashion fundamentals

- apply fashion design processes

- apply technical skills and design ideas in relation to fashion contexts

- use language conventions and features to convey a particular purpose

- generate, modify and manage plans and processes

- evaluate design ideas and products

- create communications that convey meaning to audiences

- synthesize ideas and technical skills to create design solutions

Structure

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

Core topics	Elective topics	
- Fashion Culture - Fashion Technologies - Fashion Design	- Adornment including accessories millinery and wearable art - Collections - Fashion Designers - Fashion in History - Haute couture	- Sustainable clothing - Textiles - Theatrical design - Merchandising

Assessment

For Fashion, students will complete the following assessments

- Project
- Investigation
- Extended response
- Product

Project	Investigation	Extended Response	Product
A response to a single task, situation and/or scenario	A research assignment requiring analysis and synthesis of primary and/or secondary data obtained through research.	Interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. May involve research.	May be a fashion item/s, visual folio or fashion display.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • multi-modal presentation 3 – 6 minutes • Spoken: 2 ½ - 3 ½ minutes	Presented in one of the following modes: • written: 600–1000 words •multi-modal presentation 3 – 6 minutes •Spoken: 2 ½ - 3 ½ minutes	Evidence of the product must be submitted and may include: photographs, excerpts from a visual diary, filmed interviews with students explaining the intent of their fashion item, visual folio or a fashion display.

How do I find out more about this subject?	
Please contact Maxine Doyle, *Head of Department – Humanities*	
Phone: (07) 3380 6119	**Email:** mdoyl11@eq.edu.au

Engineering Skills
Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian manufacturing industry to produce products. The manufacturing industry transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities. Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

- demonstrate practices, skills and procedures

- interpret drawings and technical information

- select practices, skills and procedures

- sequence processes

- evaluate skills and procedures, and structures

- adapt plans, skills and procedures.

Structure

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

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

Assessment

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

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

How do I find out more about this subject?	
Please contact Kylie Turner, *Head of Department – Design & Digital Technologies, Development*	
Phone: (07) 3380 6152	**Email:** kturn195@eq.edu.au

Furnishing Skills
Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities. Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

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

Pathways

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

Objectives

By the conclusion of the course of study, students should:
- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

Structure

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

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

Assessment

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

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

How do I find out more about this subject?	
Please contact Kylie Turner, *Head of Department – Design & Digital Technologies, Development*	
Phone: (07) 3380 6152	**Email:** kturn195@eq.edu.au

Physical Education
General senior subject

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

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions. Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

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

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

Pathways

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

Objectives

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

- recognise and explain concepts and principles about movement

- demonstrate specialised movement sequences and movement strategies

- apply concepts to specialised movement sequences and movement strategies

- analyse and synthesise data to devise strategies about movement

- evaluate strategies about and in movement

- justify strategies about and in movement

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

Structure

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

Assessment

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

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

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%

This course is run as alternate sequence; unit topics will change from year to year.

How do I find out more about this subject?	
Please contact Steve Hodges*, Head of Department – HPE*	
Phone: (07) 3380 6180	**Email:** shodg72@eq.edu.au

Sport & Recreation
Applied senior subject

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

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

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations.

Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

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

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes

- plan activities and strategies to enhance outcomes

- perform activities and strategies to enhance outcomes

  evaluate activities and strategies to enhance outcomes.

Structure

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

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

Assessment

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

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

How do I find out more about this subject?	
Please contact Steve Hodges, *Head of Department – HPE*	
Phone: (07) 3380 6180	**Email:** shodg72@eq.edu.au

Biology
General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

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

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

NOTE - this course follows an alternate sequence delivery model, with separate Year 11 and 12 classes.

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			

How do I find out more about this subject?
Please contact Shannon Jenvey, *Head of Department – Science*
Phone: (07) 3380 6124   **Email:** sboye11@eq.edu.au

Chemistry
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

NOTE - this course is run in a concurrent delivery model, with a combined Year 11/12 class.

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			

How do I find out more about this subject?	
Please contact Shannon Jenvey, *Head of Department – Science*	
Phone: (07) 3380 6124	**Email:** sboye11@eq.edu.au

Physics
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

NOTE - this course is run in an alternate sequence delivery model, with a combined Year 11/12 class.

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			

How do I find out more about this subject?

Please contact Shannon Jenvey, *Head of Department – Science*	
Phone: (07) 3380 6124	**Email:** sboye11@eq.edu.au

Psychology
General senior subject

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

In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep.

In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning.

In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Pathways

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

Objectives

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

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

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

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
The role of the brain • Human nervous system • Areas of the brain • Localisation of function • Structure of a neuron • Types of neurons	**Psychological disorders and treatments** • Risk factors for psychological disorders • Prevalence, symptoms and perceived causes of disorders	**Localisation of function in the brain** • Human nervous system • Discrete brain areas • Neurotransmission • Localisation of function of emotion	**Interpersonal relationships** • Social and cognitive origins of attractions

NOTE - this course follows an alternate sequence delivery model, with combined or stand-alone Year 11 and 12 classes.

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			

How do I find out more about this subject?

Please contact Shannon Jenvey, *Head of Department – Science*	
Phone: (07) 3380 6124	**Email:** sboye11@eq.edu.au

Aquatic Practices
Applied senior subject

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

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

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

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

How do I find out more about this subject?

Please contact Shannon Jenvey, *Head of Department – Science*	
Phone: (07) 3380 6124	**Email:**sboye11@eq.edu.au

Drama
General senior subject

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

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

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

Pathways

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

Objectives

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

- demonstrate an understanding of dramatic languages

- apply literacy skills

- apply and structure dramatic languages

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

- interpret purpose, context and text to communicate dramatic meaning

- manipulate dramatic languages to create dramatic action and meaning

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

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

Structure

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

Assessment

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

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

Summative assessments

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

How do I find out more about this subject?	
Please Louise Bamford-Mareroa, *Head of Department – The Arts and LOTE*	
Phone: (07) 3380 6141	**Email:** lbamf1@eq.edu.au

Film, Television & New Media
General senior subject

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

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

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

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.

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.

Structure

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

Assessment

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

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

Summative assessments

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

Delivery

Please note that this subject will be run in a concurrent delivery model for Year 11 and 12 students.

How do I find out more about this subject?	
Please Louise Bamford-Mareroa, *Head of Department – The Arts and LOTE*	
Phone: (07) 3380 6141	**Email:** lbamf1@eq.edu.au

Music in Practice
Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

- use music practices

- plan music works

- communicate ideas

- evaluate music works.

Structure

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

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

Assessment

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

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

How do I find out more about this subject?	
Please Louise Bamford-Mareroa, *Head of Department – The Arts and LOTE*	
Phone: (07) 3380 6141	**Email:** lbamf1@eq.edu.au

Visual Arts in Practice
Applied senior subject

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

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

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

How do I find out more about this subject?	
Please Ms Louise Bamford-Mareroa, Head of Department – *The Arts and LOTE*	
Phone: (07) 3380 6141	**Email:** lbamf1@eq.edu.au

Vocational Education and Training (VET)

Detailed Vocational Education and Training (VET) Course Information

For students pursuing a vocational, TAFE or trade pathway at the completion of Year 12.

Vocational Education and Training (VET) - What is it?

VET stands for Vocational Education and Training. Vocational Education and Training (VET) is education and training that focuses on providing skills for work. VET refers to education and training that provides the practical skills and knowledge student's need to:

- Join the workforce for the first time
- Re-join the workforce after a break
- Enter tertiary study

A VET course is a great way to fast track students' careers or education in fields like:

- Business
- Health services
- Mining services
- Manufacturing
- Agriculture
- Tourism
- Hospitality

Why study VET?

VET is an excellent choice of study for many students. It includes practical, hands-on learning, and it can contribute to excellent career pathways in a variety of fields. Studying VET whilst at school may provide students with a head start on a qualification, which is a great way to fast-track their progress towards a rewarding career whilst also developing their independence and time-management skills.

VET courses completed while at school may also:

- Provide credit towards student's Queensland Certificate of Education (QCE)
- Contribute to the calculation of students' ATAR (Certificate III or higher)
- Support student's transition to employment, vocational and higher education.

What is Nationally recognised training?

Nationally recognised training is any program of training leading to vocational qualifications and credentials that are recognised across Australia. Only Registered Training Organisations (RTOs) can deliver nationally recognised training and issue nationally recognised qualifications or statements of attainment. This includes studying at a public or private training organisation, completing an apprenticeship, certificate or diploma course. Nationally recognised training courses and RTOs are listed on training.gov.au.

training.gov.au is the official national register of VET in Australia and is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and RTOs.

VET at Springwood State High School

Springwood State High School is committed to providing a variety of Vocational Education Training programs to assist our Senior Secondary students to prepare for work in a wide range of careers and industries.

All of the Vocational Education Training courses offered at Springwood State High School lead to nationally recognised qualifications. A certificate will be issued to students when all of the requirements of the qualification are completed. Alternatively, a Statement of Attainment will be issued for those parts that are successfully completed where the full qualification is not completed. Some of the certificate courses offered at Springwood State High School are delivered in partnership with a third-party provider. Information specific to these courses is detailed on the following pages.

USI (Unique Student Identifier)

What is a USI?

The USI initiative commenced on 1 January 2015 and is a reference number made up of ten numbers and letters that is free and easy to create and stays with you for life. A USI - Unique Student Identifier is a reference number that creates an online record of your training and qualifications attained in Australia. If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. Students must submit their USI to the school before any certificates or statements of attainment can be issued.

Further information on 'what a USI is' and 'How to obtain a USI number' can be found by visiting the following website: *https://www.usi.gov.au/* Additional information on USI numbers can also can be found on the school website under Vocational Education and Training.

Contact details

For further information or assistance on any of the Certificate courses/qualifications offered at Springwood State High School, please contact our RTO Manager Sonya Menz.

RTO Manager

Sonya Menz

K-Block Staffroom

Email: smenz25@eq.edu.au

Ph: (07) 3380 6111

Vocational Education and Training (VET) Certificate Courses

For all students – ATAR students as well as those s pursuing a vocational, TAFE or trade pathway at the completion of Year 12.

NOTE: Vocational Education & Training (VET) Certificate Requirements

Students need to demonstrate they are competent in **all** competencies listed to attain the VET certificate. The competencies are assessed through a variety of methods, including (but not limited to): observations, practical tasks, projects, assignments, workbooks and short response tasks.

VET - Competency Based Assessment

In VET certificate courses, students will be assessed using Competency Based Assessment (CBA) methods. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this. Further details about Competency Based Assessment will be provided to students via the VET Student Handbook and can be accessed via the school internet site.

VET – Recognition of Prior Learning

Students who can demonstrate current competence in a particular element of competency are eligible for recognition of prior learning (RPL). RPL is not automatically granted. Students who wish to take advantage of RPL are required to apply to the school for this and provide documentary evidence of their prior knowledge.

Certification

 It has become a Federal Government requirement that all people undergoing Vocational Educational Training (VET) must now apply for a USI (Unique Student Identifier). Students must submit their USI to their VET Teacher before any certificates or statements of attainment can be issued.

Year 11 and 12 Skills for Senior

All Year 10 and 11 students are enrolled in the Certificate II in Active Volunteering as part of their weekly 'Springwood Citizens' program. Students who have not completed the Certificate II in Active Volunteering by the end of Year 11 will continue this program in Year 12.

JUNE 2023: All VET information correct at time of printing but subject to change.

Third party-provider course information 2024

Springwood State High school offers a wide range of courses via partnership agreement.

Information on the courses offered via third-party providers at Springwood State High School in 2024 is detailed in this section

BSB30120 CERTIFICATE III IN BUSINESS *PLUS* SIT20116 CERTIFICATE II IN TOURISM

Registered Training Organisation: Binnacle Training RTO Code: 31319

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

REGISTERED TRAINING ORGANISATION	Binnacle Training (RTO Code: 31319)
Subject Type	Vocational Education and Training
Nationally Recognised Qualifications	BSB30120 CERTIFICATE III IN BUSINESS PLUS SIT20116 CERTIFICATE II IN TOURISM
Course Length	2 years
Reasons to Study the Subject	Binnacle's Dual Qualification program - Certificate III in Business + Certificate II in Tourism - is offered as a senior subject where students learn what it takes to become a Business and Tourism Professional. Students achieve skills in customer service, personal effectiveness, teamwork and relationships, financial business technology and creative thinking — incorporating the delivery of a range of projects and services within their school community. Students will also investigate business opportunities and participate in a Tourism industry discovery. QCE Credits: Successful completion of the Certificate III in Business + Certificate II in Tourism contributes a maximum of eight (8) credits towards a student's QCE (Certificate II = 4 credits; plus, Certificate III = 4 credits with 50% new learning). Graduates will be able to use their Certificate III in Business + Certificate II in Tourism ● as an entry level qualification into the Business Services and Tourism and Travel Industries (e.g. customer service adviser, duty manager, administration officer);
	● to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and to improve their chances of gaining tertiary entrance.

LANGUAGE, LITERACY AND NUMERACY SKILLS

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

<table>
<tr>
<td rowspan="5">Topics of Study / Learning Experiences</td>
<td colspan="2"></td>
<td></td>
</tr>
<tr>
<td>**TERM 1**</td>
<td>**TERM 2**</td>
<td>T</td>
</tr>
<tr>
<td>● Introduction to the Business Services and Travel/Tourism Industries
● Support Personal Wellbeing; Personal Work Priorities</td>
<td>● Source, Use and Present Information on the Tourism and Travel industry</td>
<td>● Workplace
● Participate Work Pract</td>
</tr>
<tr>
<td>**TERM 5**</td>
<td>**TERM 6**</td>
<td>T</td>
</tr>
<tr>
<td>● Work in a Team
● Apply Critical Thinking Skills</td>
<td>● Create Electronic Presentations
● Design Business Documents</td>
<td>● Deliver Cus</td>
</tr>
<tr>
<td>Learning and Assessment</td>
<td colspan="3">Learning experiences will be achieved by students working alongside an experienced Business and Tourism Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes participation in Tourism Industry Discovery and a Team Project where students design and plan for a new product or service.

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

● Practical tasks / experience

● Hands-on activities including customer interactions

● Group projects

● e-Learning projects

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

NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).</td>
</tr>
<tr>
<td>Pathways</td>
<td colspan="3">The Dual Qualification Program - Certificate III in Business + Certificate II in Tourism - will predominantly be used by students seeking to enter the Business Services and</td>
</tr>
</table>

	Tourism and Travel industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example: ● Business Owner ● Business Manager – Tourism Operator ● Customer Service or Marketing Manager **Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit** https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

Cost	● **$265.00 =** Binnacle Training Fees
	
	● **Plus -**
	
	  ● **$20.00 =** Binnacle Boss Project Start Up Capital (Term 6/7 Major Project)
	  ● Excursions/Discovery days to other outside venues to participate in and to conduct business activities may be planned as part of the course.
	  Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.
	
	All texts and reprographics are provided by the school.

	For further information, contact the Head of Department, Maxine Doyle **mdoyl11@eq.edu.au**

SIS30321 Certificate III in Fitness

Registered Training Organisation: Binnacle Training RTO Code:31319

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

REGISTERED TRAINING ORGANISATION	**Binnacle Training (RTO Code: 31319)**
Subject Type	**Vocational Education and Training (VET) Qualification**
Nationally Recognised Qualification	**SIS30321 Certificate III in Fitness**
Course Length	**2 years**
Reasons to Study the Subject	SIS30321 Certificate III in Fitness is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Upon successful completion students can achieve a maximum 8 QCE credits.
Entry Requirements	At enrolment, each student will be required to create (or simply supply if previously created) a <u>Unique Student Identifier (USI)</u>. A USI creates an online record of all training and qualifications attained in Australia.
**LANGUAGE, LITERACY AND NUMERACY SKILLS** A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Course Outline	Students will participate in the delivery of a range of fitness programs and services to clients within, and beyond their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions, including with male adult, female adult and older adult clients. This program also includes the following: ● First Aid qualification and CPR certificate
Learning and Assessment	Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. A range of teaching/learning strategies will be used to deliver the competencies. These include: ● Practical tasks ● Hands-on activities involving participants/clients ● Group work ● Practical experience within the school sporting programs and fitness facility Evidence contributing towards competency will be collected throughout the course.
COURSE SCHEDULE	**COURSE SCHEDULE – YEAR 1** ● The Sport, Fitness and Recreation Industry ● Developing Coaching Practices ● Delivery of Community Fitness Programs ● First Aid and CPR Certificate ● Anatomy and Physiology – Body Systems, Terminology ● Client Screening and Health Assessments ● Anatomy and Physiology – Digestive System and Energy Systems ● Nutrition – Providing Healthy Eating Information **COURSE SCHEDULE – YEAR 2** ● Plan and Deliver Exercise Programs ● Specific Populations – Training Adult and Older Clients, Client Conditions ● Mobility Programs ● Training Other Specific Population Clients ● Group Fitness Programs Finalisation of qualification: SIS30321 Certificate III in Fitness

SIS30321 CERTIFICATE III IN FITNESS

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

NOTE: Units of competency are subject to change prior to the commencement of the program. These may be due to qualification or unit changes on the national training register (training.gov.au), as well as elective unit changes made by Binnacle Training to align with current industry practices or school resourcing requirements.

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

Pathways	The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant. **Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit** https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

Cost	• **$530.00 = Binnacle Training Fee, First Aid Certificate costs, other course costs**

For further information, contact the Head of Department, Steve Hodges shodg72@eq.edu.au

SIT20316 CERTIFICATE II IN HOSPITALITY

Registered Training Organisation: Training Direct Australia PTY LTD RTO Code: 32355

REGISTERED TRAINING ORGANISATION	Training Direct Australia PTY. LTD. (RTO 32355)	
Subject Type	**Subject Vocational Education and Training in Schools (VETiS) and Vocational Education and Training**	
Nationally Recognised Qualification	**SIT20316 – Certificate II in Hospitality**	
Course Length	**2 years**	
Unit Selection	**SIT30616 Certificate II in Hospitality Units of Competency** BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITHIND004 Work effectively in hospitality service SITXCCS006 Provide service to customers SITXCOM002 Show social and cultural sensitivity SITXHRM001 Coach others in job skills SITXWHS001 Participate in safe work practices SITXFSA002 Use hygienic practices for food safety SITXFSA002 Participate in safe food handling practices	**SIT20616 Certificate II in Hospitality Units of Competency** SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively

	SITHCCC002 Prepare and present simple dishes SITHCCC003 Prepare and present sandwiches SITHCCC002 Provide service of alcohol SITHFAB004 Prepare and serve no-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee BSBSUS201 Participate in environmentally sustainable work practices	
Fees	For eligible applicants, the Queensland Department of Employment, Small Business and Training can fund the training for the SIT20316 Certificate II in Hospitality component of the qualification through VETis (12 units of competency). If using VETis funding for SIT20316 Certificate II in Hospitality, the additional 2 units listed above must be completed. For more information on VETis, visit https://desbt.gov.au/training/providers/funded/vetis The remaining five units will be charged on a Fee-for-service basis.
Eligibility	- VETiS can be undertaken in years 10, 11 and 12, and can count towards the Queensland Certificate of Education. - Be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residence, or a New Zealand citizen. - Student should not have previously completed a qualification funded by VETiS
Reasons to Study the Subject	QCE Credits: Successful completion of the Certificate II in Hospitality contributes a maximum of 4 credits towards a student's QCE and the Certificate III in Hospitality contributes a maximum of 8 Credits towards a student's QCE.
Learning and Assessment	Assessment for this subject is competency based. Competency based assessment involves the student continually learning and developing their skills and knowledge until competence is demonstrated. Practical skills are continuously being assessed via observation, role plays and case studies. Knowledge is assessed through questioning, short responses, and projects. Assessment is completed progressively over the duration of each term.

Pathways	This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. **Possible job titles include:** • café attendant • waiter • food and beverage attendant
For further information, contact the Head of Department, Pamela Tranchida **ptran1@eq.edu.au**	

Student Resource Scheme Fees 2024

Description	Fee
Participation fee for Years 11 & 12	To Be Confirmed
Elective Subject Levies	See subject levies in the next section

A *parent/caregiver* is directly responsible for providing the student with textbooks and other resources for a student's use while attending school. As a service to assist parents with the cost of these educational resources, the school may choose to operate a student resource scheme. The purpose of the scheme is to provide the parent/carer with a cost effective alternative to purchasing textbooks, resources, consumables and/or materials from elsewhere, through reduced prices gained from the school's bulk purchasing processes. The operation of the scheme is required to be supported annually by the Parents and Citizens Association. On lodgment of the completed Participation Agreement Form with the school and payment of the participation fee in accordance with the agreement arrangement, the school shall provide the items to the student when due for the student's use. The greater majority of Springwood State High School families join this scheme. Optional activities such as excursions, camps, performances and formals are not included.

A parent/carer who does not wish to join the scheme is responsible for providing the student with the items that would otherwise have been provided to the student by the scheme as detailed on the Year Level Requirements List and/or Subject Requirements list, to enable the student to engage with the curriculum. Parents of secondary school-aged students who choose not to participate in the scheme will receive the textbook and resource allowance directly from the school.

The scheme does not cover student's personal requisites such as stationery, writing materials or workbooks.

To Participate in the Student Resource Scheme:

- Complete the Student Resource Scheme Participation Agreement Form

- Return the form with your school payment/ information. (This legal document is held on file at the school)

- For parents suffering hardship – payment plans can be organised. Please contact the Business Services Manager.

To Choose *<u>NOT</u>* to Participate in the Student Resource Scheme:

- Tick **NO** when you complete the Agreement form.

- Return the form to the school to indicate your choice.

- You will be provided with a detailed list of textbooks and resources which must be purchased for each student to allow the student to engage in their selected classes.

- You will be funded the Government Textbook and Resource Allowance for each eligible student (once this allowance has been paid to the school).

Elective Subject Levies

Subject Levies are enrolment fees set by the external RTO's.

Subject	Fee
Certificate III in Fitness	$ 530.00 (this fee covers both years of the course)
Certificate II Tourism/ III in Business	$ 285 (this fee covers both years of the course)

Optional School Activities

Before a student can be considered for participation in an optional school activity (e.g. Formals, Camps, Excursions, Performances and Interschool Sport), a parent/carer who has joined the scheme is expected to have:

- Fully paid the student resource scheme participation fee or paid a fee up to and including the term that the activity will take place.

- Made regular on-going payments towards the resource scheme as previously arranged with the principal or has been exempted by the Principal from paying all or part of the Student Resource Scheme participation fee.