



# HELENSVALE

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## STATE HIGH SCHOOL

### Subject Selection Handbook: Years 11 & 12 Subject Guide



# 2026

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AHC20422 - Certificate II in Horticulture  
BSB30120—Certificate III in Business  
BSB50215—Diploma of Business  
CUA31120—Certificate III in Visual Arts (PHOTOGRAPHY)  
CUA30120 - Certificate III in Dance  
CUA31020 - Certificate III in Screen and Media  
ICT20120—Certificate II in Applied Digital Technologies  
SIT20421 – Certificate II in Cookery  
10283NAT - Certificate IV in Crime and Justice  
SIS30122 - Certificate III in Sport, Aquatics & Recreation/SIS20122 Certificate II in Sport & Recreation\*  
SIS30321— Certificate III Fitness & SIS20122 Certificate in Sport and Recreation\*

# Introduction - How To Guide

Senior Schooling at Helensvale State High School presents many opportunities through choosing a pathway to success. Success and reward in senior schooling are most likely to be achieved when there is careful and purposeful planning and selection of subjects and courses by students.

This Senior Pathway and Subject Guide has been developed as a reference to assist with choosing that pathway. By using this information to choose subjects for Year 11, students will have a clear view of opportunities available to them on their selected pathway.

Using this Guide:

- This guide is intended as a reference guide rather than a document to read from front to back
- This guide should be referred to repeatedly while making decisions about the pathway a student will take as well as which subjects to select on a given pathway
- The front section of the guide provides general information about a range of aspects of senior schooling at Helensvale State High School.
- The body of the Senior Pathway and Subject Guide outlines the different subjects on offer to students across the many syllabus types.

**Red Section:** Year 11 and Year 12 General subjects

**Green Section:** Year 11 and Year 12 Applied subjects

**Blue Section:** Vocational Qualifications offered at school

**White Section:** Alternate Pathways, other Vocational training, apprenticeships/traineeships and TAFE Courses that can be completed while in your senior phase of learning.

This handbook is one of many resources available to students to gather information about their Senior Pathway. Students should use all resources to assist with this process including; information on notices, their teachers, subject Heads of Department, Senior Schooling Head of Department, Student Success Teacher, Guidance Officer, Deputy Principals and the Industry Liaison Officer.

Students must also consult with parents/caregivers when planning their pathway. Once a decision is made it is important to commit to all timelines and work requirements of subjects and courses selected. Students and parents/caregivers are reminded that staff are only too pleased to meet with them and discuss any particular problems or concerns around senior schooling that they might have. If all parties are well informed they are in a good position to support students through, what can be, difficult years.

Please do not hesitate to contact the school regarding any necessary advice and assistance.



# QCE—Queensland Certificate of Education

It is our expectation at Helensvale State High School that all students attain a Queensland Certificate of Education (QCE) by the completion of Year 12. By choosing a pathway to success for each individual student, a QCE is attainable.

The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. They provide Kindergarten to Year 12 syllabuses, guidelines, assessment, and reporting, testing, accreditation and certification services for Queensland schools. Their website provides a number of useful resources for students and parents seeking further information on the Senior Schooling process as well as the Queensland Certificate of Education. Please use it as a resource for further information.

## 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.

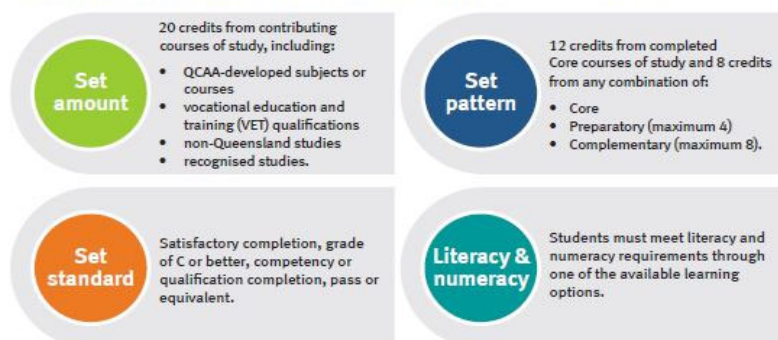
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning 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 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	1
• QCAA Short Course in Literacy	
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

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

QCAA Short Courses	1
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	
• QCAA Short Course in Career Education	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

**Literacy & numeracy**

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● **Literacy**

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

● **Numeracy**

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

# SET-Plan—Senior Education and Training Plan

To be successful in the senior phase of learning, a carefully considered plan is crucial. Students must consider their goals beyond school and their current strengths, interests and capabilities to ensure they choose the right path for their success.

## What is a SET Plan?

The SET Plan (Senior Education and Training Plan) maps out how students will work towards their chosen pathway including a QCE (Queensland Certificate of Education), Australian Tertiary Admissions Rank (ATAR), Vocational Qualifications, and/or a viable work option.

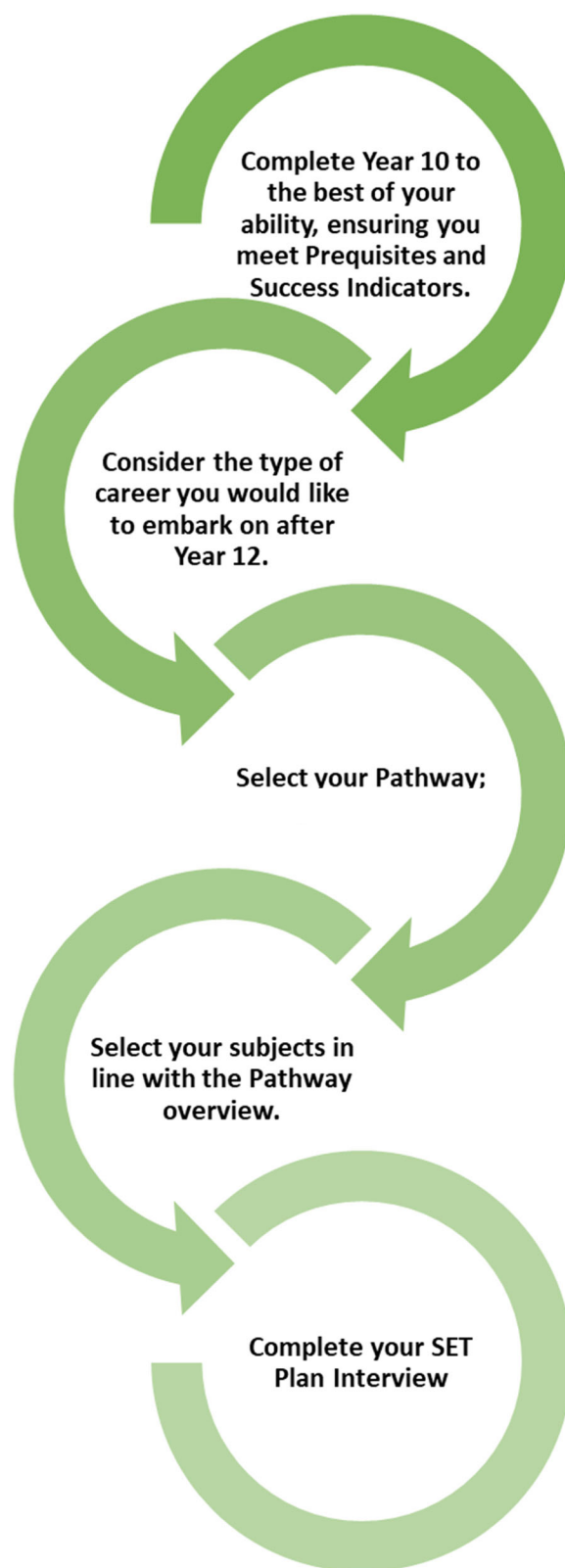
Parents and guardians play a critical role in helping students to discover and plan their personal pathways through education and training then onto further learning or work options.

## The SET Plan is designed to:

- Work as a 'road map' to help students achieve their learning goals during the Senior Phase of Learning
- Include flexible and coordinated pathway options
- Assist to examine options across education, training and employment sectors
- Help to communicate with parents/carers and with personnel from the school/learning provider about student's future options

In the SET Plan Interview, students are able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of a school. This will allow them to create more options and flexibility in learning.

Students may alter the plan in consultation with the Deputy Principal Senior School if they decide to change direction and explore different learning pathways.



# Choosing Your Pathway

Planning your Senior Pathway is an important time in your life. At Helensvale State High School it is recommended that students carefully plan their senior years at high school. This planning begins during Year 10 and should continue with careful consideration of subject documents and the pathways available beyond school.

At Helensvale State High School, we have broken our pathway options into two distinct pathways;

## **ATAR Pathway and Vocational Pathway.**

Depending on the pathway chosen, a student may select subjects from three categories:

**General Subjects:** General subjects are more academically rigorous and require a high level of commitment to class work and additional time on study out of school. When successfully completed they contribute four credits towards a QCE. These subjects are used in the calculation for Tertiary Entrance.

**Applied Subjects:** Applied subjects are more practically oriented. When successfully completed they contribute four credits towards the QCE. Only one Applied subject may contribute to the calculation for Tertiary Entrance for students on a Green Pathway.

**Vocational Qualifications (VET):** Vocational qualifications provide education and training for work. VET is part of a broader educational network in Australia that includes schools, universities and adult and community education. Qualifications are nationally recognised. The QCE contribution varies between certificates. Qualifications may be provided by the school RTO or external providers.

## Selecting Subjects

For students entering Year 11, once the pathway is chosen, careful consideration must be given to the subjects selected. When choosing subjects students should ask themselves:

1. What prerequisite subjects studied in Year 10 are required for entry into General subjects?
2. What prerequisite subjects studied in Year 11 and 12 are required for University or further training?
3. What subjects am I likely to do well in?
4. What subjects do I enjoy?

Year 10 success indicators are subjects that must be completed to a satisfactory standard or higher to be considered for entry into some senior subjects. Prerequisites in Year 11 and 12 are subjects that must be completed to a satisfactory standard to be considered for entry into Tertiary Courses. For example, General English is a good example of a prerequisite for a large number of tertiary courses. Consult the *2028 QTAC for Year 10 Guide* for more information.

Other important considerations when choosing subjects include:

- Current performance in Year 10 subjects, reflected on the reported evidence including achievement, effort and behaviour
- QCE requirements
- Courses that have embedded VET components

**Due to the way in which credit for subjects is applied in the QCE System, changes to subjects will not be permitted without consultation between student, parent/carers and the Deputy Principal Senior School.**

**Subject changes will only be permitted in the first 2 weeks of Unit 1 or at the commencement of Unit 2.**

**No subject changes will be permitted outside of these times.**

**Important Note:** While Helensvale State High School is able to offer an extensive array of subjects, subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

# **MANDATED CORE SUBJECTS**

**These subjects are COMPULSORY for ALL students in**

**Years 11 and 12**

**General English &/or Literature OR**

**Essential English**

**AND**

**General Maths OR Maths Methods**

**OR**

**Maths Methods and Specialist Maths OR**

**Essential Maths**

## **ELECTIVE SUBJECTS AVAILABLE IN YEARS 11 & 12\***

**General Subjects RED**

**Applied Subjects GREEN**

**VET Subjects BLUE**

<b>ATAR Pathway</b>	<b>Vocational Pathway</b>
<p>General English</p> <p>English Literature</p> <p>General Mathematics</p> <p>Mathematical Methods</p> <p>Specialist Mathematics</p> <p>Accounting</p> <p>Business</p> <p>Legal Studies</p> <p>Japanese</p> <p>Modern History</p> <p>Geography</p> <p>Biology</p> <p>Chemistry</p> <p>Digital Solutions</p> <p>Marine Studies</p> <p>Physics</p> <p>Psychology</p> <p>Design</p> <p>Food &amp; Nutrition</p> <p>Health</p> <p>Physical Education</p> <p>Drama</p> <p>Film, Television &amp; New Media</p> <p>Music</p> <p>Visual Art</p> <p>BSB50120 Diploma of Business (18 months) ..... \$2799</p> <p>10283NAT Certificate IV in Crime and Justice ..... \$725</p> <p>BSB30120 Certificate III in Business (1 year course) ..... \$675</p> <p>CUA30120 Certificate III in Dance ..... \$300</p> <p>CUA31020 Certificate III in Screen and Media</p> <p>CUA31120 Certificate III in Visual Arts (photography) ..... \$300</p> <p>SIS30122 Certificate III in Sport, Aquatics &amp; Recreation/Certificate II in Sport &amp; Recreation* ..... Non-VETiS \$560/VETiS \$295</p> <p>SIS30321 Certificate III in Fitness &amp; SIS20122 Certificate in Sport and Recreation..... Non-VETiS \$560/VETiS \$295</p> <p>Building and Construction Skills ..... \$270</p> <p>Industrial Technology Skills ..... \$300</p> <p>Early Childhood Studies</p> <p>Hospitality Practices</p> <p>Sport and Recreation: AFL \$500 / Netball \$500 / Soccer \$500 / General</p> <p>Media Arts in Practice</p> <p>Music in Practice</p> <p>Visual Arts in Practice</p> <p>Tourism</p>	<p>Essential English</p> <p>Essential Mathematics</p> <p>General Mathematics</p> <p>Building and Construction Skills \$270</p> <p>Industrial Technology Skills \$300</p> <p>Early Childhood Studies</p> <p>Hospitality Practices</p> <p>Aquatic Practices ..... Yr11 \$230, Yr12 \$220</p> <p>Sport and Recreation: AFL \$500 / Netball \$500 / Soccer \$500/ General</p> <p>Media Arts in Practice</p> <p>Music in Practice</p> <p>Visual Arts in Practice</p> <p>Tourism</p> <p>AHC20422 Certificate II in Horticulture</p> <p>SIT20421 Certificate II in Cookery ..... \$320</p> <p>ICT20120 Certificate II in Applied Digital Technologies</p> <p>10283NAT Certificate IV in Crime and Justice ..... \$725</p> <p>BSB30120 Certificate III in Business (1 year course) ..... \$675</p> <p>CUA30120 Certificate III in Dance ..... \$300</p> <p>CUA31020 Certificate III in Screen and Media</p> <p>SIS30122 Cert III in Sport, Aquatics &amp; Recreation/SIS20122 Cert II in Sport &amp; Recreation* ..... Non-VETiS \$560/VETiS \$295</p> <p>CUA31120 Certificate III in Visual Arts (photography) ..... \$300</p> <p>SIS30321—Certificate III in Fitness &amp; SIS20122 Certificate in Sport and Recreation..... Non-VETiS \$560/VETiS \$295</p>

# QUEENSLAND CERTIFICATE EDUCATION

## SUBJECT SELECTION

ATAR Pathway		Vocational Pathway
<p>ATAR – HONOURS</p> <p>Students are advised to study:</p> <ul style="list-style-type: none"> <li>• <b>6 General Subjects</b> to give themselves the opportunity to receive their best ATAR score</li> </ul> <p>OR</p> <p>5 General Subjects and one Certificate III or higher</p> <p><b><u>Mandated Core (Compulsory)</u></b></p> <p><b>General English &amp;/or Literature AND General Maths OR Maths Methods OR Maths Methods and Specialist Maths</b></p>	<p>ATAR – General</p> <p>Students are advised to study:</p> <ul style="list-style-type: none"> <li>• <b>6 General Subjects</b> to give themselves the opportunity to receive their best ATAR score</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• 5 General Subjects and one Certificate III or higher, OR 4 General Subjects, at least one Certificate III or higher and an Applied Subject approved by HSHS</li> </ul> <p><b><u>Mandated Core (Compulsory)</u></b></p> <p><b>General English &amp;/or Literature AND General Maths OR Maths Methods OR Maths Methods and Specialist Maths</b></p>	<p>Students must include a minimum of 1 Certificate II in their course of study</p> <p><b><u>Mandated Core (Compulsory)</u></b></p> <p><b>Essential English AND Essential Maths</b></p> <p><b>General Maths may be studied based on grades and teacher recommendation</b></p> <p><b>Students wishing to do a School Based Traineeship/Apprenticeship or External Course need to study a Vocational Pathway</b></p>

**DUE TO QCAA REGULATIONS  
(QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY)  
OTHER CONSIDERATIONS  
TRAINING PACKAGES**

A **maximum of eight credits** from the same training package can contribute to a QCE.

CUA Creative Arts and Cultural Training Package	SIT Travel, Tourism and Hospitality Training Package	SIS Sport, Fitness and Recreation Training Package	BSB Business Services Training Package
Certificate III Dance (8 credits) Certificate III Screen and Media (8 credits) Certificate III Visual Arts (8 credits)	Certificate II Cookery (4 credits)	Certificate II Sports and Recreation and Certificate III Sport, Aquatics and Recreation (8 credits)  Certificate II Sport and Recreation and Certificate III Fitness (8 credits)	Diploma of Business (8 credits)  Certificate III Business (8 credits)

### TRAINING PACKAGES AND APPLIED SUBJECTS

**Students cannot study the following subjects together, as they will not maximise credit points:**

- **Certificate II Sport and Recreation\*** / **Certificate III Sport, Aquatics and Recreation and Sport and Recreation (Applied)** / **Sports Academy**
- **Certificate II Sport and Recreation\*** / **Certificate III Fitness and Sport and Recreation (Applied)** / **Sports Academy**

**Contribution of TAFE courses and School Based Traineeships/Apprenticeships will also have to be taken into account for crossover of Training Packages or Applied Subjects.**

\*VETiS funded course - VETiS is subsidised by the Queensland Government under the VET in Schools Program (VETiS). All students are eligible if they have not previously utilised VETiS funding. The VET Investment Budget will only fund one employment stream qualification for each student and not all qualifications are subsidised.



# GENERAL SUBJECTS

*All information is correct at the time of printing. Changes may occur.*

## **Assessment in General Subjects:**

Units 1 and 2 provide foundational learning in Year 11, whilst Units 3 and 4 consolidate student learning.

Students will complete three Internal Assessments and one External Assessment across Units 3 and 4 which will make up their exit result for the subject.

As stated in the introduction to this subject guide, Helensvale State High School is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

# General English

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Senior English—Chelle Krosby email:- malfo16@eq.edu.au		

**Rationale:** 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.

## 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. The study of General English prepares students for post-school pathways that include tertiary studies, vocational education or the workforce.

## Structure

Unit 1	Unit 2
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Texts in contexts</li> <li>Language and textual analysis</li> <li>Responding to and creating texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Texts in contexts</li> <li>Language and textual analysis</li> <li>Responding to and creating texts</li> </ul>
Unit 3	Unit 4
<b>Textual connections</b> <ul style="list-style-type: none"> <li>Conversations about issues in texts</li> <li>Conversations about concepts in texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Creative responses to literary texts</li> <li>Critical responses to literary texts</li> </ul>

## Assessment

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Spoken persuasive response	25%	Summative internal assessment 3 (IA3): Examination — extended response	25%
Summative internal assessment 2 (IA2): Written response for a public audience	25%	Summative external assessment (EA): Examination — extended response	25%

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified at the time of activity.

# Literature

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Senior English— Chelle Krosby email:- malfo16@eq.edu.au		

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

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

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse

## Pathways

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## Structure

Unit 1	Unit 2
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Intertextuality</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other – genre, concepts and contexts</li> <li>• Ways literary texts connect with each other – style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>
Unit 3	Unit 4
<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Assessment

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>		<ul style="list-style-type: none"> <li>• Imaginative response</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Imaginative response</li> </ul>		<ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>	

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified at the time of activity.

# General Mathematics

Subject Type	General	QCE Credits	up to 4 Points
Success Indicators	Y10 Mathematical Methods or B in General Mathematics		
Contact	Head of Department Mathematics — Cathy Ellington email:- celli129@eq.edu.au		

**Rationale:** 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,

**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.

## Structure

Unit 1		Unit 2	
<b>Money, measurement, algebra and linear equations</b> <ul style="list-style-type: none"><li>• Consumer arithmetic</li><li>• Shape and measurement</li><li>• Similarity and scale</li><li>• Algebra</li><li>• Linear equations and their graphs</li></ul>		<b>Applications of linear equations and trigonometry, matrices and univariate data analysis</b> <ul style="list-style-type: none"><li>• Applications of linear equations and their graphs</li><li>• Applications of trigonometry</li><li>• Matrices</li><li>• Univariate data analysis 1</li><li>• Univariate data analysis 2</li><li>• Linear equations and their graphs</li></ul>	
Unit 3		Unit 4	
<b>Bivariate data and time series analysis, sequences and Earth geometry</b> <ul style="list-style-type: none"><li>• Bivariate data analysis 1</li><li>• Bivariate data analysis 2</li><li>• Time series analysis</li><li>• Growth and decay in sequences</li><li>• Earth geometry and time zones</li></ul>		<b>Investing and networking</b> <ul style="list-style-type: none"><li>• Loans, investments and annuities 1</li><li>• Loans, investments and annuities 2</li><li>• Graphs and networks</li><li>• Networks and decision mathematics 1</li><li>• Networks and decision mathematics 2</li></ul>	
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	15%
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>			

**Costs**  
A scientific calculator with a statistic function is required in both years 11 and 12. The Sharp EL-531 THBWH model can be purchased for \$19.50. Access to textbooks (hard copy in class or electronically at home) is included in the School Resource Scheme. If other costs arise they would be notified at the time of activity.  
Approximately \$30.00. This resource will assist students in their preparation for their external exam at the end of year 12.



# Mathematical Methods

Subject Type	General	QCE Credits	up to 4 Points
Success Indicators	B or above in Y10 Mathematical Methods		
Contact	Head of Department Mathematics — Cathy Ellington email:- celli129@eq.edu.au		

## Rationale:

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.

## Structure

Unit 1	Unit 2
<b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"><li>• Surds and quadratic functions</li><li>• Binomial expansion and cubic functions</li><li>• Functions and relations</li><li>• Trigonometric functions</li><li>• Probability</li></ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"><li>• Exponential functions</li><li>• Logarithms and logarithmic functions</li><li>• Introduction to differential calculus</li><li>• Applications of differential calculus</li><li>• Further differentiation</li></ul>
Unit 3	Unit 4
<b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"><li>• Differentiation of exponential and logarithmic functions</li><li>• Differentiation of trigonometric functions and differentiation rules</li><li>• Further applications of differentiation</li><li>• Introduction to integration</li><li>• Discrete random variables</li></ul>	<b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"><li>• Further integration</li><li>• Trigonometry</li><li>• Continuous random variables and the normal distribution</li><li>• Sampling and proportions</li><li>• Interval estimates for proportions</li></ul>

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

**Costs :** A scientific calculator with a statistic function is essential. The Sharp EL-531 THBWH model can be purchased for \$19.50. Some students may find a Graphics Calculator beneficial. The Texas Instruments TI-84PlusCE is recommended to support students. Access to textbooks is included in the School Resource Scheme. If other costs arise they would be notified at the time of activity.

Approximately \$30.00. This resource will assist students in their preparation for their external exam at the end of Year 12.

# Specialist Mathematics

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	B or above in Y10 Mathematical Methods		
<b>Contact</b>	Head of Department Mathematics — Cathy Ellington email:- celli129@eq.edu.au		

## Rationale:

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.

## Pathways

Specialist Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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

## Structure

Unit 1	Unit 2
<b>Combinatorics, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>Combinatorics</li> <li>Introduction to proof</li> <li>Vectors in the plane</li> <li>Algebra of vectors in two dimensions</li> <li>Matrices</li> </ul>	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"> <li>Complex numbers</li> <li>Complex arithmetic and algebra</li> <li>Circle and geometric proofs</li> <li>Trigonometry and functions</li> <li>Matrices and transformations</li> </ul>
Unit 3	Unit 4
<b>Further complex numbers, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>Further complex numbers</li> <li>Mathematical induction and trigonometric proofs</li> <li>Vectors in two and three dimensions</li> <li>Vector calculus</li> <li>Further matrices</li> </ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>Integration techniques</li> <li>Applications of integral calculus</li> <li>Rates of change and differential equations</li> <li>Modelling motion</li> <li>Statistical inference</li> </ul>

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Problem-solving and modelling task	Summative internal assessment 3 (IA3): Examination — short response
Summative internal assessment 2 (IA2): Examination — short response	
Summative external assessment (EA): 50% Examination — combination response	

## Costs

A scientific calculator with a statistic function is essential. The Sharp EL-531 THBWH model can be purchased for \$19.50. Some students may find a Graphics Calculator beneficial. The Texas Instruments TI-84PlusCE is recommended to support students. Access to textbooks is included in the School Resource Scheme. If other costs arise they would be notified at the time of activity. Approximately \$30.00. This fee covers the bulk purchase for the Year 12 Specialist Mathematics Exam Preparation Booklet for Units 3 and 4. This resource will assist students in their preparation for their external exam at the end of Year 12.

# Biology

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	To be successful in this subject, students need to have achieved a passing grade in Year 10 Biology or a minimum of a B in Year 10 General Science and General Mathematics.		
<b>Contact</b>	Head of Department Science - Chris Lockett <a href="mailto:cluck35@eq.edu.au">email:- cluck35@eq.edu.au</a>		

**Rationale:** Biology provides opportunities for students to engage with living systems.

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.

## Structure

Unit 1	Unit 2
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Exchange of nutrients and wastes</li> <li>Cellular energy, gas exchange and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>Homeostasis — thermoregulation and osmoregulation</li> <li>Infectious disease and epidemiology</li> </ul>
Unit 3	Unit 4
<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>Describing biodiversity and populations</li> <li>Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>Genetics and heredity</li> <li>Continuity of life on Earth</li> </ul>

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

## Costs:

There is a fieldwork component of the senior Biology curriculum. Students examine and analyse data collected from fieldwork to understand the interconnectedness of organisms, the physical environment and the impact of human activity. This will involve a day excursion to one of the various ecosystems around the Gold Coast. There is a cost associated with this excursion of approximately \$40. This generally occurs in Term 4 of Year 11.

# Chemistry

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	To be successful in this subject, students need to have achieved a passing grade in Year 10 Chemistry or a minimum of a B in Year 10 General Science and General Mathematics.		
<b>Contact</b>	Head of Department Science - Chris Lockett <a href="mailto:cluck35@eq.edu.au">email:- cluck35@eq.edu.au</a>		

**Rationale:** Chemistry is the study of materials and their properties and structure.

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.

## Structure

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

## Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>Data test</li> </ul>		<ul style="list-style-type: none"> <li>Research investigation</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>Student experiment</li> </ul>			
Summative external assessment (EA): 50% Examination — combination response			

**Costs Nil**



# Physics

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	To be successful in this subject, students need to have achieved a passing grade in Year 10 Physics or a minimum of a B in Year 10 General Science and General Mathematics.		
<b>Contact</b>	Head of Department Science - Chris Lockett email:- cluck35@eq.edu.au		

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

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

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

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"> <li>Heating processes</li> <li>Ionising radiation and nuclear reactions</li> <li>Electrical circuits</li> </ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>Linear motion and force</li> <li>Waves</li> </ul>
Unit 3	Unit 4
<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>Gravity and motion</li> <li>Electromagnetism</li> </ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>Special relativity</li> <li>Quantum theory</li> <li>The Standard Model</li> </ul>

## Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>Data test</li> </ul>		<ul style="list-style-type: none"> <li>Research investigation</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>Student experiment</li> </ul>			
Summative external assessment (EA): 50%			
Examination — combination response			

**Costs Nil**

# Psychology

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	To be successful in this subject, students need to have achieved a passing grade in Year 10 Biology or a minimum of a B in Year 10 General Science and General Mathematics.		
<b>Contact</b>	Head of Department Science - Chris Luckett email:- cluck35@eq.edu.au		

## Rationale:

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,

## 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.

## Structure

Unit 1	Unit 2
<b>Individual development</b> <ul style="list-style-type: none"> <li>The role of the brain</li> <li>Cognitive development</li> <li>Consciousness, attention and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>Intelligence</li> <li>Diagnosis</li> <li>Psychological disorders and treatments</li> <li>Emotion and motivation</li> </ul>
Unit 3	Unit 4
<b>Individual thinking</b> <ul style="list-style-type: none"> <li>Brain function</li> <li>Sensation and perception</li> <li>Memory</li> <li>Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>Social psychology</li> <li>Interpersonal processes</li> <li>Attitudes</li> <li>Cross-cultural psychology</li> </ul>

## Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>Data test</li> </ul>		<ul style="list-style-type: none"> <li>Research investigation</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>Student experiment</li> </ul>			
Summative external assessment (EA): 50%			
Examination — combination response			

**Costs Nil**

# Marine Science

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C or above in General English		
<b>Contact</b>	Head of Department Science - Chris Luckett email:- cluck35@eq.edu.au		

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

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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

## Structure

Unit 1	Unit 2
<b>Oceanography</b> <ul style="list-style-type: none"> <li>An ocean planet</li> <li>The dynamic shore</li> </ul>	<b>Marine biology</b> <ul style="list-style-type: none"> <li>Marine ecology and biodiversity</li> <li>Marine environmental management</li> </ul>
Unit 3	Unit 4
<b>Marine systems — connections and change</b> <ul style="list-style-type: none"> <li>The reef and beyond</li> <li>Changes on the reef</li> </ul>	<b>Ocean issues and resource management</b> <ul style="list-style-type: none"> <li>Oceans of the future</li> <li>Managing fisheries</li> </ul>

## Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>Data test</li> </ul>		<ul style="list-style-type: none"> <li>Research investigation</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>Student experiment</li> </ul>			
Summative external assessment (EA): 50%			
Examination — combination response			

## Costs

There is a fieldwork component of the senior Marine Science curriculum. Students examine and analyse data collected from fieldwork to understand the health and water quality of the Greater Barrier Reef. This will involve a trip to Konomie Island (North Keppel) Environmental Centre for approximately 1 week.

The cost associated with this excursion is approximately \$1200. This generally occurs in week 9 of term 4 in Year 11 (first week of summer holidays)

Several other field trips to collect and analyse data will occur throughout Year 11 & 12 including trips to Sea World and Jacobs Well Environmental Centre. Together there will be a cost associated of approximately \$110 to cover entry fees and buses.

# Digital Solutions

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	To be successful in this subject, students need to have achieved a passing grade in Year 10 Digital Solutions and a minimum of a B in Year 10 General Mathematics.		
<b>Contact</b>	Head of Department Science - Chris Luckett <a href="mailto:cluck35@eq.edu.au">email:- cluck35@eq.edu.au</a>		

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

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

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

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Creating with code</b> <ul style="list-style-type: none"> <li>Understanding digital problems</li> <li>User experiences and interfaces</li> <li>Algorithms and programming techniques</li> <li>Programmed solutions</li> </ul>	<b>Application and data solutions</b> <ul style="list-style-type: none"> <li>Data-driven problems and solution requirements</li> <li>Data and programming techniques</li> <li>Prototype data solutions</li> </ul>
Unit 3	Unit 4
<b>Digital innovation</b> <ul style="list-style-type: none"> <li>Interactions between users, data and digital systems</li> <li>Real-world problems and solution requirements</li> <li>Innovative digital solutions</li> </ul>	<b>Digital impacts</b> <ul style="list-style-type: none"> <li>Digital methods for exchanging data</li> <li>Complex digital data exchange problems and solution requirements</li> <li>Prototype digital data exchanges</li> </ul>

## Assessment

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>Technical Proposal</li> </ul>		<ul style="list-style-type: none"> <li>Project—Folio</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Project—Digital Solutions</li> </ul>		<ul style="list-style-type: none"> <li>Examination — Combination Response</li> </ul>	

## Costs



# Film, Television and New Media

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	Self motivated organisational skills		
<b>Contact</b>	Head of Department The Arts — Bek Shinn Email:- ranso4@eq.edu.au		

**Rationale:** Film, Television & New Media fosters creative and expressive communication and practical application with camera and editing technologies. 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 produce short films and other media products, and investigate and respond to moving-image media content and production contexts. . They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Foundation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Institutions</li> <li>Languages</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>Representations</li> <li>Audiences</li> <li>Languages</li> </ul>
Unit 3	Unit 4
<b>Participation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Audiences</li> <li>Institutions</li> </ul>	<b>Artistry</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Representations</li> <li>Languages</li> </ul>

## Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> <li>Case study investigation</li> </ul>		<ul style="list-style-type: none"> <li>Stylistic production</li> </ul>	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> <li>Multi-platform content project</li> </ul>			
Summative external assessment (EA): 25%			
Examination — extended response			

## Costs

# Drama

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	Sound English skills, basic digital literacy		
<b>Contact</b>	Head of Department The Arts — Bek Shinn Email:- ranso4@eq.edu.au		

**Rationale:** 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.

Structure; \*Please note this could be delivered as an alternative sequence

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

## 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).

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

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified before the activity.

# Modern History

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C or above in General English		
<b>Contact</b>	Head of Department Humanites — Marlie Costan Email:- mcost35@eq.edu.au		

**Rationale:** 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.

## Structure

Unit 1	Unit 2
<b>Ideas in the Modern World</b> <ul style="list-style-type: none"> <li>Age of Imperialism 1848-1914</li> <li>Russian Revolution 1905–1920s</li> </ul>	<b>Movements in the Modern World</b> <ul style="list-style-type: none"> <li>Australian Indigenous rights movement since 1967</li> <li>Womans’s Rights Movement since 1873</li> </ul>
Unit 3	Unit 4
<b>National experiences in the Modern World</b> <ul style="list-style-type: none"> <li>Germany, 1914–1945</li> <li>China 1931 - 1976</li> </ul>	<b>International experiences in the Modern World</b> <ul style="list-style-type: none"> <li>Cold War 1945 - 1991</li> </ul>

## Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>Examination — extended response</li> </ul>		<ul style="list-style-type: none"> <li>Investigation</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Investigation</li> </ul>		<ul style="list-style-type: none"> <li>Examination — short response</li> </ul>	

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified before the activity.

# Japanese

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Humanities — Marlie Costan Email:- mcost35@eq.edu.au		

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

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

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

## Pathways

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

## Structure

Unit 1	Unit 2
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>Family/carers</li> <li>Lifestyle and leisure</li> <li>Education</li> </ul>	<b>私達のまわり</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>Travel</li> <li>Technology and media</li> <li>The contribution of Japanese culture to the world</li> </ul>
Unit 3	Unit 4
<b>私達の社会</b> <b>Our society</b> <ul style="list-style-type: none"> <li>Roles and relationships</li> <li>Socialising and connecting with my peer</li> <li>Groups in society</li> </ul>	<b>私の将来</b> <b>My future</b> <ul style="list-style-type: none"> <li>Finishing secondary school, plan and reflections</li> <li>Responsibilities and moving on</li> </ul>

## Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — combination response	25%

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified before the activity.



# Geography

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Humanities — Marlie Costan Email:- mcost35@eq.edu.au		

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

## Pathways

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

## Structure

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

## Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>		<ul style="list-style-type: none"> <li>Data report</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Field report</li> </ul>		<ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>	

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified before the activity.

# Music

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C in English and an ability to play an instrument (or voice)		
<b>Contact</b>	Head of Department The Arts — Bek Shinn Email:- ranso4@eq.edu.au		

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

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

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

## Pathways

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

## Objectives

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

- Demonstrate technical skills
- Explain music elements and concepts
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- Resolve music ideas.

## Structure

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

## Assessment

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

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified before the activity.

# Visual Art

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	A minimum of a C in English, also highly recommended that students wishing to enter this course completed the Arts Academy Visual Arts program or the year 10 Visual Art course		
<b>Contact</b>	Head of Department The Arts — Bek Shinn Email:- ranso4@eq.edu.au		

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

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

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

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

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Art as lens</b> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> </ul>	<b>Art as code</b> <ul style="list-style-type: none"> <li>• Authentic Experience: Experience &amp; excursion in external &amp; school setting</li> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> </ul>
Unit 3	Unit 4
<b>Art as knowledge</b> <ul style="list-style-type: none"> <li>• Authentic Experience: The Pool</li> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> </ul>	<b>Art as alternate</b> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>

**Assessment** student-directed

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3): Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% Examination — extended response			

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified before the activity.

# Design

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C or above in General English		
<b>Contact</b>	Head of Department Design — Mr Michael Buchanan Email:- <a href="mailto:mbuch87@eq.edu.au">mbuch87@eq.edu.au</a>		

**Rationale:** Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Stakeholder-centred design</b> <ul style="list-style-type: none"> <li>Designing for others</li> </ul>	<b>Commercial design influences</b> <ul style="list-style-type: none"> <li>Responding to needs and wants</li> </ul>
Unit 3	Unit 4
<b>Human-centred design</b> <ul style="list-style-type: none"> <li>Designing with empathy</li> </ul>	<b>Sustainable design influences</b> <ul style="list-style-type: none"> <li>Responding to opportunities</li> </ul>

## Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Design challenge	20%	Summative internal assessment 3 (IA3): Project	25%
Summative internal assessment 2 (IA2): Project	30%	Summative external assessment (EA): Examination — extended response	25%

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified before the activity.

# Food & Nutrition

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C or above in General English		
<b>Contact</b>	Head of Department Design Mr Michael Buchanan Email:- <a href="mailto:mbuch87@eq.edu.au">mbuch87@eq.edu.au</a>		

**Rationale:** Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The studies of the food system include the sectors of production, processing, distribution, consumption, research and development. Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Food science of vitamins, minerals and protein</b> Introduction to the food system <ul style="list-style-type: none"> <li>Vitamins and minerals</li> <li>Protein</li> </ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"> <li>Consumer food drivers</li> <li>Sensory profiling</li> <li>Food safety and labelling</li> <li>Food formulation for consumers</li> </ul>
Unit 3	Unit 4
<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"> <li>Carbohydrate</li> <li>Fat</li> </ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"> <li>Formulation and reformulation for nutrition consumer markets</li> <li>Nutrition consumer markets</li> </ul>

## Assessment

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>Examination—combination response</li> </ul>		<ul style="list-style-type: none"> <li>Food &amp; Nutrition solution</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Food &amp; Nutrition solution</li> </ul>		<ul style="list-style-type: none"> <li>Examination—combination response</li> </ul>	

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified before the activity.

# Physical Education

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C or above in General English and C or above in Health and Physical Education		
<b>Contact</b>	Head of Department Health and Physical Education — Alexander McKean Email:-amcke222@eq.edu.au		

**Rationale:** 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.

## 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.

## Structure

Unit 1	Unit 2
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>Motor learning in physical activity</li> <li>Functional anatomy and biomechanics in physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>Sport psychology in physical activity</li> <li>Equity — barriers and enablers</li> </ul>
Unit 3	Unit 4
<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>Tactical awareness in physical activity</li> <li>Ethics and integrity in physical activity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>Energy, fitness and training integrated in physical activity</li> </ul>

## Assessment

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

## Costs

There are no costs in addition to the School Resource Scheme.



# Health

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C or Above in General English and C or above in Health and Physical Education		
<b>Contact</b>	Head of Department Health and Physical Education — Alexander McKean Email:- amcke222@eq.edu.au		

**Rationale:** Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

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

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increased the need for health educated people who can solve problems and continue to improved health outcomes across the lifespan at individual, family, local, national and global levels.

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>Alcohol and other drugs (elective)</li> </ul>
Unit 3	Unit 4
<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>Transport safety (elective)</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Action research	25%	Summative internal assessment 3 (IA3): Investigation	25%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — extended response	25%

## Costs

There are no costs in addition to the School Resource Scheme.

# Legal Studies

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C or above in General English/Humanities		
<b>Contact</b>	Head of Department Business —Mark McKague Email:- mmcka68@eq.edu.au		

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

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

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

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>Legal foundations</li> <li>Criminal investigation process</li> <li>Criminal trial process</li> <li>Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>Civil law foundations</li> <li>Contractual obligations</li> <li>Negligence and the duty of care</li> </ul>
Unit 3	Unit 4
<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>Governance in Australia</li> <li>Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>Human rights</li> <li>The effectiveness of international law</li> <li>Human rights in Australian contexts</li> </ul>

## Assessment

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).

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

## Costs

There may be small additional costs to the School Resource Scheme such as the cost for an excursion to the Supreme Court.

# Accounting

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C or above in General English & General Mathematics		
<b>Contact</b>	Head of Department Business —Mark McKague Email:- mmcka68@eq.edu.au		

**Rationale:** Accounting provides students the opportunity to develop an understanding of the essential role accounting plays in the successful performance of any business.

Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, management and accounting controls, internal & external financial statements and analysis. They synthesise data and financial information, evaluate accounting practices of financial management, solve authentic accounting problems and communicate recommendations.

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

## Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

## Structure

Unit 1	Unit 2
<b>Real world accounting</b> <ul style="list-style-type: none"> <li>Introduction to accounting</li> <li>Accounting for today's businesses</li> </ul>	<b>Financial Reporting</b> <ul style="list-style-type: none"> <li>End-of-period reporting for today's businesses</li> <li>Performance analysis of a sole trader business</li> </ul>
Unit 3	Unit 4
<b>Managing Resources</b> <ul style="list-style-type: none"> <li>Cash management</li> <li>Managing resources for a sole trader business</li> </ul>	<b>Accounting — the big picture</b> <ul style="list-style-type: none"> <li>Fully classified financial statement reporting and analysis for a sole trader business</li> <li>Complete accounting process for a sole trader business</li> <li>Performance analysis of a public company</li> </ul>

## Assessment

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).

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

**Costs:** There are no costs for this subject

# Business

<b>Subject Type</b>	General	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C or above in General English		
<b>Contact</b>	Head of Department Business —Mark McKague Email:- mmcka68@eq.edu.au		

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

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

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

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Business creation</b> <ul style="list-style-type: none"> <li>Fundamentals of business</li> <li>Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>Establishment of a business</li> <li>Entering markets</li> </ul>
Unit 3	Unit 4
<b>Business diversification</b> <ul style="list-style-type: none"> <li>Competitive markets</li> <li>Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>Repositioning a business</li> <li>Transformation of a business</li> </ul>

## Assessment

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination— combination response	25%	Summative internal assessment 3 (IA3): Business Report—Feasibility	25%
Summative internal assessment 2 (IA2): Business Report—Investigation	25%	Summative external assessment (EA): Examination — combination response	25%

## Costs

# APPLIED SUBJECTS

*All information is correct at the time of printing. Changes may occur.*

## **Assessment in Applied Subjects:**

Units 1 and 2 provide foundational learning in Year 11, whilst Units 3 and 4 consolidate student learning.

In Units 3 and 4 in Essential English and Essential Mathematics, students will complete three Internal Assessments and the Common Internal Assessment. In all other Applied subjects, students will complete four Internal Assessments.

As stated in the introduction to this subject guide, Helensvale State High School is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

# Essential English

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department English— Chelle Krosby Email:- malfo16@eq.edu.au		

**Rationale:** 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. Essential English prepares students for post-school pathways that include vocational education and the workforce.

## Structure

Unit 1	Unit 2
<b>Language that works</b> <ul style="list-style-type: none"> <li>Responding to a variety of texts used in and developed for a work context</li> <li>Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>Responding to reflective and nonfiction texts that explore human experiences</li> <li>Creating spoken and written texts</li> </ul>
<b>Formative internal assessment 1 (FIA1):</b> <i>Extended response—spoken/signed response</i>	<b>Formative internal assessment 3 (FIA3):</b> <i>Extended response — Multimodal response</i>
Formative internal assessment 2 (FIA2): Extended response — Examination	Formative internal assessment 4 (FIA4): Extended response — Written response

Unit 3	Unit 4
<b>Language that influences</b> <ul style="list-style-type: none"> <li>Creating and shaping perspectives on community, local and global issues in texts</li> <li>Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>Responding to popular culture texts</li> <li>Creating representations of Australian identities, places, events and concepts</li> </ul>
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

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified at the time of activity.



# Essential Mathematics

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	C in Mathematics		
<b>Contact</b>	Head of Department Mathematics — Cathy Ellington email:- celli129@eq.edu.au		

## Rationale:

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, in order to develop thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles, developing leadership skills through self-direction and productivity. They will show curiosity and imagination and appreciate the benefits of technology. Through this learning, students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## Pathways

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

## Structure

Unit 1	Unit 2
<b>Number, data and money</b> <ul style="list-style-type: none"> <li>Number</li> <li>Representing data</li> <li>Managing money</li> </ul>	<b>Data &amp; travel</b> <ul style="list-style-type: none"> <li>Data collection</li> <li>Graphs</li> <li>Time &amp; motion</li> </ul>
<b>Formative internal assessment 1 (FIA1):</b> <i>Problem-solving and modelling task</i>	<b>Formative internal assessment 1 (FIA3):</b> <i>Problem-solving and modelling task</i>
<b>Formative internal assessment 2 (FIA2):</b> <i>Examination</i>	<b>Summative internal assessment 2 (FIA4):</b> <i>Examination</i>
Unit 3	Unit 4
<b>Measurement, scales and chance</b> <ul style="list-style-type: none"> <li>Measurement</li> <li>Scales, plans and models</li> <li>Probability &amp; relative frequencies</li> </ul>	<b>Graphs, data and loans</b> <ul style="list-style-type: none"> <li>Bivariate graphs</li> <li>Summarising comparing &amp; data</li> <li>Loans and compound interest</li> </ul>
<b>Summative internal assessment 1 (IA1):</b> <i>Problem-solving and modelling task</i>	<b>Summative internal assessment 3 (IA3):</b> <i>Problem-solving and modelling task</i>
<b>Summative internal assessment 2 (IA2):</b> <i>Common internal assessment (CIA)</i>	<b>Summative internal assessment (IA4):</b> <i>Examination</i>

## Costs

A scientific calculator with a statistic function is recommended. The Sharp EL-531 THBWH model can be purchased for \$19.50.

# Media Arts in Practice

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department The Arts — Bek Shinn Email:- ranso4@eq.edu.au		

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

Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media 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 media arts

## Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies., in areas including graphic design, advertising and marketing

## Structure

Media 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
<b>Unit 1</b>	Personal viewpoints
<b>Unit 2</b>	Representations
<b>Unit 3</b>	Community
<b>Unit 4</b>	Persuasion

## Assessment

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	<b>Design product</b> Design product must represent: Audio: up to 3 minutes Moving image: up to 3 minutes Still image: up to 4 media artwork/s <b>Planning and evaluation of design product</b> 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
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	<b>Media artwork</b> One of the following: Audio: up to 3 minutes Moving image: up to 3 minutes Still image: up to 4 media artwork/s

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified at the time of activity.

# Music in Practice

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	An ability to play an instrument (or voice)		
<b>Contact</b>	Head of Department The Arts — Bek Shinn Email:- ranso4@eq.edu.au		

**Rationale:** Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

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

## 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

## Structure

Unit option	Unit title
Unit 1	Music of today
Unit 2	The cutting edge
Unit 3	Building your brand
Unit 4	'Live' on stage

## Assessment

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	<b>Composition</b> Composition up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus	<b>Performance</b> Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	<b>Composition</b> Composition up to 3 minutes, or equivalent section of a larger work OR <b>Performance</b> Performance (live or recorded) up to 4 minutes AND <b>Planning and evaluation of composition or performance</b> One of the following:- <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written up to 600 words</li> <li>• Spoken up to 4 minutes, or signed equivalent</li> </ul>

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified at the time of activity.

# Visual Arts in Practice

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>	Interest In Art		
<b>Contact</b>	Head of Department The Arts — Bek Shinn Email:- ranso4@eq.edu.au		

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

Students 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.

## 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.

## Structure

Unit option	Unit title
Unit 1	Looking inwards (self) - Folio of work portraits
Unit 2	Looking outwards (others) - Australian Dream 3D
Unit 3	Clients
Unit 4	Transforms & extend

## Assessment

Technique	Description	Response requirements
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<b>Resolved artwork</b> One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<b>Experimental folio</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR <b>Prototype artwork</b> 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR <b>Design proposal</b> 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 OR <b>Folio of stylistic experiments</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND <b>Planning and evaluations</b> 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 purpose and context relating to the focus of the unit.	<b>Resolved artwork</b> 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified at the time of activity.

# Aquatic Practices

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Physical Education — Alexander McKean Email:- amcke222@eq.edu.au		

## Rationale:

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.

## 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.

## Structure

Aquatic Practices is a four-unit course of study.

Unit option	Unit title
Unit 1	Aquatic ecosystems
Unit 2	Recreational and commercial fishing
Unit 3	Marine vessels
Unit 4	Using the aquatic environment

## 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: <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>Written: up to 1000 words</li> </ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<p><b>Completed project</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>Product: 1</li> <li>Performance: up to 4 minutes</li> </ul> <p><b>Documented process</b></p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

## Costs

There is an annual fee for Year 11 \$230 to cover excursions in the practical environment. Cost of camps are additional.  
There is an annual fee for Year 12 \$220 to cover excursions in the practical environment. Cost of camps are additional.

# Sport and Recreation

Subject Type	Applied	QCE Credits	up to 4 Points
Success Indicators			
Contact	Head of Department Physical Education — Alexander McKean Email:- amcke222@eq.edu.au		

**Rationale:**

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

**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.

## Structure

Sport & Recreation is a four-unit course of study

Unit 1	Unit 2
Athlete development and wellbeing	Coaching and officiating
Unit 3	Unit 4
Fitness for sport and recreation	Optimising performance

## 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.	<p><b>Performance</b></p> <p>Performance: up to 4 minutes</p> <p><b>Investigation, plan and evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"><li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>Spoken: up to 3 minutes, or signed equivalent</li><li>Written: up to 500 words</li></ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Investigation and session plan</b></p> <p>One of the following:</p> <ul style="list-style-type: none"><li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>Spoken: up to 3 minutes, or signed equivalent</li><li>Written: up to 500 words</li></ul> <p><b>Performance</b></p> <p>Performance: up to 4 minutes</p> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"><li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>Spoken: up to 3 minutes, or signed equivalent</li><li>Written: up to 500 words</li></ul>

**Costs**

Sports & Recreational excursions will incur a cost for students  
Swimming at Helensvale Aquatic Centre

# Sport and Recreation—Sport Academy (AFL, Football and Netball)

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Physical Education — Alexander McKean Email:- amcke222@eq.edu.au		

Sports Academies are specialist subjects linked to Sport and Recreation. Students in Sport Academy Programs in Year 10 may continue to participate in their designated Sport Academy in Years 11 and Year 12. All Academies are dependent on class numbers. There is also a levy associated with participation in the Sports Academy. This levy varies for each Sport Academy.

**Students who select Sport and Recreation – Sport Academy cannot select Sport and Recreation General as a subject.**

## Rationale:

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. 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.

## 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.

## Structure

Sport & Recreation is a four-unit course of study

Unit 1	Unit 2
Athlete development and wellbeing	Coaching and officiating
Unit 3	Unit 4
Fitness for sport and recreation	Optimising performance

## 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.	<b>Performance</b> Performance: up to 4 minutes <b>Investigation, plan and evaluation</b> One of the following: <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>Spoken: up to 3 minutes, or signed equivalent</li> <li>Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<b>Investigation and session plan</b> One of the following: <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>Spoken: up to 3 minutes, or signed equivalent</li> <li>Written: up to 500 words</li> </ul> <b>Performance</b> Performance: up to 4 minutes <b>Evaluation</b> One of the following: <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>Spoken: up to 3 minutes, or signed equivalent</li> <li>Written: up to 500 words</li> </ul>

## Costs

**AFL**—\$250 levy/year, **Football (Soccer)** \$250 levy/year, **Netball**— \$250 levy/year



# Building and Construction Skills

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Design — Mr Michael Buchanan Email:- <a href="mailto:mbuch87@eq.edu.au">mbuch87@eq.edu.au</a>		

## Rationale:

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

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications. Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

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

## Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>Construction in the domestic building industry</li> </ul>	<ul style="list-style-type: none"> <li>Site preparation and foundations</li> </ul>
Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Framing and cladding</li> </ul>	<ul style="list-style-type: none"> <li>Construction in the commercial building industry</li> </ul>

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures.	<b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes  <b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a unit context structure and document the construction process.	<b>Structure</b> Structure: 1 unit context structure constructed using the skills and procedures in 5–7 production processes  <b>Construction process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## Costs

\$135.00 for Year 11

\$135.00 for Year 12

# Industrial Technology Skills

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Design —Mr Michael Buchanan Email:- <a href="mailto:mbuch87@eq.edu.au">mbuch87@eq.edu.au</a>		

## Rationale:

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

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

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry.

## Pathways

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

## Structure

<b>Unit 1</b>	<b>Unit 2</b>
• Domestic Furniture	• Welding & Fabrication
<b>Unit 3</b>	<b>Unit 4</b>
• Fitting & Machining	• Furniture Making

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration industry practices, skills and drawing procedures.	<b>Practical demonstration</b> Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes  <b>Documentation</b> Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages/slides supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
Project	Students perform a practical demonstration industry practices, skills and drawing procedures.	<b>Product</b> Product: the drawing skills and procedures used in 5–7 drawing production processes  <b>Drawing process</b> Multimodal (at least two modes delivered at the same time): drawings on up to 8 A3 pages/slides supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

## Costs

\$150.00 for Year 11

\$150.00 for Year 12

# Early Childhood Studies

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Design — Mr Michael Buchanan Email:- <a href="mailto:mbuch87@eq.edu.au">mbuch87@eq.edu.au</a>		

## Rationale:

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

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

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

## Pathways

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

## Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>Childhood Development</li> </ul>	<ul style="list-style-type: none"> <li>Indoor &amp; Outdoor Environment</li> </ul>
Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Literacy &amp; numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Playing and Creativity</li> </ul>

## Assessment

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

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

## Costs

There are no costs in addition to the School Resource Scheme. If other costs arise they would be notified at the time of the activity.

# Hospitality Practices

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Design — Mr Michael Buchanan Email:- <a href="mailto:mbuch87@eq.edu.au">mbuch87@eq.edu.au</a>		

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

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

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

## Pathways

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

## Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>Bar and barista basics</li> </ul>	<ul style="list-style-type: none"> <li>In-house dining</li> </ul>
Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Culinary trends</li> </ul>	<ul style="list-style-type: none"> <li>Casual dining</li> </ul>

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: menu item  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: delivery of event  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	<b>Investigation and evaluation</b> One of the following: <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>Written: up to 1000 words</li> </ul>

## Costs

There are no costs in addition to the school resource scheme

# Tourism

<b>Subject Type</b>	Applied	<b>QCE Credits</b>	up to 4 Points
<b>Success Indicators</b>			
<b>Contact</b>	Head of Department Design — Mr Michael Buchanan Email:- <a href="mailto:mbuch87@eq.edu.au">mbuch87@eq.edu.au</a>		

**Rationale:** Tourism subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them

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

## Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>Tourism and Travel</li> </ul>	<ul style="list-style-type: none"> <li>Tourism Marketing</li> </ul>
Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Tourism Trends &amp; Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Tourism industry and careers</li> </ul>

## Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>Spoken: up to 7 minutes, or signed equivalent</li> <li>Written: <a href="#">up to</a> 1000 words</li> </ul>
Project	Students investigate a unit related context by collecting and examining data and information.	<p><b>Product</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>Spoken: up to 3 minutes, or signed equivalent</li> <li>Written: up to 500 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>Spoken: up to 3 minutes, or signed equivalent</li> <li>Written: up to 500 words</li> </ul>

**Costs:** Tourism excursions will incur a cost for students

# VOCATIONAL EDUCATION AND TRAINING (VET)

*All information is correct at the time of printing. Changes may occur.*

As stated in the introduction to this subject guide, Helensvale State High School is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

RTO CODE: Helensvale SHS # 30296

Subject Type	VET	QCE Credits	up to 4 Points
Success Indicators	An interest in Horticulture is critical as it is essentially a practical subject and students must be prepared to complete on-the-job training at school. This entails meeting safety requirements and students being self-motivated.		
Contact	Head of Department—Chris Luckett Email: cluck35@eq.edu.au		

**Training Product Description:** Horticulture is the art or science of growing and manipulating plants.

**Careers:** Certificate II in Horticulture can lead to occupations in the Horticulture related areas of Nursery Work, Production Horticulture, Turf, Floriculture, Parks and Gardens, Landscaping, or Arboriculture. The course can further lead to certificate III, IV or Diploma courses in Horticulture at TAFE or other Registered Training Organisations.

**Pathways:** A Certificate II in Horticulture will provide successful participants with the necessary skills and knowledge that, when combined with workplace skills and on-the-job training, will enable them to perform work functions at the corresponding level of competency that industry demands.

## Assessment

Self-paced Workbook completion	Practical Tasks
Portfolio of Documents	Industry Placement

A course requirement includes three (3) full work placement days to be completed in a relevant horticultural sector.

**NOTE:** Additional units of competency will be completed according to seasonal variations, time constraints, facilities and resources.

### Work Safely and Responsibly

AHCWHS202	Participate in Work Health and Safety Processes
AHCWRK211	Participate in Environmentally Sustainable Work Practices
AHCWRK212	Work Effectively in the Industry
AHCWRK213	Participate in Workplace Communications
AHCMOM203	Operate basic machinery and equipment

### Parks and Gardens

AHCPGD207	Plant Trees and Shrubs
AHCPGD209	Prune Shrubs and Small Trees
AHCPMG201	Treat Weeds

### Propagation Practices

Delivered in Year 12	{	AHCNSY207	Undertake Propagation Activities
		AHCIRG219	Assist with low volume irrigation operations
		AHCPMG202	Treat plant pests, diseases and disorders
	{	<b>Nursery Work</b>	
		AHCNSY206	Care for Nursery Plants
		AHCPCM204	Recognise Plants
		AHCNSY205	Pot up Plants
		AHCSOL203	Assist with soil or growing media sampling and testing

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

**Disclaimer:** Late enrolment may limit the possibility of achieving Certificate II in Horticulture due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

### Costs

There is no levy for Horticulture as the course relies on some sale of product to alleviate the need for a levy to be imposed on students. Possibility of excursions throughout the course may attract a cost of approximately \$25.00.





Subject Type	VET	QCE Credits	8 Points (on successful completion of all the units of competency in the full certificate)
Success Indicators	A pass in English and an interest in Business		
Contact	Head of Department — Mark McKague email: mmcka68@eq.edu.au		



**Training Product Description:** This certificate is a competency based subject which reflects the role of individuals in a variety of Business Services job roles. Students complete routine procedural, clerical, administrative or operational tasks that require technology and business competence skills. This course is for students who wish to pursue employment in the business world and pursue further tertiary studies in business.

**Pathways:** After achieving this certificate course, students may enrol to study business at a tertiary level.

Core Topics Covered
Apply critical thinking skills in a team environment
Support personal wellbeing in the workplace
Participate in sustainable work practices
Use inclusive work practices
Assist with maintaining workplace safety
Engage in workplace communication
Elective Topics Covered
Deliver and monitor a service to customers
Process customer complaints
Organise personal work priorities
Develop self-awareness
Design and produce business documents
Design and produce spreadsheets
Advise on products and services

**Learning experiences:** A range of teaching and learning strategies will be used to deliver the competencies. These include: teacher directed delivery of content, application of class activities and industry simulations.

**Assessment:** is competency based and therefore no levels of achievement are awarded. Assessment for this certificate is continuous and units of competency have been clustered into groups and assessed in this way. Assessment includes observation, portfolios, questioning and feedback from workplace supervisor and completion of workbooks.

**Qualification Packaging Rules:** Total number of units – 13 (6 Core and 7 Electives)

**Service Agreement:** This is a 12-month course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all training product requirements will be provided with a certificate and record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

**Disclaimer:** Late enrolment may limit the possibility of achieving the Certificate III in Business due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

**Costs:** \$675- payment plans are available. Fees are paid directly to Prestige Service Training.

Subject Type	VET—18 months—no late enrolments plus 3 extra training sessions in the Southport office in the school holidays	QCE Credits	8 Points (on successful completion of all the units of competency in the full certificate)
Success Indicators	A pass in English and an interest in Business		
Contact	Head of Department— Mark McKague email: mmcka68@eq.edu.au		

**Training Product Description:** Diploma of Business is a competency based subject which includes the completion of 12 units. This is an excellent course for any students who wishes to pursue further tertiary study in business, is interested in seeking employment in business environment or who wishes to use the diploma as an alternative route to university. It also allows articulation directly in to many bachelor degrees.

**Pathways:** After achieving this certificate, students may lead onto a Bachelor of Business

Likely Topics Covered
Manage Personal and Professional Development
Manage meetings
Identify and Evaluate Marketing Opportunities
Facilitate continuous improvement
Make presentations
Manage budgets and financial plans
Develop critical thinking in others
Undertake project work

**Learning experiences:** A range of teaching and learning strategies will be used to deliver the competencies. These include: teacher directed delivery of content, application of class activities and industry simulations.

**Assessment:** is competency based and therefore no levels of achievement are awarded. Assessment for this certificate course is continuous and units of competency have been clustered into groups and assessed in this way. Assessment includes observation, portfolios, questioning and feedback from workplace supervisor and completion of workbooks.

**Service Agreement:** This is an 18 month course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all training product requirements with a certificate and record of results. Students who achieve at least one unit of the competency (but not the full certificate) will receive a Statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

**Disclaimer:** Late enrolment may limit the possibility of achieving the Diploma of Business due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

**Costs:** \$2799—payment plans are available. Fees are paid directly to Prestige Service Training.

## CUA31120 CERTIFICATE III in VISUAL ARTS (PHOTOGRAPHY)

RTO Helensvale SHS # 30296

<b>Subject Type</b>	VET– Two year course	<b>QCE Credits</b>	8 Points (on successful completion of all the units of competency in the full certificate)
<b>Success Indicators</b>	There are no Success Indicators for this certification although completing the 6 month Yr10 Photography Course would be beneficial.		
<b>Contact</b>	Head of Department— Ms Bek Shinn Email ranso4@eq.edu.au		

### Training Product Description

CUA31120 - Certificate III in Visual Arts (Photography) allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. Students will study various photographic styles using both digital and manual film cameras, the darkroom and computers, at school or on location. Genres addressed include Wildlife, Motion, Portraiture, Studio Lighting, Still Life, Creative Effects and Photographic Fine Art. The key learning experiences within this course include:

- Occupational, Health and Safety
- Operating Film and Digital cameras
- Using the Darkroom to produce a variety of Photographic Styles
- Analysing Professional photographic work/s
- Planning a Photo Shoot
- Enhancing and Manipulating Images using Computer Technology
- Compiling a Photographic Portfolio

CORE UNITS	
BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
ELECTIVE UNITS	
CUAPHI312	Capture photographic images
CUADIG303	Produce and prepare photo images
CUADIG315	Produce digital images
CUAPHI305	Use wet darkroom techniques to produce monochrome photographs
CUAPPR312	Document the creative work progress
CUAPPR211	Make simple creative work
BSBWRT311	Write simple documents
CUADES301	Explore the use of colour
<p><b>Assessment:</b> Assessment is competency based and therefore no levels of achievement are awarded. Assessment is continuous and includes observation, portfolios and questioning and feedback from supervisors. See relevant page in this booklet for further information regarding competency and assessment in VET.</p> <p><b>Pathways:</b> Success in obtaining Certificate III in Visual Arts (CUA31120) may enable students to seek early or regular entry into TAFE or University to further develop specific photographic techniques and skills. It may also enable entry into careers such as: Professional Photographer's Assistant, Theme Park Photographer, Freelance Photographer, Photographic Salesperson (technician and advisor), Digital Imaging Technician.</p>	

**Service Agreement:** This is a two year course. The **RTO (Helensvale SHS # 30296)** guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all training product requirements will be provided with a certificate and a record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of attainment. Students who enter late into the course may not be able to achieve the certificate.

### Disclaimer:

Late enrolment may limit the possibility of achieving the Certificate III in Visual Arts due to reduced contact time. These limitations are outlined by the Australian Qualification Framework policies on volume of learning imposed on the course.

### Costs:

A \$300 course fee is inclusive of all excursions and specialist material required to complete the course i.e. B&W Film, use of a manual SLR film camera, darkroom equipment and chemicals, Y11 workshop and excursion to Currumbin Wildlife Sanctuary and Sanctuary Cove, Y12 excursion to South Bank, HOTA and Y12 Studio Lighting Workshop.

<b>Subject Type</b>	VET– Two year course	<b>QCE Credits</b>	8 Points (on successful completion of all the units of competency in the full certificate)
<b>Success Indicators</b>	Prospective candidates will be <u>required to audition</u> for a place in the course. The audition will comprise of a short performance presentation that demonstrates dance skills focussing on technique and flexibility. Students will also be interviewed about their knowledge of Dance and their reasons for why they should be considered for a placement in the course. This course is a nationally recognised training product.		
<b>Contact</b>	Head of Department— Ms Bek Shinn Email <a href="mailto:ranso4@eq.edu.au">ranso4@eq.edu.au</a>		

**Training Product Description:** This certification allows for the development of skills and knowledge to enter the Entertainment Industry.

CORE UNITS
CUACHR311 Develop basic dance composition skills
CUADAN331 Integrate rhythm into movement activities
CUAIND311 Work effectively in the creative arts industry
CUAPRF317 Develop performance techniques
CUAWHS311 Condition the body for dance performance
ELECTIVE UNITS
CUADAN314 Develop dance improvisation skills
CUADAN315 Increase depth of jazz dance technique
CUADAN318 Increase depth of contemporary dance technique
CUACIR301 Perform basic on ground acrobatic techniques
CUADLT311 Develop basic dance analysis skills
BSBTWK201 Work effectively with others
CUADTM311 Assist with dance teaching
CUAWHS211 Develop a basic level of physical condition for dance performance

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

**Learning Experiences:** Students will engage in a dynamic course which focuses on both practical and written activities that relate to the Dance Industry. This course will allow students to develop a strong technical foundation covering a broad spectrum of dance and theatre facets. Students will be challenged and motivated to increase flexibility, technique and musicality. Our course has an increased emphasis on choreographic skills, industry awareness and skills. Students will have the opportunity to attend workshops with renowned choreographers throughout the year. This exciting new course has the potential to lead to employment opportunities and further dance study options.

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this certificate course is continuous across Year 11 and Year 12 and units of competency have been clustered into groups and assessed in this way.

**Pathways:** Successful completion of this certificate allows students to directly enter the workforce and/or follow a path of further tertiary study at a higher level. Continuing studies could include: Certificate IV, Certificate IV, Diploma or Advanced Diploma courses related to the Entertainment Industry.

**Service Agreement:** This is a two year course. The **RTO (Helensvale SHS # 30296)** guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all training product requirements will be provided with a certificate and a record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of attainment. Students who enter late into the course may not be able to achieve the certificate.

**Disclaimer:**

Late enrolment may limit the possibility of achieving the Certificate III in Dance due to reduced contact time. These limitations are outlined by the Australian Qualification Framework policies on volume of learning imposed on the course.

**Costs:** Students enrolled in this course will be required to pay a course fee of \$150 per year (\$300 for 2 years) that will cover the cost of choreographers, industry personnel, travel and costumes throughout the course. Students will need to provide all resources for personal practical assessment tasks and appropriate black dance wear (leggings and t-shirt) for class.

<b>Subject Type</b>	VET– Two year course	<b>QCE Credits</b>	8 Points (on successful completion of all the units of competency in the full certificate)
<b>Success Indicators</b>	There are no success indicators for this training product.		
<b>Contact</b>	Head of Department— Chris Luckett Email: cluck35@eq.edu.au		

**Training Product Description:** This certification gives successful students nationally recognisable credentials covering the skills of 2D animation, 3D modelling, graphic design, and video production and editing, as well as theoretical aspects of working in the Media Industry. The course has a focus on the video game industry; however skills developed in this course are transferable to other careers in the Media industry.

**Pathways:** Successful completion of this certification allows students to directly enter the workforce and/or follow a path of further tertiary study at a higher level. Continuing studies could include: Certificate IV, Certificate IV, Diploma or Advanced Diploma courses related to the Entertainment Industry.

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this certificate course is continuous across Year 11 and Year 12 and units of competency have been clustered into groups and assessed in this way.

### Learning Experiences:

A range of teaching and learning strategies will be used to deliver the competencies.

- Simulations
- Practical exercises
- Group and individual projects
- Research and short writing tasks

CORE UNITS	
BSBCRT311	Apply critical thinking skills in a team environment
CUAIND311	Work effectively in the creative arts industry
CUAWHS312	Apply work health and safety practices
ELECTIVE UNITS	
CUADIG304	Create visual design components
CUADIG303	Produce and prepare photo images
CUAANM301	Create 2D digital animations
CUAANM313	Create 3D digital models
CUAPOS211	Perform basic vision and sound editing
ICTICT312	Use advanced features of applications
CUADES302	Explore and apply creative design process to 2D forms
CUADES303	Explore and apply creative design process to 3D forms

**Service Agreement:** This is a two year course. The **RTO (Helensvale SHS # 30296)** guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all training product requirements will be provided with a certificate and a record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of attainment. Students who enter late into the course may not be able to achieve the certificate.

### Disclaimer:

Late enrolment may limit the possibility of achieving the Certificate III in Screen and Media due to reduced contact time. These limitations are outlined by the Australian Qualification Framework policies on volume of learning imposed on the course.

**Costs:** Nil

<b>Subject Type</b>	VET— One year course	<b>QCE Credits</b>	4 Points (on successful completion of all the units of competency in the full certificate)
<b>Success Indicators</b>	There are no success indicators for this training product		
<b>Important Requirement</b>	ICT20120 requires a total of 12 units to be completed, 6 core units plus 6 elective units. The electives are chosen by the school to suit pathways available to students, the work outcome, and available resources.		
<b>Contact</b>	Head of Department— Chris Luckett Email: cluck35@eq.edu.au		

**Training Product Description:** This certification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. Whilst these competencies are specifically related to work in the IT industry, they are also important transferable skills to all work environments where information and communication technologies are deployed, which in the 21<sup>st</sup> century, is practically every work place.

**Pathways:** Successful completion of this certification allows students to directly enter the workforce and/or follow a path of further tertiary study at a higher level. Continuing studies could include: Certificate IV, Certificate IV, Diploma or Advanced Diploma courses related to the Entertainment Industry.

CORE UNITS	
BSBSUS211	Participate in sustainable work practices
BSBTEC202	Use digital technologies to communicate in a work environment
BSBWHS211	Contribute to health and safety of self and others
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
ELECTIVE UNITS	
ICTICT216	Design and create basic organisational documents
ICTICT219	Interact and resolve queries with ICT clients
ICTICT221	Identify and use specific industry standard technologies
ICTSAS212	Record the requirements of client support requests
ICTICT206	Install software applications
ICTSAS203	Connect hardware peripherals

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this certificate course is continuous across Year 11 and Year 12 and units of competency have been clustered into groups and assessed in this way.

**Service Agreement:** This is a two year course. The **RTO (Helensvale SHS # 30296)** guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all training product requirements will be provided with a certificate and a record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of attainment. Students who enter late into the course may not be able to achieve the certificate.

**Disclaimer:**

Late enrolment may limit the possibility of achieving the Certificate II in Applied Digital Technologies to reduce contact time. These limitations are outlined by the Australian Qualification Framework policies on volume of learning imposed on the course.

**Costs:** Nil

<b>Subject Type</b>	VET– Two year course	<b>QCE Credits</b>	4 Points (on successful completion of all the units of competency in the full certificate)
<b>Success Indicators</b>	There are no success indicators for this training product		
<b>Contact</b>	Head of Department— Mr Michael Buchanan email:mbuch87@eq.edu.au		

**Training Product Description:** This certification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and activities that require the application of a limited range of practical skills in a defined context. Work would be undertaken in the Karangbah Kitchen & Restaurant where food is prepared and served to paying customers. Individuals may work with some autonomy or in a team.

CORE UNITS	
SITHCCC023*	Use food preparation equipment
SITHCCC027*	Prepare dishes using basic methods of cookery
SITHCCC034*	Work effectively in a commercial kitchen
SITHKOP009*	Clean kitchen premises and equipment
SITXFSA0005	Use hygienic practices for food safety
SITXINV006*	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices
ELECTIVE UNITS	
SITHCCC024*	Prepare and present simple dishes
SITHCCC026*	Package prepared foodstuffs
SITHCCC028*	Prepare appetisers and salads
SITHCCC029*	Prepare stocks, sauces and soups
SITXCCS011	Interact with customers
SITXFSA006	Participate in safe food handling practices

\* Have one or more prerequisites

Electives are chosen to suit the resources available and the potential job roles of the client.

**Learning Experiences:** A range of teaching and learning strategies will be used to deliver the competencies. These include Practical skill sessions, Teacher demonstrations, Problem solving, Self-management, Planning and organising, Understanding and operating technology, Interpreting verbal and written information from colleagues and customers, Working as a team member.

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this certification is continuous during Year 11 and Year 12 and units of competency have been clustered into groups and assessed as projects / functions for paying customers. Assessment includes practical observation during a combination of evening functions and skill development practical sessions. Theoretical assessment takes place in open book assessment tasks.

**Pathways:** Further study in hospitality can be completed to certificate and diploma level. Qualifications in Tourism and Events Management also compliment Hospitality. Certificate III in Hospitality - Apprentice Chef and Certificate III in Hospitality Operations – Front of House – Restaurant

**Service Agreement:** This is a two year course. The **RTO (Helensvale SHS # 30296)** guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all training product requirements will be provided with a certificate and a record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of attainment. Students who enter late into the course may not be able to achieve the certificate.

**Disclaimer:** Late enrolment may limit the possibility of achieving Certificate II in Cookery due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

#### Costs:

\$160 for Year 11

\$160 for Year 12



<b>Subject Type</b>	VET– One year course	<b>QCE Credits</b>	8 Points (on successful completion of all the units of competency in the full certificate)
<b>Success Indicators</b>	<p><b>Academic</b> – There are no formal success indicators for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p><b>Attitude</b> – students need to demonstrate independent learning skills.</p>		
<b>Contact</b>	Head of Department— Mark McKague email: mmcka68@eq.edu.au		



**Training Product Description:** Certificate IV in Crime and Justice is an accredited course. The Certificate is designed by justice professionals for the people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

**Aims:** The Certificate IV in Crime and Justice is designed to:

- Provide students with a broad understanding of the justice system
- Develop the personal skills and knowledge which underpin employment in the justice system.

Topics Covered
Provide information and referral advice on justice-related issues
Prepare documentation for court proceedings
Analyse social justice issues
Analyse and present research information
Apply Communication Strategies in the Workplace
Apply Understanding of the Australian Legal System
Lead team effectiveness
Promote the values and ethos of public service
Provide information and referral advice on justice related issues
Uphold and support the values and principles of public service

**Learning Experiences:** Content is delivered in a classroom environment through Certificate IV Crime and Justice classes. Course content provided by the trainer, assessor and delivered by the classroom teacher. This can be in the format of online readings and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals. **Technology required: access to the internet & laptop**

**Assessment:** Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written reports, On-line quizzes, Observation of skills oral and written questions.

**Pathways:** The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs services, security industry and private investigations.

**Service Agreement:** This is a 12-month course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all training product requirements will be provided with a certification and record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

**Disclaimer:** Late enrolment may limit the possibility of achieving the Certificate IV in Crime and Justice due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

**Costs:** \$725 - payment plans are available. Fees are paid directly to Prestige Service Training.

<b>Subject Type</b>	VET– Two year course	<b>QCE Credits</b>	8 Points (on successful completion of all the units of competency in the full certificate)
<b>Success Indicators</b>	There are no success indicators		
<b>Contact</b>	Head of Department — Alexander McKean email: amcke222@eq.edu.au		

**Training Product Description:** This certification provides senior students with an employment and career entry pathway to sport, fitness and recreation industries.

**Pathways:** Successful completion of this certification allows students to go onto study a Certificate IV in the fitness or sport and recreation field. You can also use this certification to go onto University and Study Education or the Sport Sciences field.

## Learning Experiences:

Learning will take place in a range of settings, including the classroom (theory) and outdoors (practical). Training also includes work experience as a Recreation or Activity Assistant. This involves working alongside teachers and coaches to assist in preparing and conducting Sport & Recreation sessions, programs and events to community members.

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded.

Units of competency scheduled for completion			
HLTAID011	Provide First Aid	BSBPEF302	Develop self-awareness
HLTWHS001	Participate in workplace health and safety	BSBTWK201	Work effectively with others
SISXEMR0001	Respond to emergency situations	SISSCO001	Conduct sport coaching sessions with foundation level participants
SISXIND011	Maintain sport, fitness and recreation knowledge	SISOFLD001	Assist in conducting recreation sessions*
BSBPEF301	Organise personal work priorities	SISXPLD004	Facilitate groups
SISXIND009	Respond to interpersonal conflict	BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
SISXCCS004	Provide quality service	SISXPLD002	Deliver recreation sessions
SISSPAR009	Participate in conditioning for sport	BSBSUS211	Participate in sustainable work practices *
BSBPEF202	Plan and apply time management*	SISXFAC006	Maintain activity equipment
*For students not enrolled in entry qualification-SIS20122 Certificate II in Sport and Recreation—these will be issued as a separate Statement of Attainment (Subject Only Training)			

Language, Literacy and Numeracy (LLN)

Skills statement. In particular, must specify:

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

Binnacle's Program Disclosure Statement

(PDS) declaration

## PDS Declaration:

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training product Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS. Please visit: [binnacletraining.com.au/rto](http://binnacletraining.com.au/rto)

**Service Agreement:** This course will be delivered through a partnership between Helensvale SHS and Binnacle Training RTO #31319. This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all training product requirements will be provided with a certification and record of results. Students who achieve at least one unit of competency (but not the full certificate) will receive a statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

**Disclaimer:** Late enrolment may limit the possibility of achieving Certificate III in Fitness due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

**Costs:** TBC

<b>Subject Type</b>	VET– Two year course	<b>QCE Credits</b>	8 Points (on successful completion of all the units of competency in the full certificate)
<b>Success Indicators</b>	There are no success indicators		
<b>Contact</b>	Head of Department — Alexander McKean email: amcke222@eq.edu.au		

**Training Product Description:** This certification provides senior students with an employment and career entry pathway to sport, fitness and recreation industries.

**Pathways:** Successful completion of this qualification allows students to go onto study a Certificate IV in the fitness or sport and recreation field. You can also use this certification to go onto University and Study Education or the Sport Sciences field.

## Learning Experiences:

Learning will take place in a range of settings, including the classroom (theory) and outdoors (practical). Training also includes work experience as a Recreation or Activity Assistant. This involves working alongside teachers and coaches to assist in preparing and conducting Sport & Recreation sessions, programs and events to community members.

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded.

UNITS OF COMPETENCY			
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR001	Respond to emergency situations (SISXEMR003)	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

Language, Literacy and Numeracy (LLN)

Skills statement. In particular, must specify:

Binnacle's Program Disclosure Statement

(PDS) declaration

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

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**Disclaimer:** Late enrolment may limit the possibility of achieving Certificate III in Fitness due to reduced contact time. These limitations are outlined by the Australian Qualifications Framework policies on volume of learning imposed on the course.

**Costs:** TBC

<b>TERM 1</b>	<b>TERM 1-4</b>
<p>TOPICS</p> <ul style="list-style-type: none"> <li>• Introduction to the Sport, Fitness &amp; Recreation Industry</li> <li>• Workplace Health and Safety in Sport</li> <li>• Emergency situation training (in a sport/recreation context)</li> <li>• Term Program: Participate in a 5-Week Sports Program</li> <li>• Officiating Principles</li> </ul> <p>SPECIFIC REQUIREMENTS:</p> <p>Introductory Level Officiating General Principles online course; OR Sport-Specific Officiating Accreditation</p>	<p>HLTWHS001 Participate in workplace health and safety</p> <p>SISXEMR001 Respond to emergency situations</p> <p>BSBSUS201 Participate in environmentally sustainable work practices</p> <p>SISXCAI002 Assist with activity sessions</p> <p>SISXFAC001 Maintain equipment for activities</p> <p>SISXIND001 Work effectively in sport, fitness and recreation environments</p> <p>SISXIND002 Maintain sport, fitness and recreation industry knowledge</p> <p>SISXCCS001 Provide quality service</p> <p>FSKLRG11 Use routine strategies for work-related learning</p> <p>BSBWOR202 Organise and complete daily work activities</p> <p>BSBWOR204 Use business technology</p> <p>BSBTEC203 Research using the internet</p> <p>HLTAID001 Provide cardiopulmonary resuscitation</p> <p>HLTAID003 Provide first aid</p>
<b>TERM 2</b>	<b>TERM 5</b>
<p>TOPICS</p> <ul style="list-style-type: none"> <li>• Provide quality service</li> <li>• Using social media tools for Sport and Recreation</li> <li>• Risk Assessment of activities</li> <li>• Term Program: Officiate games or competitions</li> </ul>	<p>TOPICS</p> <ul style="list-style-type: none"> <li>• Coach beginner participants to develop fundamental skills</li> <li>• Warm-ups and Cool-downs</li> <li>• Conduct non-instructional programs for participants</li> </ul>
<b>TERM 3</b>	<b>TERM 6</b>
<p>TOPICS</p> <ul style="list-style-type: none"> <li>• Maintain sport, fitness and recreation equipment</li> <li>• Assist with session delivery</li> <li>• Risk assessment and safety aspects of equipment</li> </ul>	<p>TOPICS</p> <ul style="list-style-type: none"> <li>• Organising work priorities</li> <li>• Plan, conduct and evaluate various sport and recreation sessions</li> <li>• Identify personal development opportunities</li> </ul> <p>SPECIFIC REQUIREMENTS MAJOR PROJECT: Sports Performance Program (Selected Client Group)</p>
<b>TERM 4</b>	<b>TERM 7</b>
<p>TOPICS</p> <ul style="list-style-type: none"> <li>• Organise work tasks</li> <li>• Working with different participants</li> <li>• Conduct non-instructional programs for participants</li> <li>• Develop knowledge of coaching practices</li> </ul> <p>SPECIFIC REQUIREMENTS:</p> <p>Community Coaching General Principles online course; OR Sport-Specific Coaching Accreditation ADDITIONAL: Provide First Aid Course</p>	<p>TOPICS</p> <ul style="list-style-type: none"> <li>• Organising work priorities</li> <li>• Plan, conduct and evaluate various sport and recreation sessions</li> <li>• Identify personal development opportunities</li> <li>• First Aid &amp; CPR certificate</li> </ul> <p>SPECIFIC REQUIREMENTS: Provide First Aid course (if not completed Term 4)</p>
	<b>TERM 5-7</b>
	<p>BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control</p> <p>SISZCAI003 Conduct non-instructional sport, fitness and recreation sessions</p> <p>ICTWEB201 Use social media tools for collaboration and engagement</p> <p>SISXCAI006 Facilitate groups</p> <p>BSBWOR301 Organise personal work priorities and development</p> <p>BSBADM307 Organise schedules</p> <p>SISXCAI004 Plan and conduct programs</p>
<b>Competencies Scheduled for Completion</b>	<b>Competencies Scheduled for Completion</b>
<p>BSBWOR301 Organise personal work priorities and development</p> <p>SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions</p> <p>SISXCAI004 Plan and conduct programs</p>	<p>BSBADM307 Organise schedules</p> <p>BSBCRT301 Develop and extend critical thinking skills</p> <p>SISXCAI006 Facilitate groups</p> <p>Qualification scheduled for finalisation:</p> <p>SIS30115 CERTIFICATE III IN SPORT AND RECREATION</p>

# **EXTERNAL** **PROGRAMS**

## Only students choosing a Vocational Pathway in Year 11 & 12 can enrol in External Courses

**Certificate I in Construction** – 4 Terms. TAFE - Ashmore, Gold Coast Trade College (2 Terms), Major Training Yatala (2 Terms and Hutchies (venue to be advised - 1 day per fortnight for Hutchies only)

Cost: VETiS\* Attendance: 1 day per week

This qualification helps you develop basic skills in the construction industry. Learn to read and interpret plans and specifications, measure and perform calculations, handle construction materials, use construction tools and equipment and undertake a basic construction project.

**Certificate III Screen & Media** – TAFE Coomera Creative, QSFT Annerley

Cost: \$2,950 - \$3,040.00 Attendance: 1 day a week

Learn practical skills such as image manipulation, video editing, 3D animation that will prepare you to kick start your career in animation or film and television

**Certificate II Animal Care** – 4 Terms. TAFE - Ashmore

Cost: VETiS\*. Attendance: 1 day per week

This course will give you an introduction to the animal care industry and teach you how to conduct animal care work practices in an ethical and humane manner.

Learn how to complete animal care hygiene routines, feed and water animals, provide basic first aid and assist in the health care of animals. You'll also gain essential workplace skills in effective workplace communication, workplace health and safety, and environmentally sustainable work practices.

**Certificate II in Automotive Vocational Preparation** – 4 Terms. TAFE – Ashmore, Gold Coast Trade College. Mechanical Marine Focus – Coomera Marine

Cost: VETiS\* Attendance: 1 day per week

The qualification covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components ... and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.

**Certificate II Community Services** – 4 Terms. TAFE – Southport, GeSS Education Southport (2 Terms)

Cost: VETiS\*, \$ 2,700.00 – GeSS Education Attendance: 1 day per week (mixed mode delivery, online & face to face workshops)

This course will give you the foundation skills required to enter the community services industry or complete further studies in this field. You will receive core skills to work within a community framework, be the first port of call for clients, and work with people from diverse backgrounds.

**Certificate II Plumbing** – 4 Terms TAFE Ashmore, Gold Coast Trade College.

Cost: VETiS\* Attendance: 1 day per week

Start your career in Plumbing with this entry level course that will set you up with the foundation skills you need to gain a plumbing apprenticeship. This course includes 80 hours of compulsory unpaid vocational placement

**Certificate II Electrotechnology (Career Start)**. TAFE – Ashmore (5 Terms), Gold Coast Trade College (4 Terms) , Major Training (4Terms)

Cost: VETiS\* Attendance: 1 day per week

This Program Provides students with the tools to obtain experience, knowledge and contacts with the electrical industry. Learn computing in the Electrotechnology industry, electrical wiring and equipment, drawing interpretation and sketching. Must have a pass in Year 10 General Mathematics to be successful in this course. TAFE self-assessment math quiz available to complete.

**Certificate II in Engineering Pathways** – 4 Terms. TAFE – Ashmore, Major Training Yatala (4 Terms)

Cost: VETiS\* Attendance: 1 day per week

On graduating from this course you'll be equipped with underpinning skills and knowledge in a range of engineering and manufacturing tasks. You'll learn basic skills in welding, machining, pre-start checks, identifying and reporting faults as well as how to interpret job instructions, operating procedures and basic drawings.

**Certificate II in Furniture Making Pathways** – 4 Terms. TAFE – Ashmore

Cost: VETiS\* Attendance: 1 day per week

Kick start your career in the furnishing industry with this entry level course. Gain foundation skills and build the confidence you need to find a cabinet making apprenticeship.

Attendance: 1 day per week

**Certificate II Salon Assistant**– 4 Terms. TAFE – Robina, Hair Academies Aus - Southport

Cost: VETiS\* Attendance: 1 day per week

This pre-apprenticeship training program will prepare you for working in a salon environment and teach you the skills necessary to work as a salon assistant. You'll learn how to communicate effectively with clients and take bookings as well as how to braid and dry hair and perform scalp massages.

**Certificate II Tourism** – 4 Terms Robina

Cost: VETiS\* Attendance: 1 day per week

Get qualified to work across several strong-growth industries such as tourism, business and events.

**Certificate III in Entrepreneurship & New Business** – 4 Terms Robina

Cost: VETiS\* Attendance: 1 day per week

Gain the practical skills required to establish yourself in the world of small business operations and entrepreneur.

**Certificate III in Design Fundamentals – 4 Terms. TAFE – Coomera Creative**

**Cost:** \$3,336.00 – Option of Payment Plan **Attendance:** 1 day per week

Kick start your career in design with this entry-level course. This qualification will prepare you to work as a junior designer or photographer's assistant, or give you the foundation skills you need to undertake further studies in the field. Research shows that creativity, communication and problem-solving will be the most desired skills in the future job market. This qualification will give you the core skills needed to work in both the creative industries and in corporate settings.

**Certificate II Sport & Recreation/Cert III Fitness (Dual Cert) – 4 Terms. TAFE – Robina, GeSS Education – Southport.**

**Cost:** Partly VETiS funded, \$450.00 – Option of Payment Plan **Attendance:** 1 day per week

The Certificate III in Fitness is the minimum requirement for anyone looking to work as a gym instructor across Australia, with graduates also finding work as fitness instructors and group exercise instructors.

**Certificate II Health Support Services/Certificate III Health Services Assistance (Dual Cert) – 7 Terms.**

Prac Lessons: TAFE – Southport, Theory Lessons – Coombabah SHS,

Helensvale SHS via Connect & Grow one day a week on school site with Practical Lesson located at the Lab in Southport various times through the course delivery (This is subject to addition of HSHS Scope overview: more details to come)

**Cost:** VETiS Funded for Cert II plus additional \$896.00 for Cert III, uniform required. Option of payment plan with Tafe

VETiS Funded for Cert II plus additional \$599 for Cert III. Helensvale SHS via Connect & Grow

Theory Attendance: 1 day per week, Prac attendance 1 day approx. every 6 weeks.

This program gives students a taste of what it's like to work in hospitals and the health care sector. Students will be taught to recognise healthy body systems, comprehend basic medical terminology, understand infection control, provide client services and manage challenging behaviour. Compulsory 80-hour Vocational Placement requirement, mandatory documentation and proof of vaccination must be provided as advised.

**Certificate III in Information Technology – 4 Terms. TAFE – Coomera Creative**

**Cost:** \$3,960.00 – Option of Payment Plan **Attendance:** 1 day per week

Explore a career in information and communications technology (ICT) with this entry-level qualification. Choose a specialisation that suits your career goals and get qualified to work across a variety of ICT roles.

**Certificate III in Music (Performance) – 4 Terms. TAFE – Coomera Creative**

**Cost** – \$3,180.00– Option of Payment Plan **Attendance:** 1 day per week

Turn your biggest passion into a career in the music industry. You will receive training in practical musicianship and performance skills, and an introduction to a range of music technologies.

**Certificate II Retail Cosmetics – 4 Terms – Tafe Robina, French Beauty Robina**

**Cost:** VETiS\* **Attendance:** 1 day per week

Embark on a career in retail cosmetics with entry level qualification. Gain experience and skills that will help you forge a pathway as a retail sales consultant in the beauty Industry.

**Certificate II Retail Cosmetics/Certificate III Make-Up (Partnered with HUXLEY School of Make-up – Burleigh) – 6 Terms – Tafe Robina,**

**Cost:** VETiS\* - Cert III \$5,415.00 **Attendance:** 1 day per week

Enhance your career prospects with this dual qualification. Develop the practical skills required to become a cosmetics assistance or make-up artist

**Partial Completion of Diploma of Nursing – 4(6 units) or 8 terms(10units). TAFE - Southport**

**Cost:** 6 units \$5,470.00 or 10 units \$9,735.00 - Option of Payment Plan **Attendance:** mixed mode of online and practical lab sessions

If you know your future lies in the nursing profession and you just can't wait to get started in your career, this school-based partial diploma pathway program is a good study option for you. Compulsory 40 – 120 hours Vocational Placement requirement (depending on the course you choose), mandatory documentation and proof of vaccination must be provided.

**Gold Coast Trades College Bus Service**

To support students with transportation, we're pleased to offer a bus service that will collect students from Varsity Train Station in the morning and return them in the afternoon. This information is provided upon enrolment completion & communicated via text message & email.

**Major Training Bus Service**

To support students with transportation, we're pleased to offer a bus service that will collect students from Beenleigh Train Station in the morning and return them in the afternoon. This service is subject to availability—please contact me directly to register interest.

**HOW TO APPLY FOR EXTERNAL SCHOOLS PROGRAMS**

1. Students must choose 6 Subjects for Year 11 not including an External Course (following a probation period, students can then apply to drop a subject in 2025).
2. Complete an Application for External Course form and please ensure you add your Senior School study pathway, intended career pathway (eg: plumber, hairdresser) and an explanation as to why you should be considered for an external course. You and your parent will sign the form and then return the form to KS10 for Mrs Milne the Industry Liaison Officer to assess the application in consultation with the Senior School HOD & Deputy Principal. Behaviour and attendance are taken into consideration during this assessment. Please return your application asap because external courses fill quickly.
3. To enrol into a course, all students are required to have a Unique Student Identifier (USI). Students can create their USI online at no cost or see Mrs Milne ILO in KS10 for assistance.
4. Once the application is approved by the Deputy Principal you are required to meet with Mrs Milne - ILO to complete enrolment



# School Based Apprenticeships and Traineeships / TAFE

## What are they?

A SAT is employment-based vocational training that allows high school students - typically Years 10, 11 and 12 - to work with an employer as paid employees while studying at school. The successful completion of a SAT counts towards their Queensland Certificate of Education (QCE) and this can be anywhere from 6-8 QCE credits dependent on the level of certification undertaken. Students can undertake one SAT whilst completing their secondary education. A school-based apprentice's or trainee's employment and/or training arrangements must impact on their school timetable for the program to be considered school-based. For example a student may be required to attend the workplace every Monday and is expected to attend school for the remainder of the week with the expectation that students will also attend the workplace over the school holiday period on any days missed due to illness or school commitments etc. Students are also required to complete a minimum of 375hrs or 50 days per year of paid employment in the workplace. You, your parent or guardian will be required to sign a training contract with your employer or Group Training Organisation (GTO), government appointed Australian Apprenticeship Centre (ACC) and Supervising Registered Training Organisation (SRTO).

## What is the difference between an apprentice and trainee?

- Apprentices are trained in a skilled trade (e.g. electrical, plumbing, hairdressing, automotive) and, upon successful completion, become a qualified tradesperson. Apprenticeships generally take up to 4 years to complete. Students undertaking apprenticeships will not complete their training whilst at school but are expected to transition into a fulltime apprenticeship upon graduation.
- Trainees are trained in vocational areas (e.g. business administration, information technology, hospitality) and upon successful completion, receive a qualification in their chosen vocational area. Traineeships generally take between 12 months and 3 years to complete.

## What are the benefits of doing a school-based apprenticeship or traineeship?

The benefits of doing a school-based apprenticeship or traineeship include:

- receiving both an education and a job
- being a step ahead of the competition for jobs
- learning the latest knowledge and skills
- getting paid while you learn
- working towards achieving a nationally recognised qualification
- gaining hands-on experience in a real job
- gaining the skills and experience to help you go on to tertiary study
- experiencing a great way to move from school to work
- gaining a sense of achievement
- Queensland Government contributes to cover the cost of training

**Doing a school-based apprenticeship or traineeship is a great way to get a head start on your career.**

## Getting started

Choose the right apprenticeship or traineeship for you. Think about what you enjoy doing and what interests you. Find out if there is a SAT offering the skills you will enjoy learning. Talk with family, friends or the Business Community Liaison at school about the job you are interested in.

After selecting the industry you are interested in, your next step is to secure employment as an apprentice or trainee. An employer can be found through family and friends, by direct contact with employers or GTOs, or by applying for advertised jobs.

## Useful websites for career exploration

### Job Outlook

The Australian Government's Job Outlook can help you explore different careers and occupations and includes information on job duties, future jobs growth and likely wages. [joboutlook.gov.au](http://joboutlook.gov.au)

### My Future

My Future provides support to make career decisions and plan your career pathway. [Myfuture.edu.au](http://Myfuture.edu.au)

### Queensland Skills Gateway

Find a training course, training provider (RTO), occupation information and check what training is government subsidised. [Skillsgateway.training.qld.gov.au](http://Skillsgateway.training.qld.gov.au)

## TAFE at School and Vocational Education and Training in Schools (VETiS)

TAFE at School programs are open to students in years 10, 11 and 12 with campuses located throughout the South East. The TAFE at Schools program allows students to undertake vocational training whilst at school ranging from AQF Certificate levels I - IV or Diploma. Undertaking TAFE at School or other VETiS funded programs requires students to be out of school one day a week and possibly block training from time to time depending on the qualification. In addition to this they may also be required to undertake work experience as part of the program. The majority of courses at the Certificate I and II level are fee free and fully funded under VETiS, though some campuses may charge an additional fee for course specific clothing such as high visibility work wear etc. Students in years 10, 11 and 12 have access to one fee free VETiS funded course whilst completing their secondary education. All courses certificate III level and above have fees payable. TAFE QLD offer payment plan options.

### Benefits of TAFE at School and VETiS

- Gain a nationally recognised qualification
- Get valuable QCE credits
- May contribute to your Australian Tertiary Admissions Rank (ATAR)
- Direct entry to any related TAFE QLD course
- Gain credits towards an apprenticeship, diploma or university studies
- Build practical skills in an adult learning environment
- Get work ready

### TAFE QLD Pathways to Degrees

Vocational Education may also offer an alternative pathway into tertiary study through the completion of certificate III/IV and/or diploma courses. Each eligible VET qualification level will have a single scaled score, for example: if the qualification is at certificate III level, all courses at this level will receive the same score. This score can contribute to your ATAR. Tertiary study admissions will use successfully completed VET courses in two ways - Incorporated into ATARs; and/or used as, or as part of, the basis for admission. Completing a VET course is not just a great way to get a head start on a career. It can also help you get into your dream university course. TAFE QLD has pathway options and university pre-requisite alternatives available. More information is available at this link <https://tafeqld.edu.au/transition-to-ATAR>