



Ayr State High School



Subject Handbook

Year 11 - 2024

Year 12 - 2025



SUCCESS:
Every Student, Every Day.

Contents

Introduction	3
Pathways After Year 10	3
Dates for Subject Selection	4
Making a Choice	5
QCE Information	7
Senior Education Profile	9
Statement of Results	9
Queensland Certificate of Education (QCE).....	9
Queensland Certificate of Individual Achievement (QCIA).....	9
Australian Tertiary Admission Rank (ATAR) eligibility	9
QCAA General Syllabuses (University focus – more theoretical)	10
Accounting.....	10
Design	12
Digital Solutions.....	14
Drama	16
English	18
Legal Studies.....	20
Mathematics	22
General Mathematics	23
Mathematical Methods	24
Specialist Mathematics	25
Music.....	26
Physical Education	28
Sciences	30
Biology	31
Chemistry.....	32
Physics	33
Visual Art.....	34

QCAA Applied Syllabuses (Job, Apprenticeship focus – more practical).....	36
Drama in Practice	36
Early Childhood Studies	38
Essential English	40
Essential Mathematics	42
Industrial Graphics Skills	44
Industrial Technology Skills	46
Information & Communication Technology	48
Music in Practice	50
Sport and Recreation.....	52
Tourism	54
Visual Arts in Practice.....	56
Certificate Courses (Job, Apprenticeship focus)	58
Ayr State High School Framework for VET Courses	58
Certificate II in Workplace Skills.....	59
Certificate II in Active Volunteering	60
Certificate III in Fitness	63
Certificate II in Hospitality	66
TAFE Courses	70
TAFE at School Courses	71
BYOx.....	78

Introduction

The purpose of this guide is to be a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of Ayr State High School's curriculum offerings as well as other certificate courses offered at school and through TAFE.

Pathways after Year 10

Young people must stay in education or training for a further two years after completing Year 10, or:

- gain a QCE *or*
- gain a Certificate III vocational qualification or higher, *or*
- turn 17
- whichever comes first.

There are exemptions to this:

- the young person is in paid employment for at least 25 hours each week, *or*
- the young person is in paid employment, for fewer than 25 hours each week or unpaid employment, under an employment exemption, or the young person is enrolled with "an entity" providing a non-departmental employment skills development program and attends for the whole program.

Courses at School Provide Different Pathways

Tertiary Bound Pathway

Students considering further study after school at university or at a TAFE College.

- It is recommended that students study six General Subjects. A minimum of four (4) General Subjects and one (1) Applied/Certificate III course is required.
- The QTAC 2025 Tertiary Pre-requisite website will provide information about required and recommended subjects for courses being considered.

Skills and Trade Pathway

For students seeking an apprenticeship after school.

- Students will need to focus on VET Certificate courses and Applied Subjects that provide skill development.

Direct Employment Pathway

For students seeking employment after school.

- Students may choose a combination of Applied Subjects focussed on their preferred area(s) of employment.

Dates for Subject Selection

Stage 1	June - July 2023	Career exploration to develop SET Plans, on paper and on OneSchool	Who: Year 10 students Time: Career Development lessons during Wellbeing classes
Stage 2	8 August	Creating a Career Pathways Interview	Who: Year 10 students and parents/carers When: 3.30 - 7.00 pm by booked interviews times
Stage 3	Week commencing 14 August	Subject information booklets, distribution and explanation	Who: Year 10 students When: Career Development lessons during Wellbeing classes
Stage 4	15 August	Year 10 Parent/Carers Information Evening	Who: Year 10 parents/carers and students Time: 7.00 pm (TBC) Venue: Resource Centre
Stage 5	Week commencing 21 August	'Try a Subject Week'	Who: Year 10 students When: Day negotiated lessons in the week
Stage 6	Week of 28 August	OneSchool subject selections open for students to select preferences	Who: Year 10 students and families When: At school or at home (close Thursday 31 August)
Stage 7	30 August	Confirming a Career Path Interview Subject Selection finalised for 2023	Who: Year 10 students and parents/carers When: 3.30 - 7.00 pm by booked interview times Please choose subjects carefully as a change in choices later may not be possible.

- Students should consult the QTAC 2025 Pre-requisite information, particularly if considering further tertiary study at University or TAFE. www.qtac.edu.au. The 'MyPath' link is the place for students and families to use.
- If choosing a TAFE subject you still must choose six subjects, in case the TAFE course does not run. You will be expected to participate in the sixth subject until approximately Easter and/or until negotiations with TAFE are finalised.
- **Please note: Not all of the subjects listed in this booklet may be offered. Decisions will be made on the basis of school resourcing needs.**
- The Queensland Curriculum and Assessment Authority website also has extra information. www.qcaa.qld.edu.au. In particular, 'MyQCE' is a portal designed for students and their families.

Please note: Courses offered at the TAFE campus are subject to change.

Another great tool is www.myfuture.edu.au. This website helps start your personal career journey. You can identify your interests, build your career profile and explore occupations.

Build your career profile

Start your personal career journey, identify your interests, build your career profile and explore occupations.



THE CAREERS DEPARTMENT

CREATE YOUR ACCOUNT



Open the camera on your phone and scan the QR code to go straight to the homepage.

Step 1. Visit www.thecareersdepartment.com

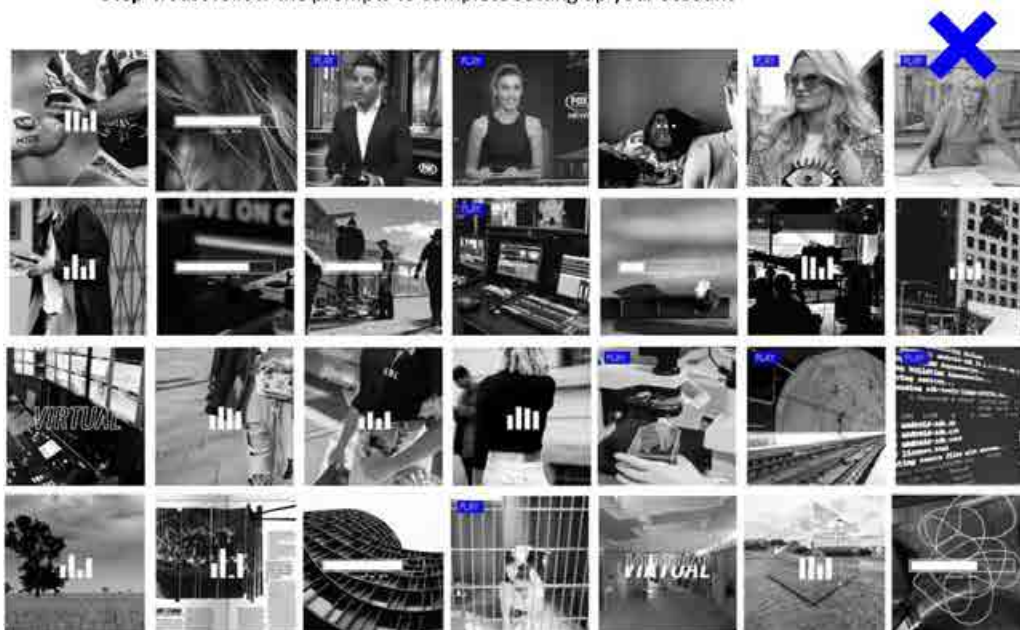
Step 2. Select 'Get started creating your account'

Step 3.

Select our school name:

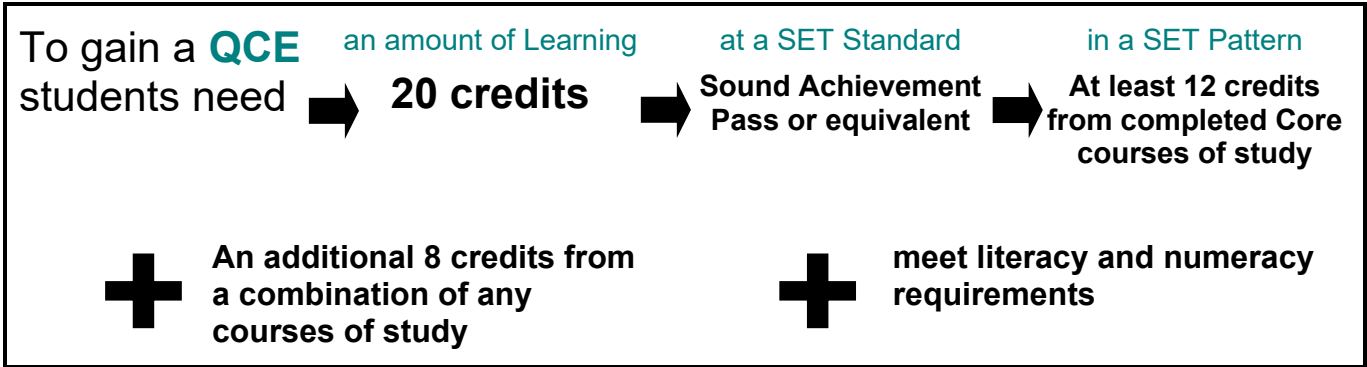
Enter school password:

Step 4. Just follow the prompts to complete setting up your account



Please see Mrs Matthews if you have any questions or concerns.

QCE Information



<p>About the QCE</p>	<p>The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.</p> <ul style="list-style-type: none"> • The QCE is awarded to eligible students - usually at the end of Year 12. • Students can still work towards a QCE after Year 12 or if they leave school. • Learning options are grouped into three categories (<i>see over page</i>). • The QCE offers flexibility in what, where and when learning occurs.
<p>How the QCE works</p>	<p>To achieve a QCE a student needs 20 credits in a set pattern.</p> <ul style="list-style-type: none"> • At least 12 credits must come from completed Core courses. • Additional 8 credits can come from a combination of any courses. • Students must achieve a Sound, Pass or equivalent to receive QCE credits. • Literacy and numeracy requirements must be met (<i>see over page</i>).
<p>Planning a QCE pathway</p>	<p>QCE planning usually starts in Year 10.</p> <ul style="list-style-type: none"> • A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway. • Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects done while at school, recognised workplace learning, certificates and awards. • Students choose their own QCE pathway - there are hundreds of possible course combinations.

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	up to 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 <ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	up to 1
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 <ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy and 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 (completion, pass, satisfactory, C or better or equivalent) in one of the literacy and one of the numeracy learning options.

Literacy	Numeracy
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Senior Education Profile

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

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

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

Statement of Results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a "C" of Achievement in one of - English or Essential English. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Pre-requisites

Although the study of Economics and Business in Year 10 is useful, it is not essential to the study of Accounting in Year 11 and 12.

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

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls. They prepare internal financial reports, analyse ratios and interpret internal and external financial reports. Students synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: in Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Special Equipment

Access to a Windows compatible computer is desirable due to the information technology requirements of the course and use of specialist software.

More Information

Ms Ruge, Head of Department - Business and Technologies
Mrs Woods or Miss Leckenby, Teacher - Accounting

Pre-requisites

A sound (C) Level of Achievement in Year 10 Design, Graphics, ITD, Visual Art and/or Digital Technologies is useful, but not essential, to the study of Design in Year 11 and 12.

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.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

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

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none">• Experiencing design• Design process• Design styles	Commercial design <ul style="list-style-type: none">• Explore - client needs and wants• Develop - collaborative design	Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design <ul style="list-style-type: none">• Explore - sustainable design opportunities• Develop - redesign

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: in Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination - design challenge	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project	35%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination - design challenge	25%

Additional Costs (above Text and Resource Scheme)

Some additional cost may be incurred depending on the materials used in designing a prototype for assessment tasks.

Special Equipment

Stationery: coloured pencils, fine tip/medium tip sketch pens, A4 and A3 sketch books.

More Information

Ms Ruge, Head of Department - Business and Technologies

Mr Lacey, Teacher - Design

This subject is studied through the School of Distance Education. Delivery of the course occurs via 2 x 1 hour lessons that are carried out in an online learning environment. The timing of these lessons is negotiated at the beginning of each year, but they usually occur from 8.00 - 9.00 am two mornings a week using school facilities. Students are also required to attend an additional tutorial session at a time scheduled by their teacher.

Pre-requisites

Students need to be highly motivated and organised to operate successfully in a mostly unsupervised, independent learning environment. They must be able to independently access course materials and communicate via email and the virtual classroom. They must commit to regular attendance at sessions that may occur outside regular school hours.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: in Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation - technical proposal	20%	Summative internal assessment 3 (IA3): • Project - folio	25%
Summative internal assessment 2 (IA2): • Project - digital solution	30%	Summative external assessment (EA): • Examination	25%

Special Equipment

Access to computer with internet capability is required due to the online nature of the course.

More Information

Ms Ruge, Head of Department - Business and Technologies
Mr Flynn, Deputy Principal (Distance Education Co-ordinator)

Pre-requisites

- This is a highly theoretical area of study, with equal written and practical components. Commitment to group study, rehearsal and written work is necessary.
- A **minimum** of a B or higher in Year 10 Drama and in Year 10 General English is recommended.

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, management, communication, education, public relations, research, psychology, science and technology.

Objectives

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

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

Structure

When students commence an Alternative Sequence they undertake the assessment aligned to the units offered in that year.

Note: Units 1 and 2 alternate with Units 3 and 4 in consecutive years.

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

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Additional Costs (above Text and Resource Scheme)

Students should be willing to attend workshops and excursions of a dramatic nature and payment for these activities will vary throughout the year.

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Mr Pickersgill, Teacher - Drama

Pre-requisites

Minimum of a B or higher in Year 10 General English is recommended.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

In Year 11: in Units 1 and 2 students will practise each of the four assessment instrument types that they will experience in Year 12.

In Year 12: in Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response - written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response - imaginative written response 	25%
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response - persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination - analytical written response 	25%

More Information

Mrs Buffa, Head of Department - English and Humanities

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

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

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

Pathways

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

Objectives

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

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

Structure

When students commence an Alternative Sequence they undertake the assessment aligned to the units offered in that year.

Note: Units 1 and 2 alternate with Units 3 and 4 in consecutive years.

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

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination - combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation - argumentative essay	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation - inquiry report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination - combination response	25%

Additional Costs (above Text and Resource Scheme)

Students may have the opportunity to attend an excursion where they can see the law at work. There may be additional costs for excursions undertaken as part of the learning experience.

More Information

Mrs Buffa, Head of Department - English and Humanities
Mrs Vollema-Creek, Teacher - Humanities

Mathematics

General senior subject

General

Pre-requisites

- General Mathematics - **minimum** of C or higher in Year 10A Mathematics is recommended. Skills in algebra and trigonometry are essential.
- Mathematics Methods - **minimum** of B or higher in Year 10A Mathematics is **essential**. As well, students should have a great deal of confidence and skill in algebraic and trigonometric techniques.
- Specialist Mathematics - **minimum** of B or higher in Year 10A Mathematics is **essential** plus enrolment in Mathematical Methods.

Objectives

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

- select, recall and use facts, rules, definitions and procedures
- comprehend mathematical concepts and techniques
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: in Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Special Equipment

- General Mathematics - Scientific calculator is mandatory for assessment.
- Mathematical Methods/
Specialist Mathematics - Scientific calculator
- Graphics calculator (supplied by the school as part of the resource scheme
 - \$50 refundable deposit)

More Information

Mr Scalia, Head of Department - Science and Mathematics

General Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Structure

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

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

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

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

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

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

Structure

Specialist Mathematics is to be undertaken in conjunction with, Mathematical Methods.

When students commence an Alternative Sequence they undertake the assessment aligned to the units offered in that year.

Note: Units 1 and 2 alternate with Units 3 and 4 in consecutive years.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and mathematical induction <ul style="list-style-type: none">• Combinatorics• Vectors in the plane• Mathematical introduction• Vector applications in geometry	Further vectors, trigonometry, functions and calculus <ul style="list-style-type: none">• Geometric proofs using vectors• Trigonometry and functions• Integration and applications of integration• Vector calculus	Matrices, complex numbers and proof <ul style="list-style-type: none">• Matrices and application of matrices• Complex numbers 1• Nature of proof and application of proof	Further complex numbers, statistical inference and calculus statistical <ul style="list-style-type: none">• Complex numbers 2• Rates of change and differential equations• Statistical inference

Pathways

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

Pre-requisites

It is desirable for students to have achieved a minimum of a B or higher in Year 10 Music.

It is desirable for students to have an ability to read music, have a keen interest in music and a general understanding of basic music elements and concepts. The ability to play an instrument or sing is strongly recommended.

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

When students commence an Alternative Sequence they undertake the assessment aligned to the units offered in that year.

Note: Units 1 and 2 alternate with Units 3 and 4 in consecutive years.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities Through inquiry learning, the following is explored:</p> <p>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?</p>	<p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Additional Costs (above Text and Resource Scheme)

There may be additional costs for concert attendance (maximum of two excursions across the Year 11/12 course of study).

Special Equipment

Headphones and headphone jack.

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Ms Jan Hsu, Teacher - Music

Pre-requisites

A **minimum** of a B or higher in Year 10 General HPE and General English is recommended.
An interest in the practical and theoretical study of human movement and sport is essential.

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

When students commence an Alternative Sequence they undertake the assessment aligned to the units offered in that year.

Note: Units 1 and 2 alternate with Units 3 and 4 in consecutive years.

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

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Additional Costs (above Text and Resource Scheme)

- Use of local sporting facilities may incur charges
- PE training shirt (optional) - \$20

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE

Sciences

General senior subject

General

Pre-requisites

Biology - B in Year 10A Science and a C in Year 10A Mathematics.
Chemistry - B in Year 10A Science and a B in Year 10A Mathematics.
Physics - B in Year 10A Science and a B in Year 10A Mathematics.

Objectives

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

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

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: in Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Additional Costs (above Text and Resource Scheme)

Pearson Skills and Assessment student study book \$20 (Mandatory purchase for Biology, Chemistry and Physics)
Biology Field Trip (T.B.A.)

Special Equipment

Scientific calculator is mandatory for assessment.

More Information

Mr Scalia, Head of Department - Science and Mathematics

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms	Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics	Heredity and continuity of life <ul style="list-style-type: none">• DNA, genes and the continuity of life• Continuity of life on Earth

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

Students study atomic theory, chemical bonding and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties chemical reactions and analytical methods displayed by different classes of organic compounds. Synthesis and design is also applied to the chemical manufacturing industry, using considerations such as rate, equilibrium, yield, atom economy and green principles.

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 and responsible 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 sports science, forensic science, environmental science, engineering, and health sciences including medicine and pharmacy.

Structure

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

Physics

General senior subject

General

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

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

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

to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Pathways

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

Structure

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

Pre-requisites

Year 10 Art serves as a very useful foundation for those students wishing to learn Visual Art in Year 11 and 12. To accommodate students starting from different knowledge and skill bases, the preliminary stages of Year 11 are structured to gradually introduce course elements from a common starting point. A Sound level (C+) or above in English and Year 10 Art is essential for Year 11 Art.

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

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

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

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

Pathways

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

Objectives

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

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

Structure

When students commence an Alternative Sequence they undertake the assessment aligned to the units offered in that year.

Note: Units 1 and 2 alternate with Units 3 and 4 in consecutive years.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as code</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal, cultural and personal • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as lens</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as knowledge</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

In Year 11: students will practise each of the assessment instrument types that they will experience in Year 12.

In Year 12: students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Additional Costs (above Text and Resource Scheme)

Year 12 - Excursion costs of approximately \$30 may be incurred if viewing exhibitions in Townsville.

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Mrs Hoey or Miss Caspenallo, Teacher - Art

Pre-requisites

Due to the practical nature of the subject, it is recommended students have an interest in the Performing Arts, in particular on-stage acting. It is desirable for students to have achieved a Sound Level of Achievement (C) in Year 10 Drama.

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

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	Devised scene Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: <ul style="list-style-type: none">• 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
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: <ul style="list-style-type: none">• 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
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	Performance Performance (live or recorded): up to 4 minutes

Additional Costs (above Text and Resource Scheme)

There may be additional cost for attendance at theatre performances or workshops.

Special Equipment

Black clothing for some assessment pieces.

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Mr Pickersgill, Teacher - Drama

Pre-requisites

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

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

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

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities learn about the role of responsive to the needs of children as well as exploring contexts in early childhood learning.

This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE

Pre-requisites

A grade of C or higher in Year 10 General or Essential English is required. Students who have not achieved this result in Year 10 will require support and intensive tutoring in Semester 1 of Year 11 to gain the necessary skills.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

In Year 11: students will practise assessment instrument types that they will experience in Year 12.

In Year 12: In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response - spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response - Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) - short response examination 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response - Written response

More Information

Mrs Buffa, Head of Department - English and Humanities

Pre-requisites

A grade of C or higher in Year 10 Mathematics is required. Students who have not achieved this result in Year 10 will require support and intensive tutoring in Semester 1 of Year 11 to gain the necessary skills.

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

In Year 11: students will practise assessment instrument types that they will experience in Year 12.

In Year 12: In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

Special Equipment

A scientific calculator is mandatory for assessment.

More Information

Mr Scalia, Head of Department - Science and Mathematics

Pre-requisites

A **minimum** of a C or higher in Year 10 Graphics is recommended. The use of computer software, Inventor and Revit is essential.

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

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of

learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing
Unit option C	Computer-aided drafting - modelling
Unit option D	Graphics for the construction industry
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	Practical demonstration Practical demonstration: the drawing skills and procedures used in 3-5 drawing production processes Documentation Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	Product Product: the drawing skills and procedures used in 5-7 drawing production processes Drawing process Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

More Information

Ms Ruge, Head of Department - Business and Technologies
Mr Prideaux, Teacher - Industrial Graphics Skills

Pre-requisites

A **minimum** of a C or higher in Year 10 Industrial Technology Design (ITD) is recommended.

Students must be prepared to abide by all safety requirements, including appropriate clothing. Students who have demonstrated a capacity for unsafe and reckless behaviour in the workshop in Years 9 and 10 may be denied access to the subject.

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and

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

Pathways

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

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt plans, skills and procedures.

Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

Core topics	Industry area	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	Engineering	<ul style="list-style-type: none">• Sheet metal working• Welding and fabrication• Fitting and machining
	Furnishing	<ul style="list-style-type: none">• Cabinet-making• Furniture finishing• 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	Available in the selected industrial sector syllabus.	

Special Equipment

Long sleeve cotton shirt and trousers would be advisable.

More Information

Ms Ruge, Head of Department - Business and Technologies
Mr Prideaux, Teacher - Industrial Technology Skills

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Special Equipment

Access to a BYOx device is desirable due to the use of specialist software in this course.

More Information

Ms Ruge, Head of Department - Business and Technologies
Mrs Woods, Teacher - Information and Communication Technology

Pre-requisites

Students should demonstrate a keen interest and enthusiasm towards Music. Students should have some ability to read music, and have an understanding of basic music concepts and elements. It is highly recommended that students be able to play an instrument or sing.

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

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

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts.

This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance One of the following: <ul style="list-style-type: none">• 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

Additional Costs (above Text and Resource Scheme)

There may be additional costs for concert attendance or participation in industry-based activities that may become available during the course of study (maximum of two excursions across the Year 11/12 course of study).

Special Equipment

Headphones and headphone jack.

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Ms Jan Hsu, Teacher - Music

Pre-requisites

Students must have a passion for and/or interest in sport and recreation activities. A Sound (C) Level of Achievement in Year 10 Health and Physical Education is desirable.

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

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

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

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

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

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

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes

Structure

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

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

Assessment

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

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

Additional Costs (above Text and Resource Scheme)

- Use of local sporting facilities may incur charges
- PE training shirt (optional) - \$20

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Miss Dorsett or Miss Reid, Teacher - Health and Physical Education

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This 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 by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

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.

Objectives

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

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.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	Product One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 500 words Evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 500 words

Additional Costs (above Text and Resource Scheme)

There may be additional costs for excursions undertaken as part of the learning experience.

More Information

Ms Ruge, Head of Department - Business and Technologies
Miss Leckenby, Teacher - Tourism

Pre-requisites

Students wishing to complete Visual Arts in Practice course will need to have a basic understanding of art mediums and technologies, art history and art reflection. Students having an interest and enthusiasm in art is desirable.

A Sound level (C+) in English and Year 10 Visual Art is essential.

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p>Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR</p> <p>Prototype artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes <p>OR</p> <p>Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s - 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR</p> <p>Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND</p> <p>Planning and evaluations One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p>Resolved artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Additional Costs (above Text and Resource Scheme)

Excursion costs of approximately \$30 may be incurred if viewing exhibitions in Townsville.
Decorative items for embellishments on wearable art pieces.

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Mrs Hoey or Miss Caspanello, Teacher - Art

Ayr State High School Framework for VET Courses

General Principles

- A range of VET courses are offered as part of the school timetable to maximise student choice in selecting courses that best match career goals.
- VET courses are categorised into Ayr State High School RTO courses and External Agency RTO courses.
- External Agency RTO courses are offered as part of the school curriculum where current school resourcing models do not allow the course to be offered as an Ayr State High School RTO course.
- Students are encouraged to do more than 1 VET course if they link to career goals.
- There are costs above and beyond normal school fees for External Agency RTO courses. Further information will be given to students at SET plan interviews.
- Ayr State High School has made a commitment to contribute to subsidising External RTO courses where extra costs are associated in order to maximise student participation.
- For students who select more than 1 External Agency RTO course, a co-contribution is required.

VET Courses offered at Ayr State High School

Ayr State High RTO Courses	External Agency RTO Courses
<ul style="list-style-type: none">• Cert II Workplace Skills	<p>Offered within School Timetable:</p> <ul style="list-style-type: none">• Cert II Active Volunteering (Blueprint 30978)• Cert II Hospitality (Blueprint 30978)• Cert III Fitness (Binnacle 31319) <p>Offered as part of TAFE on Tuesdays or Thursdays</p> <ul style="list-style-type: none">• Cert II Automotive Vocational Pathways• Cert II Engineering Pathways• Cert II Salon Assistant• Cert II Retail Cosmetics• Cert II Rural Operations

Co-Contribution for multiple External Agency RTO Courses:

- 2 x External RTO VET Courses \$200
- 3 x External RTO VET Courses \$350

Students will be invoiced by Ayr State High School for this amount upon enrolment in the courses. Payment plan arrangements can be organised.

For students who elect to do a TAFE course in Year 11 and then the option for another TAFE course in Year 12, the full cost of this will need to be paid by the student, unless the course is identified as a second VETIS funded course. Arrangements to be made through TAFE.



Certificate II in Workplace Skills

BSB20120 - 10 competencies
The RTO is Ayr State High School (RTO Number 30050)

VET

Rationale

This qualification provides students the opportunity to acquire the skills necessary to gain entry-level employment in the Business Services job roles. These includes a range of basic procedural, clerical, administrative including time management and effective communication or operational tasks that require self-management and technology skills. These skills must be performed with accuracy, a concern for quality, and a commitment to achieving goals and objectives.

Career pathways include employment in an office administration or retail area or further study in Certificate III in Business.

Course Outline **BSB20120 Certificate II in Workplace Skills**

BSBWHS211	Contribute to health and safety of self and others	Core
BSBTEC201	Use business software applications	Elective
BSBPEF202	Plan and apply time management	Core
BSBTEC202	Use digital technologies to communicate in a work environment	Elective
BSBSUS211	Participate in sustainable work practices	Core
BSBOPS203	Deliver a service to customers	Elective
BSBCMM211	Apply communication skills	Core
BSBCRT201	Develop and apply thinking and problem solving skills	Elective
BSBOPS201	Work effectively in business environments	Core
BSBTEC101	Operate digital device	Elective

Correct at time of publication but subject to change

This is a two year course. The RTO (Ayr 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 handbook provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Assessment

Assessment will be competency based. Students will participate in a variety of assessment tasks which may include observation of activities, questioning and projects/portfolios.

Special Equipment

A BYOx device is desirable due to the information technology requirements of the course.

More Information

Ms Ruge, Head of Department - Business and Technologies
Miss Leckenby, Teacher - Business



Certificate II in Active Volunteering

CHC24015

VET

The RTO is Blueprint Career Development Pty Ltd (RTO Number 30978)

Rationale

There are many opportunities for young people to participate in their community. This certificate course is designed to recognise the many and varied forms of participation that young people make and can make in their community.

A Certificate II in Active Volunteering can be used as a complementary qualification to support a range of career aspirations and pathways. The course allows for personal growth and development in a range of key skills underpinning effective participation in the workforce.

Course Outline CHC24015 Certificate II in Active Volunteering

CHCDIV001	Work with diverse people	Core
CHCVOL001	Be an effective volunteer	Core
HLTWHS001	Participate in workplace health and safety	Core
BSBCMM201	Communicate in the workplace	Core
BSBPEF101	Prepare and plan for work readiness	Elective
BSBPEF201	Support personal wellbeing in the workplace	Elective
BSBPEF301	Organise personal work priorities	Elective

Correct at time of publication but subject to change

Assessment

Assessment will be competency based. Students will participate in a variety of assessment tasks which may include practical tasks, group work, project, checklists and portfolios etc. **A mandatory part of this course is the completion of at least 20 hours of volunteer work either within the school or external organisations, during school hours and/or outside school hours.**

Additional Costs (above Text and Resources Scheme)

A co-contribution may apply see page 58 of this handbook

Special Equipment

A BYOx device is desirable due to the information technology requirements of the course.

More Information

Mr Flynn, Deputy Principal - Senior School



CHC24015

Certificate II in Active Volunteering



Outline

A total of 7 units are required for this qualification.

Core Units

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

Elective Units

- BSBPEF101 Prepare and plan for work readiness
- BSBPEF201 Support personal wellbeing in the workplace
- BSBPEF301 Organise Personal work priorities

Skill Set details:

<https://training.gov.au/Training/Details/CHC24015>

This program is designed for people who are looking to volunteer. It specifically focuses on the skills and knowledge required to:

- Work effectively as a volunteer
- Plan for work readiness
- Work effectively with diverse people



Key points

This program has been designed for students to be work ready.

- Develop a sense of community spirit through volunteering
- Students discover their ideal career using a personality career matching tool
- 20 hours mandatory volunteer work in the school or community



Step into your future

CONTACT US

- 📞 07 3806 1543
- ✉ info@blueprintcd.com.au
- 🌐 www.blueprintcd.com.au

Blueprint Career
Development
RTO # 30978



CHC24015 Certificate II in Active Volunteering

Career Opportunities

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



Study Options

This program will be blended delivery with online projects, activities and skills-based training.

To achieve this qualification, the candidate must complete at least 20 hours of volunteer work either within the school or external organisation.



Entry Requirements

- Access to a computer with word processing, excel, PowerPoint, Publisher and PDF reader capabilities and an internet connection
- A good command of written English
- Ability to allocate appropriate study hours per week
- Students may be required to undergo background checks if volunteer work is undertaken with organisations external to the school



Course Schedule

Expected duration is 6 - 12 months. Students can elect to credit transfer or RPL units.



Interested? Phone 07 3806 1543 or email at info@blueprintcd.com.au

Blueprint 
Career Development

Step into your future

CONTACT US

-  07 3806 1543
-  info@blueprintcd.com.au
-  www.blueprintcd.com.au

Blueprint Career
Development
RTO # 30978



Certificate III in Fitness

SIS30321 & SIS20115

VET

The RTO is Binnacle Training College Pty Ltd (RTO Number 31319)

Pre-requisites

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

Rationale

This course will be delivered with the assistance (and under the auspices) of an external Registered Training Organisation (RTO), Binnacle Training. Binnacle's Certificate III in Fitness (with Certificate II Sport and Recreation embedded) 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills - such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University (careers such as Exercise Physiologist, Teacher - Physical Education and Sport Scientist). This program also includes a First Aid qualification and CPR certificate, plus optional sport-specific coach/official accreditation, a range of career pathway options including an alternative entry into university, and direct pathway into Certificate IV in Fitness (Personal Trainer) with Australian Institute of Personal Trainers (AIPT).

**IMPORTANT
Program
Disclosure
Statement (PDS)**

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (ie the delivery of training and assessment services).

To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school and local community. This involves the delivery of a range of fitness programs to clients within the school and wider community (students/adolescents and older clients). A range of teaching/learning strategies will be used to deliver the competencies. These include practical tasks, hands-on activities involving participants/clients, group work, practical experience within the school sporting programs and fitness facility, and log book of practical experience. Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Note: This program may involve a mandatory 'outside subject' weekly component of 60 minutes per week across a minimum of 5 (five) consecutive weeks - delivering fitness programs and services to a variety of clients, including older adults.

Additional Costs (above Text and Resources Scheme)

- A co-contribution may apply see page 58 of this handbook
- Possible excursions to other outside venues to participate in and to conduct fitness activities
- Binnacle training polo shirt (optional) - \$40 and/or PE training shirt (optional) - \$20.

Special Equipment

Towel, training shirt/shorts, water bottle

A BYOx device is desirable due to the information technology requirements of the course.

More Information

Miss Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Miss Smith, Teacher - Health and Physical Education

2024 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

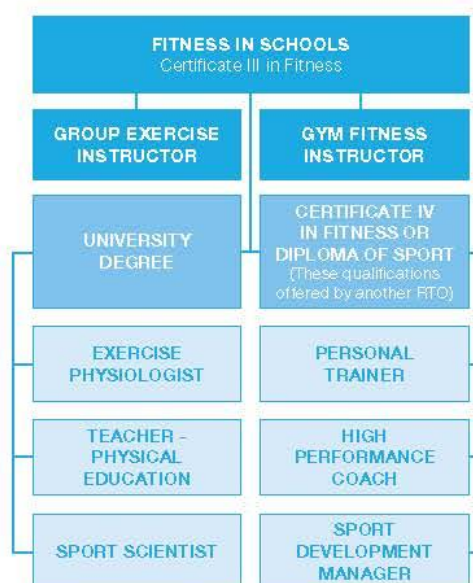
Students facilitate programs within their school community including:

- > Community fitness programs
- > Strength and conditioning for athletes and teams
- > 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- > SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- > Entry qualification: SIS20115 Certificate II in Sport and Recreation
- > The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- > Community Coaching - Essential Skills Course (non-accredited), issued by **Australian Sports Commission**
- > Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- > A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS



SKILLS ACQUIRED

- > Client screening and health assessment
- > Planning and instructing fitness programs
- > Deliver 1-on-1 and group fitness programs
- > Exercise science and nutrition
- > Anatomy and physiology

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au



SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:
SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification - 15 Units
Dual Qualification - Additional 8 Units

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
\$365.00 per person (Cert II entry qualification = \$265.00 + Cert III Gap Fee = \$100.00) (+ First Aid \$65.00)

QCE Outcome:
Maximum 8 QCE Credits

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> Binnacle Lounge Induction The Sport, Fitness & Recreation (SFR) Industry Apply Knowledge of Coaching Practices
	PROGRAMS
	<ul style="list-style-type: none"> Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions

TERM 2	TOPICS
	<ul style="list-style-type: none"> Perform Research and Create a Group Presentation Organise and Complete Work Tasks
	PROGRAMS
	<ul style="list-style-type: none"> Group Nutrition Presentation: Create and Deliver a Presentation to your Peers Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants

TERM 3	TOPICS
	<ul style="list-style-type: none"> Cardio and Conditioning Programs Anatomy and Physiology The SFR Industry
	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Cardio Program Group Conditioning Sessions for Adolescent Participants

TERM 4	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS
	<ul style="list-style-type: none"> Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants

QUALIFICATION SCHEDULED FOR FINALISATION

SIS20115 CERTIFICATE II IN SPORT AND RECREATION

TERM 5	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology Health and Nutrition Consultations
	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Gym Program: Adolescent Client Conduct Consultations with a Client (Peer) Plan and Conduct Sessions (Scenario Clients)

TERM 6	TOPICS
	<ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients Older Clients
	PROGRAMS
	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Gentle Exercise Program: Participate in Gentle Exercise Sessions Mobility Program: Plan and Instruct Mobility Sessions

TERM 7	TOPICS
	<ul style="list-style-type: none"> Older Clients Specific Populations
	PROGRAMS
	<ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One Sessions: Female and Male Adults: aged 18+, and Older adults aged 60+

UNITS OF COMPETENCY

HLTAID011	Provide First Aid	ICTICT203	Operate application software packages
HLTWHS001	Participate in workplace health and safety	BSBSUS201	Participate in environmentally sustainable work practices
SISXEMR001	Respond to emergency situations	BSBOPS304	Deliver and monitor a service to customers
SISXIND001	Work effectively in sport, fitness and recreation environments	BSBPEI301	Organise personal work priorities
SISXCAI002	Assist with activity session	SISFFIT035	Plan group exercise sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge	SISFFIT036	Instruct group exercise sessions
SISXCCS001	Provide quality service	SISFFIT032	Complete pre-exercise screening and service orientation
BSBSHS211	Participate in sustainable work practices	SISFFIT033	Complete client fitness assessments
BSBWOP202	Organise and complete daily work activities	SISFFIT052	Provide healthy eating information
BSBTEC201	Use business software applications	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBTEC202	Use digital technologies to communicate in a work environment	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBTEC203	Research using the internet		

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training 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: www.binnacletraining.com.au/fo



Certificate II in Hospitality

SIT20316 - 12 units

VET

The RTO is Blueprint Career Development Pty Ltd (RTO Number 30978)

Pre-requisites

There are no pre-requisites for this qualification but successful completion of Year 9 and 10 Design and Technology would be beneficial.

Rationale

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the hospitality industry. Further study could occur in Certificate III in Hospitality (SITS0616), Certificate III in Commercial Cookery (SIT30813) or a Bachelor of Business (Hospitality & Tourism Management). Career Pathways include: café attendant, catering assistant, food and beverage attendant, apprentice chef.

Assessment

Assessment will be competency based and clustered units may be part of the assessment to reflect real work scenarios and activities. Students will participate in a variety of assessment tasks which may include observation with checklists, product resulting from an activity, questioning (written, oral or portfolio), and reports from work place supervisor. Assessment may be conducted at the school using a simulated work environment. ASHS Functions will occur and at times these may occur out of class time. Clothing requirements must be met. **Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 Industry Shifts that need to be done at local venues, some during school hours and some outside school hours.**

Additional Costs (above Text and Resources Scheme)

- Students will be required to provide ingredients for individual cookery lessons when they consume the food, but the expense involved will depend on student choice of recipes. Where cookery lessons involve food production that is used for functions or demonstrations, ingredients will be provided by the school.
- A co-contribution may apply see page 58 of this handbook.
- Students may be offered a Hospitality Experience where they will attend an overnight stay. This will involve partial costing to the individual student(s).

Special Equipment

White/black collared shirt, black trousers and black covered footwear.

A BYOx device is desirable due to the information technology requirements of the course.

White sneakers - Year 12 Hospitality Experience.

More Information

Ms Ruge, Head of Department - Business and Technologies

Mrs Bromham, Teacher - Hospitality

SIT20322 Certificate II in Hospitality - Student subject selection information



RTO Details	<p>Blueprint Career Development RTO # 30978 1300 851 550 www.blueprintcd.com.au</p>
Qualification	SIT20322 Certificate II in Hospitality
The Queensland Government funds vocational and educational training in Schools funding (VETiS).	<p>The VET investment budget provides students with funding to complete one VETiS qualification whilst attending school (grades 10,11,12). Blueprint Career Development is an approved supplier under this agreement and offers training to eligible students under this funding program, free of charge. You can still enrol in the course if you have used your VETiS Funding or do not meet the eligibility criteria. The cost is \$1200</p> <p>Eligibility criteria</p> <p>You are an Australian citizen or a New Zealand citizen permanently residing in Queensland. If you are a permanent resident, you are eligible upon presenting immigration documents.</p> <p>Please refer to the Queensland Government’s student fact sheet explicitly developed for the VETiS program: https://desbt.qld.gov.au/training/providers/funded/vetis.</p>
Course length	18 months
Pre-requisites	There are no pre-requisites for this qualification.
Reason for studying Hospitality	<p>Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life and specific knowledge and skills related to employment within the hospitality industry.</p> <p>This course includes SITHFAB021 Provide responsible service of alcohol (RSA) and SITHGAM022 Provide responsible gambling services (RSG) which can help you gain employment.</p> <p>QCE points: Successful completion of the Certificate II in Hospitality could contribute four (4) credits towards QCE points</p>
Career pathways and further studies	<p>Career Pathways include café attendant, catering assistant, food and beverage attendant, and apprentice chef.</p> <p>Further study could occur in Certificate III in Hospitality (SIT30622), Certificate III in Commercial Cookery (SIT30821) or a Bachelor of Business (Hospitality & Tourism Management).</p>

SIT20322 Certificate II in Hospitality - Student subject selection information



Course Outline	SIT20322 Certificate II in Hospitality: 12 units must be completed. (6 core units and six elective units)	
	YEAR 11 SEMESTER 1	<p>Use hygienic practices for food safety Participate in safe work practices Work effectively with others Prepare sandwiches Provide responsible service of alcohol</p> <p>Hygiene skills - Evaluating kitchen cleanliness and creating cleaning schedules Practical kitchen cleaning and sanitising. Teamwork – How to work in a team and the allocation of tasks Online theory and classwork – Costings and order food, work plan preparation and principles of plate selection and food positioning Group practical function preparation - Source recipes and develop recipe book, costing and food orders for sandwiches (wraps, open grills, BLT, steak sandwiches, burgers, finger sandwiches) Practical skills - SITHFAB021 Provide responsible service of alcohol unit so students can gain employment in beverage service.</p>
	YEAR 11 SEMESTER 2	<p>Prepare and serve non-alcoholic beverages Interact with customers Prepare and serve espresso coffee. Serve food and beverage Provide responsible gambling services</p> <p>Online theory and classwork – Laying tables, service cycle, plate carrying and clearing. Cleaning and maintaining the espresso machine. Communicating with customers and colleagues Practical skills (Coffee Shop) - Set up, make coffee (e.g., black, macchiato, affogato, cappuccino, latte), present food, take and serve orders and end of shift cleaning. Practical skills – SITHGAM022 Provide responsible gambling services (RSG) unit so students can gain employment in specialised hospitality venues.</p>
	YEAR 12 SEMESTER 3	<p>Cultural and social diversity Hospitality knowledge, including RSG Gain hospitality experience</p> <p>Online theory and classwork – Cultural inclusion, anti-discrimination laws, and teamwork. Practical skills – Complete hospitality industry shifts x 12</p>
Assessments	<p>The assessment will be competency-based, and clustered units may be part of the assessment to reflect actual work scenarios and activities. Students will participate in various assessment tasks, including observation with checklists, products resulting from an activity, questioning (written, oral or portfolio), and reports from the workplace supervisor.</p> <p>Assessment may be conducted at the school using a simulated work environment.</p> <p>Functions will occur, and these may occur out of class time at times.</p>	

SIT20322 Certificate II in Hospitality - Student subject selection information



Work Placement	Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 Industry Service Periods that need to be done at local venues, some during school hours and some outside school hours. You may be on vocational placement during any part of this semester as approved by the school and upon completing VETiS Vocational Placement insurance forms (available from the school).
Hospitality experience	<p>The Ville Townsville</p> <p>The Blueprint Hospitality Experience Program has been developed to allow year 12 students to develop a deeper understanding of the hospitality industry with hands-on exposure to front and back-of-house operations.</p> <p>Highlights include:</p> <ul style="list-style-type: none"> • 1 night's accommodation (twin-share) • 1 buffet breakfast • 2 Lunches at Quarterdeck restaurant • 1 Dinner at Quarterdeck restaurant • Hotel tour, welcome and induction • 2 service periods of 3.5 hours in selected departments • 1 x Masterclass
Clothing requirements	White shirt, black pants or skirt and black covered footwear.
School point of contact	<p>Ms Ruge, Head of Department - Business and Technologies</p> <p>Mrs Bromham, Teacher - Hospitality</p>

TAFE Courses

Delivered

Through TAFE

Queensland

North

(Burdekin Campus, Home Hill)

Course Name/Code	Cost
Certificate II in Automotive Vocational Preparation AUR20716	Nil (VETis)
Certificate II in Engineering Pathways MEM20413	Nil (VETis)
Certificate II in Retail Cosmetics SHB20116	Nil (VETis)
Certificate II in Salon Assistant SHB20216	Nil (VETis)
Certificate II in Rural Operations AHC21216	Nil (VETis)

Please Note:

- The above information was correct at time of publishing but may be subject to change.
- If interested in the above courses please contact Mr Flynn - Deputy Principal. There is a separate online applied process to register for TAFE.
- Courses will only proceed if sufficient numbers are enrolled. This decision is made by TAFE Queensland.

More Information

Mr Flynn, Deputy Principal

Aquaculture and Agriculture Tech Skills Hub

Delivering new workforce training solutions to Queensland's Aquaculture and Agriculture Industries



The Aquaculture and Agriculture Tech Skills Hub is jointly funded by the Australian Government under the Regional Recovery Partnerships, Greater Whitsunday Alliance (GW3) and Regional Development Australia, and is being delivered in partnership with the Queensland Government, TAFE Queensland and CQUniversity Australia to support existing plans and priorities within the region.

The partnership has worked in consultation with industry experts, community organisations and government to establish new ways to kick start your career and to re-skill and upskill your capabilities in new practices and technologies through a broad suite of programs to support current and future occupations, including three Certificate II qualifications and 38 micro-credentials.

Qualifications

These three qualifications prepare learners with the practical skills to work across a range of entry-level positions within the aquaculture and agriculture industries. Learners will develop a broad range of skills driven by the introduction of new technologies as a result of industry 4.0 including livestock handling, aquatic technology, environmentally sustainable work practices, programming techniques, GPS operation, health and safety practices, Programmable Logic Controller (PLC), autonomous systems documentation as well as innovative thinking and problem-solving skills.

Certificate II Rural Operations (AHC21216)

Core Units

- AHCWRK211 Participate in environmentally sustainable work practices
- AHCWRK212 Work effectively in the industry
- AHCWHS202 Participate in work health and safety processes

Electives

- AHCWRK213 Participate in workplace communications
- AHCCHM201 Apply chemicals under supervision
- AHCMOM203 Operate basic machinery and equipment
- AHCLPW201 Operate a handheld GPS device
- AHCECR201 Capture digital media for fieldwork
- AHCSOL203 Assist with soil or growing media sampling and testing
- AHCPCM204 Recognise plants
- ICTPRG302 Apply introductory programming techniques
- NAT10935005 Produce a documentation suite for autonomous systems
- NAT10935006 Configure autonomous embedded systems
- NAT10935007 Prepare basic programs for Programmable Logic Controllers (PLCs) for autonomous applications
- VU22338 Configure and program a basic robotic system

For further information on the Aquaculture & Agriculture Tech Skills Hub please email TQCommercial@tafeqld.edu.au



TAFE QUEENSLAND RTO 0276 | CRICOS 030205 | PRV1005



DELIVERY & LOCATION

Face-to-face, one day a week
 Bowen
 Burdekin
 Cairns
 Charters Towers – DTTC
 Innisfail
 Tablelands
 The Whitsundays
 Townsville Trade Training Centre (Bohle)

Face-to-face, block training
 Mount Isa

DURATION

4 terms

***FEES**

There is no cost to students or the school for the first qualification. Funding for this certificate qualification is available through the Vocational Education and Training in Schools (VETIS) program, funded by the Queensland Government. Eligibility criteria applies.

QCE CREDITS

4 credits

Kick start your career in the automotive industry with this foundation course. Gain basic skills in electrical, marine and mechanical components and systems. Learn how to use appropriate tools and equipment to complete basic removal, inspection and refitting of automotive components. Use this training as a pathway to an apprenticeship.

AUTOMOTIVE

CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

COURSE CODE: AUR20720

✔ VETIS FUNDED*

CORE UNITS

AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace

ELECTIVE UNITS

AURETK001	Identify, select and use low voltage electrical test equipment
AURETR115	Inspect, test and service batteries
AURTTA003	Use and maintain basic mechanical measuring devices
AURTTT003	Remove and tag engine system components
AURTTT007	Dismantle and assemble single cylinder four-stroke petrol engines

PATHWAY OPTIONS

Certificate II in Automotive Vocational Preparation AUR20720

APPRENTICESHIP ONLY

Certificate III in Automotive Electrical Technology AUR30320

Certificate III in Marine Mechanical Technology AUR30520

Certificate III in Light Vehicle Mechanical Technology AUR30620

Certificate III in Heavy Commercial Vehicle Mechanical Technology AUR31120

Certificate III in Mobile Plant Technology AUR31220

Certificate III in Automotive Sales AUR31020

Certificate III in Motorcycle Mechanical Technology AUR30820

Certificate III in Outdoor Power Equipment AUR30720

POST-TRADE STUDY

Certificate IV in Automotive Mechanical Diagnosis AUR40216

CAREER OUTCOMES

Trades assistant, vehicle service assistant, automotive service assistant, trainee service person, automotive trainee

Automotive electrician,
 automotive air-conditioning fitter,
 automotive electrical fitter,
 automotive manufacturing technician,
 automotive mechanic,
 automotive parts interpreter,
 diesel fitter,
 vehicle body builder



DELIVERY & LOCATION

Face-to-face, one day a week
 Burdekin
 Cairns
 Mossman
 Townsville (Pimlico)

Face-to-face, block training
 Mount Isa

DURATION

4 terms

*FEES

There is no cost to students or the school for the first qualification. Funding for this certificate qualification is available through the Vocational Education and Training in Schools (VETiS) program, funded by the Queensland Government. Eligibility criteria applies.

QCE CREDITS

4 credits

Embark upon a career in retail cosmetics with this entry-level course. Gain hands-on skills in retail, colour analysis, skin care, photographic and camouflage make-up, as well as sales and customer service. You will have the opportunity to create a photographic portfolio during practical studio time.

BEAUTY

CERTIFICATE II IN RETAIL COSMETICS

COURSE CODE: SHB20121

VETIS FUNDED*

CORE UNITS

SHBXWH003	Apply safe hygiene, health and work practices
SHBXIND005	Communicate as part of a salon team
SHBXIND003	Comply with organisational requirements within a personal services environment
SHBBCCS005	Advise on beauty products and services
SHBXCCS007	Conduct salon financial transactions
SHBBCCS004	Demonstrate retail skin care products
SHBBMUP009	Design and apply make-up
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXIND003	Organise personal work requirements

ELECTIVE UNITS

To be confirmed.

PATHWAY OPTIONS	CAREER OUTCOMES
Certificate II in Retail Cosmetics SHB20121	Make-up/skincare salesperson
Certificate III in Beauty Services SHB30121	Beauty therapist
Diploma of Beauty Therapy SHB50121	Beauty therapist, salon worker, beauty technician, make-up artist
Diploma of Business BSB50120	Team leader, business manager



DELIVERY & LOCATION

Face-to-face, one day a week

Bowen
Burdekin
Cairns
Charters Towers – DTTC
Malanda
Proserpine
Tablelands
Townsville Trade Training Centre (Bohle)
Tully

Face-to-face, block training

Mount Isa
Thursday Island

DURATION

4 terms

*FEES

There is no cost to students or the school for the first qualification. Funding for this certificate qualification is available through the Vocational Education and Training in Schools (VETIS) program, funded by the Queensland Government. Eligibility criteria applies.

QCE CREDITS

4 credits

This course will introduce you to the engineering trade and provide you with basic skills to operate tools and equipment to produce and modify objects. Gain basic welding skills, communication skills and use this training as a pathway to an apprenticeship in a variety of engineering fields, such as sheet metal, fabrication and diesel fitting.

[^]Qualification currently in transition, course code subject to change.

ENGINEERING

CERTIFICATE II IN ENGINEERING PATHWAYS

COURSE CODE: MEM20413[^]

☑ VETIS FUNDED*

CORE UNITS

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

ELECTIVE UNITS

MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy-acetylene and soldering equipment
MEMPE004A	Use fabrication equipment
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MSAPMSUP106A	Work in a team

PATHWAY OPTIONS

Certificate II in Engineering Pathways
MEM20413[^]

APPRENTICESHIP ONLY

Certificate III in Engineering –
Technical MEM30505

Certificate III in Engineering –
Mechanical Trade MEM30219

Certificate III in Engineering –
Fabrication Trade MEM30319

Certificate III in Fixed and Mobile Plant
MEM31419

POST-TRADE STUDY

Certificate IV in Engineering
MEM40119

Certificate IV in Engineering Drafting
MEM40412

Diploma of Engineering –
Technical MEM50212

Diploma of Engineering –
Advanced Trade MEM50105

Advanced Diploma of Engineering
MEM60112

Diploma of Applied Technologies
22460VIC

CAREER OUTCOMES

Trade assistant/worker in
diesel mechanical, metal fabrication,
machining, or fitting and turning

Fitter and turner,
diesel fitter metal fabrication,
welder, machinist,
patternmaker, moulder,
locksmith, boat builder

Higher engineering tradesperson,
special class tradesperson,
draftsperson

Senior draftsperson,
advanced engineering
tradesperson

Consultant, project manager

HAIRDRESSING

CERTIFICATE II IN SALON ASSISTANT

COURSE CODE: SHB20216

VETIS FUNDED*

CORE UNITS	
BSBWHS201	Contribute to health and safety of self and others
SHHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team

ELECTIVE UNITS	
To be confirmed	

PATHWAY OPTIONS	CAREER OUTCOMES
Certificate II in Salon Assistant SHB20216	Hair or beauty salon assistant, hair stylist
Certificate III in Hairdressing SHB30416	Hairdresser, hair or beauty salon assistant, hair stylist
Diploma of Business BSB50120	Team leader, business manager
HAIRDRESSING APPRENTICESHIP	
Certificate III in Hairdressing SHB30416	Senior stylist



SERVICES INDUSTRIES | HAIRDRESSING

DELIVERY & LOCATION

Face-to-face, one day a week
Burdekin
Cairns
Townsville (Pimlico)

DURATION

4 terms

*FEES

There is no cost to students or the school for the first qualification. Funding for this certificate qualification is available through the Vocational Education and Training in Schools (VETiS) program, funded by the Queensland Government. Eligibility criteria applies.

QCE CREDITS

4 credits

Kick start your career in hairdressing with this entry-level course. Learn basic hairdressing tasks, product knowledge and communication techniques to greet and prepare clients. As part of your practical training, you will perform activities in a live salon environment including colour removal, shampoo and conditioning treatments and client communication. Use this training as a pathway to a hairdressing apprenticeship.

Digital Device Access Through BYOx

Student Access to Own Personal Devices on BYOx is recommended for:

- **Distance Education subjects:** Digital Solutions, Japanese
- **VET subjects:** Cert II Active Volunteering, Cert II Workplace Skills, Cert III Fitness, Cert II Hospitality

Subjects requiring specialist software: Accounting, Industrial Graphics Skills, Information and Communication Technology (ICJ)

What is BYOx?

Bring Your Own 'x' (BYOx) is a pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students use their personally-owned digital devices to access the information and communication (ICT) network at Ayr State High School.

Ayr State High School is committed to moving students forward in a contemporary learning environment. Our aim is to provide an environment where students are able to learn *anywhere, any time*. With the aid of digital technology, every student can extend their learning beyond the classroom, thus moving towards enhanced independence and self-initiated learning. While a shared pool of devices is available for use at school, we are unfortunately not able to fund the provision of a device for every student in the school and consequently the devices can be difficult to access when demand is high. By using their own devices on the BYOx system, students can be assured that they will be able to access their own personal device whenever they need it.

Benefits of Connecting a BYOx device to the Ayr State High School Network

- Provides easy access to shared drives on the school network
- Allows students to quickly and efficiently access school printers
- The student can be certain that they will be able to access their digital device whenever they want
- Students become more confident users of digital technologies
- File storage and organisation can become more efficient as one device is used consistently

What Devices Are Suitable?

Many students already have a laptop that may meet the specifications to connect to the school network, but different software may require higher specifications. Please discuss this with Ms Ruge or Anthony Menso, System Technician. Minimum specifications are:

Recommended Laptop Specifications for Year 11 and 12	
Processor	minimum Core i5
Memory	minimum 4GB RAM (8GB recommended for specialist software)
Hard Drive	minimum 500GB HDD (128GB SSD)
Minimum	1 x USB port
Battery life	minimum 4 hours
Platform	Windows 10 OR Mac OSX – please note that some software used at Ayr SHS is not available for MAC OSX (eg Accounting software)

*** NOTE that Chromebooks are not able to be supported and are not suitable devices.**

More Information

Ms Ruge, Head of Department - Business and Technologies