

2024

Pine Rivers State High School



Senior Subject Selection Guide

Pine Rivers State High School

Pine Rivers State High School Senior Subject Selection Guide
For students in Year 10 2024 (Year 11 in 2025)

Principal's Welcome

Introduction	3
Motto	3
Purpose	3
Values	3
Vision	3

Senior Subject Selection Guide

Selecting subjects	4
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Planning for Learning in Years 11 and 12

QCE, QCIA	5-6
Assessment	7
Access arrangements and reasonable adjustments	7
ATAR	8

Subject Descriptors by Faculty

English	9
Health and Physical Education	14
Humanities and Business	20
Mathematics	29
Science	34
The Arts	41
Technologies	53
Senior Pathway Programs	64

Pine Rivers State High School

Principal's Welcome

As we embark on the journey into the Senior Years at Pine Rivers State High School, I extend a warm welcome to each and every one of you. This phase marks a significant milestone in your learning journey, where you will encounter greater autonomy and choice in shaping your educational path.

At Pine Rivers, our motto, "By Different Ways to Excellence," encapsulates our commitment to fostering individuality and diversity while striving for collective excellence. As you navigate through Year 10, 11, and 12, you'll discover a multitude of opportunities to explore your passions and interests, empowering you to pursue your unique pathways to success.

Embedded within our school community are core values that guide our actions and interactions every day. Perseverance, Integrity, Nurturing, and Excellence serve as the pillars upon which we build a supportive and inclusive environment. We encourage you to embrace challenges with resilience, uphold integrity in all endeavors, nurture kindness and compassion, and relentlessly pursue personal excellence.

Our vision at Pine Rivers is clear: to cultivate informed citizens who contribute to building harmonious communities. As educators, we are committed to equipping you with the skills and knowledge necessary to navigate the complexities of life and make meaningful contributions to society. We understand that education extends beyond the confines of the classroom, and we work in partnership with your parents and caregivers to provide holistic support and guidance throughout your journey.

As you embark on this next phase of your education, I encourage you to seize every opportunity, challenge yourself, and strive for your personal best. Together, let us create a vibrant and inclusive community where each individual is empowered to thrive and make a positive impact on the world.

I am excited to witness the growth and achievements that lie ahead for each of you.

Richard James
Principal, Pine Rivers State High School



Perseverance



Integrity



Nurturing



Excellence

Senior Subject Selection Guide

Selecting subjects?

This Guide is a resource to support planning for your Senior pathway. It is designed to assist you with information regarding the next phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Each student should choose those subjects which seem appropriate to his/her needs, interests, abilities, and future career plans. It should be noted that students are choosing a two-year course of study. Changing subjects' mid-course may affect senior certification, so subjects must be chosen wisely.

Students at Pine Rivers State High School in Years 11 and 12, 2025 will each study:

- 6 subjects for 4 semesters
- Character and Citizenship Programs which are educational enrichment programs that explore a range of lifelong learning skills and practices.

The six subjects will be chosen from the list offered in this guide. Included in that list are subjects designed to cater for the full range of students' interests and abilities. There are academic subjects which will be chosen by students who plan to continue with tertiary studies. Other subjects are more practical and are designed for those students who intend to enter directly into employment and/ or training. All subjects offer the opportunity to develop important job and life skills.

Categories of subjects?

Senior subjects are grouped into three categories:

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

Results in General subjects contribute to the award of a QCE and may contribute to an ATAR.

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

Results in Applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR.

3. **Pathway Options** – is a flexible approach which allows students to embrace a number of different pathways to education and training while attending school. Some examples at The Pine can include:

- undertaking a school-based traineeship or apprenticeship
- undertake a Certificate or Diploma level course offered at school
- attend TAFE or other training provider to begin or complete a Certificate I- IV or Diploma course
- early entry – enrolling in subjects at university

Planning for Learning in Years 11 and 12

The Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification. It is intentionally recognised and a sign of academic and personal success.

It is flexible and allows students to design a pathway that's right for them – whether their goals after Year 10 are to:

- study at university
- find skilled work
- attend TAFE or other training

This approach supports engagement in learning and helps students to develop skills for success in the future. Students can choose from a wide range of subjects and courses, including Queensland Curriculum and Assessment Authority (QCAA) subjects, vocational education and training (VET), school-based apprenticeships and traineeships or other recognised courses.

How does the QCE work?

To achieve a QCE, students need to complete a set amount of learning at a set standard, in the set pattern, and meet literacy and numeracy requirements. Your child will be awarded a QCE when they meet all these requirements.

This usually occurs at the end of Year 12. Students who haven't achieved a QCE by then can continue to work towards one after they leave school.



Queensland Certificate of Individual Achievement

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Discussions about a QCIA learning pathway take place in Year 10 as part of the Senior Education and Training (SET) planning process. Schools identify students who are eligible for the QCIA and decide the best certification options for each student in consultation with their parents/carers.

Contact PRSHS Learning Connections for more information and support regarding QCIA

Subjects and courses

Preparing For Year 11

A wide range of subjects and courses can contribute credits to a QCE.

Most students will study six subjects/courses in Years 11 and 12. Many choose to include VET courses as part of their QCE pathway and some choose to extend their learning with university subjects or other recognised courses.

The flexibility of the QCE means that students can choose a pathway to suit their goals.

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.

QCAA General subjects — Core category of learning

General subjects prepare students for tertiary study, further education and training and work. They contribute up to four credits per subject to a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR). Examples include English, General Mathematics, Ancient History, Biology and Music Extension.

QCAA Applied subjects — Core category of learning

Applied subjects focus on practical skills and prepare students for further education and training and work. They may contribute up to four credits per subject to a QCE, and one Applied subject may also contribute to an ATAR when combined with four General subjects. Examples include Essential English, Essential Mathematics, Business Studies, Industrial Technology Skills and Tourism.

QCAA Short Courses — Preparatory or Complementary category of learning, depending on course

Short Courses are suited to students interested in pathways to vocational education and training or further education and employment. They may contribute one credit to a QCE, but do not contribute to an ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Career Education.

Vocational education and training (VET) — Core, Preparatory or Complementary category of learning, depending on course

VET prepares students for work through practical learning and is an important part of senior schooling for many students. Approximately 60% of Queensland senior students achieve VET qualifications. In recent years the most popular courses have been in business, information & communication technology (ICT), hospitality, construction, fitness, and sport and recreation.

VET can also lead to further education and training and may contribute up to eight credits per course to a QCE. The amount of credit will vary, depending on the type of qualification. One VET qualification at Certificate III or above may also contribute to an ATAR.

Other courses — Core, Preparatory or Complementary category of learning, depending on course

Other courses allow students to study a particular area of interest, through recognised certificates and awards, or university subjects studied while at school. QCE credit and ATAR eligibility will vary, depending on the course. Non-Queensland studies such as the International Baccalaureate or courses completed interstate are also included in this category.

Assessment

How students are assessed in Years 11 and 12 depends on what they study.

QCAA General subjects

General subjects have three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, the external assessment contributes 25% to the final subject result. In Mathematics and Science subjects, the external assessment contributes 50%. Students in each subject will sit the external assessments at the same time in schools across Queensland.

QCAA Applied subjects

Applied subjects have four internal assessments (set and marked by schools). In Essential English and Essential Mathematics, one of the assessments is a common internal assessment (set by the QCAA and marked by schools).

QCAA Short courses

Short Courses have two internal assessments (set and marked by schools).

VET

VET assessment will vary, depending on the type of course. It may include observation, written assessment, questioning, work samples or third-party feedback.

Other courses

Assessment in other courses will vary, depending on the course.

Access arrangements and reasonable adjustments

Access arrangements and reasonable adjustments (AARA) — formerly known as special provisions — are for students who may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Contact PRSHS Senior Schooling for more information and support regarding AARAs.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is used to select school leavers for tertiary entrance. The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. Queensland ATARs are based on a student's:

- best five General subject results, or
- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

To be eligible for an ATAR, students also need to pass an English subject, but their result will only contribute to their ATAR if it's one of their best five subject results.

The Queensland Tertiary Admissions Centre (QTAC) calculates and issue ATARs for Year 12 students.

ENGLISH



General English	10
Essential English	12
Japanese	13

What is the course about?

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.

What will students learn?

In studying English, students will learn about:

- perspectives and texts
- texts and culture
- textual connections
- close study of literary texts.

What skills will I learn through English?

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

Course Content

Unit	Unit Description	
Year 10 Sem 2	Unit 1 <ul style="list-style-type: none"> • Shakespeare • Creating analytical texts 	Unit 2 <ul style="list-style-type: none"> • Novel Study • Creating imaginative texts
Year 11	Unit 1 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 	Unit 2 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
Year 12	Unit 3 <ul style="list-style-type: none"> • Textual connections • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts 	Unit 4 <ul style="list-style-type: none"> • Close study of literary texts • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

How will students be assessed?

Students will complete the following assessments:

- extended response — written response for a public audience (25%)
- extended response — persuasive spoken response (25%)
- extended response — imaginative response (25%)
- examination — analytical response (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Essential English

Senior course readiness criteria and pre-requisite

Nil

What is the course about?

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.

What will students learn?

In studying Essential English, students will learn about:

- language that works
- texts and human experiences
- language that influences
- representations and popular culture texts.

What skills will I learn through Essential English?

1. use patterns and conventions of genres to suit particular purposes and audiences
2. use appropriate roles and relationships with audiences
3. construct and explain representations of identities, places, events and concepts
4. make use of and explain opinions and/or ideas in texts, according to purpose.
5. explain how language features and text structures shape meaning and invite particular responses
6. explain how language features and text structures shape meaning and invite particular
7. sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.
8. make language choices according to register informed by purpose, audience and context.
9. use mode-appropriate language features to achieve particular purposes across modes.

Course Content

Unit	Unit Description	
Year 10 Sem 2	Unit 1 <ul style="list-style-type: none"> • Novel Study • Creating imaginative texts 	Unit 2 <ul style="list-style-type: none"> • Film Study • Creating a multimodal text
Year 11	Unit 1 Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context 	Unit 2 Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences
Year 12	Unit 3 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 	Unit 4 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

How will students be assessed?

Students will complete the following assessments:

- extended response — spoken response
- common internal assessment
- extended response — multimodal response
- extended response — written response.

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Japanese

Senior course readiness criteria and pre-requisite

B in Year 10 Japanese

What is the course about?

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages.

What will students learn?

In studying Japanese, students will learn about:

- my world
- exploring our world
- our society
- my present; my future.

What skills will I learn through Japanese?

1. comprehend Japanese to understand information, ideas, opinions and experiences
2. identify tone, purpose, context and audience to infer meaning, values and attitudes
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives
6. communicate using contextually appropriate Japanese.

Course Content

Unit	Unit Description	
Year 10 Sem 2	<ul style="list-style-type: none"> • Homestay • Reading and writing exam 	<ul style="list-style-type: none"> • Careers and aspirations • Listening exam
Year 11	Unit 1 My World: <ul style="list-style-type: none"> • Family/carers • Peers • Education 	Unit 2 Exploring Our World: <ul style="list-style-type: none"> • Travel and exploration • Social customs • Japanese influences around the world
Year 12	Unit 3 Our Society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	Unit 4 My present; my future <ul style="list-style-type: none"> • The present • Future choices

How will students be assessed?

Students will complete the following assessments:

- examination — short response (20%)
- examination — extended response (25%)
- multimodal presentation and interview (30%)
- examination combination response (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Health and Physical Education



Physical Education	15
Sport and Recreation	16
Outdoor Recreation	17
Cert III Sports and Recreational Skills	19

Physical Education

Senior course readiness criteria and pre-requisite

B in Year 10 English, recommended B or above for Year 9 or 10 HPE

What is the course about?

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.

What will students learn?

In studying Physical Education, students will learn about:

- motor learning, functional anatomy, biomechanics and physical activity
- sport psychology, equity and physical activity
- tactical awareness, ethics and integrity, and physical activity
- energy, fitness and training, and physical activity.

What skills will I learn through Physical Education?

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

Course Content

Unit	Unit Description	
Year 10 Sem 2	Energy Systems (Netball) Biomechanics (Badminton)	
Year 11	Unit 1 <ul style="list-style-type: none"> • Topic 1: Motor Learning (Volleyball) • Topic 2: Functional Anatomy and Biomechanics (Badminton) 	Unit 2 <ul style="list-style-type: none"> • Topic 1: Sport Psychology (Netball) • Topic 2: Equity – barriers and enablers
Year 12	Unit 3 <ul style="list-style-type: none"> • Topic 1: Tactical Awareness (Volleyball) • Topic 2: Ethics and integrity 	Unit 4 <ul style="list-style-type: none"> • Topic 1: Energy, fitness, and training (Netball) • Topic 2: External exam preparation

How will students be assessed?

Students will complete the following assessments:

- project — folio (25%)
- investigation — report (25%)
- project — folio (25%)
- examination — combination response (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Sport and Recreation

Senior course readiness criteria and pre-requisite

Nil

What is the course about?

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

What will students learn?

In studying Sport and Recreation, students will learn about:

- sport and recreation in the community
- sport, recreation and healthy living
- health and safety in sport and recreation activities
- personal and interpersonal skills in sport and recreation activities.

What skills will I learn through Sport and Recreation?

1. Investigate activities and strategies to enhance outcomes.
2. Plan activities and strategies to enhance outcomes.
3. Perform activities and strategies to enhance outcomes.
4. Evaluate activities and strategies to enhance outcomes

Course Content

Unit	Unit Description	
Year 10 Sem 2	Teaching and coaching minor games <ul style="list-style-type: none"> • Students will design a minor game to organise and deliver with their peers Promoting the sport, fitness, and recreation industry <ul style="list-style-type: none"> • Students will develop a promotional piece to market what is on offer in the sport, fitness and recreation industry and its many benefits. 	
Year 11	Unit 1 – Community Recreation (Unit E) <ul style="list-style-type: none"> • Performance – students plan, perform and evaluate activities and strategies to enhance outcomes in golf • Project – Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in golf through creation & evaluation of single hole on a golf course 	Unit 2 – Emerging Trends in sport, fitness and recreation (Unit F) <ul style="list-style-type: none"> • Performance – students plan, perform and evaluate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation (choice of yoga/tennis/geocaching/ultimate disc) • Project – Students investigate, plan, perform and evaluate community recreation activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation
Year 12	Unit 3 – Fitness for sport and recreation (Unit H) <ul style="list-style-type: none"> • Performance - students plan, perform and evaluate fitness activities and strategies to enhance outcomes • Project – Students investigate, plan, perform and evaluate a fitness training session for a client to enhance outcomes. 	Unit 4 – Event Management (Unit G) <ul style="list-style-type: none"> • Performance – plan, perform and evaluate event management activities • Project – Students investigate, plan, perform and evaluate an event management activities and strategies to enhance outcomes (tournaments).

How will students be assessed?

Students will complete the following assessments:

- performance
- project

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Outdoor Recreation

Senior course readiness criteria and pre-requisite

No academic pre-requisite. This subject involves a lot of aquatic activities and camps, and students must be prepared to swim and prepared to pay camp costs. Good behaviour results as this is a high risk subject. It is recommended that the student has completed the Year 10 outdoor Recreation Prep subject

What is the course about?

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

What will students learn?

- In studying Sport and Recreation, students will learn about:
- Sport and recreation in the community
- Sport, recreation and healthy living
- Health and safety in sport and recreation activities
- Personal and interpersonal skills in sport and recreation activities

What will students learn?

In studying Sport and Recreation, students will learn about:

- sport and recreation in the community
- sport, recreation and healthy living
- health and safety in sport and recreation activities
- personal and interpersonal skills in sport and recreation activities.

Course Content

Unit	Unit Description	
Year 10 Sem 2	Students will experience an introduction into the aspects of outdoor recreation including attending a camp at Maroon Outdoor Education Centre where they will experience activities including canoeing, bushwalking, camping, rock climbing. Students will learn about the sport, fitness and recreation industry and the variety of benefits of being involved in activities within the industry including aquatic based activities.	
Year 11	Unit 1 – Aquatic Recreation (Unit A) <ul style="list-style-type: none"> • Performance – students plan, perform and evaluate activities and strategies to enhance outcomes in aquatic recreation • Project – Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in aquatic recreation with a focus on lifeguarding and aquatic rescues. 	Unit 2 – Community Recreation (Unit E) <ul style="list-style-type: none"> • Performance – students plan, perform and evaluate activities and strategies to enhance outcomes in community recreation (canoeing) • Project – Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in community recreation
Year 12	Unit 3 – Challenge in the outdoors (Unit C) <ul style="list-style-type: none"> • Performance - students plan, perform and evaluate activities (snorkeling) and strategies to enhance outcomes in outdoor environments • Project – Students investigate, plan, perform and evaluate activities (camp trip planning) and strategies to enhance outcomes in outdoor environments 	Unit 4 – Coaching and Officiating (Unit D) <ul style="list-style-type: none"> • Performance – plan, perform and evaluate activities and strategies to enhance outcomes in coaching and/or officiating • Project – Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in coaching and/or officiating with the local primary school

How will students be assessed?

Students will complete the following assessments:

- performance
- project

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Vocational Education and Training Qualifications

SIS30122 Certificate III in Sport, Aquatics and Recreation

Senior course readiness criteria and pre-requisite

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

RTO: Binnacle Training (RTO Code: 31319)

Location: Pine Rivers State High School

Duration: 2 years



Mode of Delivery: SIS30122 Certificate III in Sport and Recreation is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Successful completion of the Certificate III in Sport and Recreation contributes a maximum 7 credits towards a student's QCE. This Binnacle program also includes an opportunity for students to undertake an additional 4 units of competency (Term 7 Add-On). Completing this 'Term 7 Add-On' as well can result in a maximum 8 QCE credits (a maximum of 8 credits from the same training package can contribute to a QCE).

Cost: \$335 plus \$55 (See below for more information)

Language, Literacy and Numeracy Skills (LLN)

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

What is the subject about?

Students will participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments. This program also includes the following:

- First Aid qualification and CPR certificate
- Officiating and coaching accreditations (general principles or, in certain cases, sport-specific)
- A range of career pathway options including club level official and/or coach, or pathway into Certificate IV or Diploma (e.g., Sport or Fitness) at another RTO.

Assessment:

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include practical activities involving participants, group work and practical experience within the school sporting programs. Evidence contributing towards competency will be collected throughout the course.

Pathways:

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

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

Students may also choose to continue their study by undertaking the Certificate IV or Diploma (e.g., Sport Coaching or Fitness) at another RTO.

Course Schedule

Year 1	Year 2
<ul style="list-style-type: none"> The Sport, Fitness and Recreation Industry Officiating/Coaching General Principles Work Health and Safety in Sport and Fitness Delivery of Community Sport Programs First Aid and CPR Certificate Customer Service in the Sport, Fitness & Recreation Industry Using Technology Conducting Sport, Fitness and Recreation Sessions 	<ul style="list-style-type: none"> Developing Coaching Practices Organising Work Schedules Facilitating Groups Planning and Conducting Sport Programs Personal Development Sport-Specific Coaching Sessions <p>Finalisation of qualification: SIS30122 Certificate III in Sport and Recreation</p>

Cost:

- \$335.00 = Binnacle Training Fee
- \$55.00 = First Aid Certificate costs

Program Disclosure Statement:

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

Units of Competency

Units of Competency					
Unit Code	Unit Title	Core/ Elective	Unit Code	Unit Title	Core/ Elective
HLTWS001	Participate in workplace health and safety	CORE	SISXEMR003	Respond to emergency situations	CORE
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes	CORE	SISXIND009	Respond to interpersonal conflict	ELECTIVE - LISTED
SISXCCS004	Provide quality service	CORE	HLTAID011	Provide First Aid	ELECTIVE-LISTED
SISSPAR009	Participate in conditioning for sport	ELECTIVE - LISTED	SISXIND011	Maintain sport, fitness, and recreation industry knowledge	CORE
BSBPEF301	Organise personal work priorities	ELECTIVE - IMPORTED	SISXFAC006	Maintain activity equipment	CORE
BSBTWK201	Work effectively with others	ELECTIVE - IMPORTED	SISXPLD002	Deliver recreation sessions	ELECTIVE- LISTED
BSBPEF302	Develop self-awareness	ELECTIVE - IMPORTED	SISSCO001	Conduct sport coaching sessions with foundation level participants	ELECTIVE-LISTED
SISXPLD004	Facilitate groups	ELECTIVE - LISTED			
ADDITIONAL UNITS AVAILABLE – SUBJECT ONLY TRAINING (TERM 2)					
BSBSUS211	Participate in sustainable work practices	Completed Term 2	SISOFLD001	Assist in conducting recreation sessions	
BSBPEF202	Plan and apply time management				

OPTIONAL TERM 7 ADD ON

HLTAID009	Provide cardiopulmonary resuscitation (completed as part of HLTAID011)	ELECTIVE - IMPORTED	Reported to SIS20321 Certificate II in Sport Coaching
BSBPEF201	Support personal wellbeing in the workplace	ELECTIVE - IMPORTED	Reported to SIS20321 Certificate II in Sport Coaching

NOTE:

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

PDS Declaration: This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training 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: binnacletraining.com.au/rto

Humanities and Business



Ancient History, Modern History, Geography	21
Legal Studies, Tourism	24
Social and Community Studies	26
Cert III Business	27
Cert II Workplace Skills	28

Ancient History

Senior course readiness criteria and pre-requisite

B in Year 10 English, B in Year 10 Humanities

What is the course about?

Ancient History provides opportunities for students to study people, societies and civilizations of the past, from the development of the earliest human communities to the end of the Middle Ages.

What will students learn?

In studying Ancient History, students will learn about:

- investigating the Ancient World
- personalities in their time
- reconstructing the Ancient World
- people, power and authority.

What skills will I learn through an Ancient Historical context?

1. devise historical questions and conduct research.
2. comprehend terms, concepts and issues
3. analyse evidence from historical sources.
4. evaluate evidence from historical sources.
5. synthesise evidence from historical sources.
6. communicate to suit purpose.

Course Content

Unit	Unit Description	
Year 10 Sem 2	Weapons and Warfare <ul style="list-style-type: none"> • Vikings, burial practices • Personalities in their time • Ancient Persia, Macedonia and Alexander the Great. 	
Year 11	Unit 1 Investigating the Ancient World <ul style="list-style-type: none"> • Digging up the Past; archaeological techniques • Funerary practices and beliefs. 	Unit 2 Personalities in their times <ul style="list-style-type: none"> • Akhenaten, the Pharaoh that brought Ancient Egypt to its knees.
Year 12	Unit 3 Reconstructing the Ancient World <ul style="list-style-type: none"> • Ancient Greece; Pericles; the Persian Wars. • Pompeii and Herculaneum. The archaeology from one of the world's great disasters. 	Unit 4 People, Power, and Authority <ul style="list-style-type: none"> • Ancient Egypt: The Imperial expansion of the New Kingdom • Augustus: Rome's first emperor. (External Exam topic)

How will students be assessed?

Students will complete the following assessments:

- examination — essay in response to historical sources (25%)
- investigation — independent source investigation (25%)
- investigation — historical essay based on research (25%)
- examination — short responses to historical sources (25%)

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Modern History

Senior course readiness criteria and pre-requisite

B in Year 10 English, B in Year 10 Humanities

What is the course about?

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

What will students learn?

In studying Modern History, students will learn about:

- ideas in the Modern World
- movements in the Modern World
- national experiences in the Modern World
- international experiences in the Modern World.

What skills will I learn through Modern History?

1. devise historical questions and conduct research.
2. comprehend terms, concepts and issues
3. analyse evidence from historical sources.
4. evaluate evidence from historical sources.
5. synthesise evidence from historical sources.
6. communicate to suit purpose.

Course Content

Unit	Unit Description	
Year 10 Sem 2	Introduction to Modern History – Ideas and Movements <ul style="list-style-type: none"> • Arab Spring & Xinhua Revolution 	
Year 11	Unit 1 Ideas in the Modern World <ul style="list-style-type: none"> • The French Revolution 1789–1799 • Russian Revolution, 1905–1920s 	Unit 2 Movements in the Modern World <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947
Year 12	Unit 3 National experiences in the Modern World <ul style="list-style-type: none"> • China, 1931–1976 • Germany, 1914–1945 	Unit 4 International experiences in the Modern World <ul style="list-style-type: none"> • Cold War, 1945–1991 • Australian engagement with Asia since 1945

How will students be assessed?

Students will complete the following assessments:

- examination — combination response (25%)
- investigation — field report (25%)
- investigation — data report (25%)
- examination — combination response (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Geography

Senior course readiness criteria and pre-requisite

B in year 10 English AND B in year 10 Humanities OR B in Year 10 Science

What is the course about?

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

What will students learn?

In studying Geography, students will learn about:

- responding to risk and vulnerability in hazard zones
- planning sustainable places
- responding to land cover transformations
- managing population change.

What skills will I learn through Biology?

1. explain geographical processes
2. comprehend geographic patterns
3. analyse geographical data and information
4. apply geographical understanding
5. synthesise information from the analysis to propose action
6. communicate geographical understanding

Course Content

Unit	Unit Description	
Year 10 Sem 2	Introduction to Geography – Climate change and natural disasters	Investigation – data report Examination – combination response
Year 11	Unit 1 Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> • Natural disasters and spatial technology 	Unit 2 Planning sustainable places <ul style="list-style-type: none"> • Urban & Rural zones • Megacities
Year 12	Unit 3 Responding to land cover transformations <ul style="list-style-type: none"> • Fieldwork. Biophysical environment over time 	Unit 4 Managing population change <ul style="list-style-type: none"> • Responding to demands of increasing populations.

How will students be assessed?

Students will complete the following assessments:

- examination — combination response (25%)
- investigation — field report (25%)
- investigation — data report (25%)
- examination — combination response (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Legal Studies

Senior course readiness criteria and pre-requisite

B in year 10 English, B in year 10 Humanities

What is the course about?

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.

What will students learn?

In studying Legal Studies, students will learn about:

- beyond reasonable doubt
- balance of probabilities
- law, governance and change
- human rights in legal contexts.

What skills will I learn through Legal Studies?

1. comprehend legal concepts, principles and processes
2. comprehend geographic patterns
3. select legal information from sources
4. analyse legal issues
5. evaluate legal situations
6. create responses that communicate meaning

Course Content

Unit	Unit Description	
Year 10 Sem 2	Legal foundations – Justice in the 21st Century Investigation – data report Examination – combination response	
Year 11	Unit 1 <ul style="list-style-type: none"> • Beyond Reasonable Doubt – Crime and the Law 	Unit 2 <ul style="list-style-type: none"> • Balance of Probabilities – Civil law disputes
Year 12	Unit 3 <ul style="list-style-type: none"> • Law, governance, and change - government and law reform 	Unit 4 <ul style="list-style-type: none"> • Human rights in legal contexts

How will students be assessed?

Students will complete the following assessments:

- examination — combination response (25%)
- investigation — inquiry report (25%)
- investigation — argumentative essay (25%)
- examination — combination response (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Senior course readiness criteria and pre-requisite

Nil

What is the course about?

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

What will students learn?

In studying Tourism, students will learn about:

- tourism as an industry
- the travel experience
- sustainable tourism.

What skills will I learn through Tourism?

1. explain tourism principles, concepts and practices
2. examine tourism data and information
3. apply tourism knowledge
4. communicate responses
5. evaluate projects

Course Content

Unit	Unit Description	
Year 10 Sem 2	Tourism and travel: The types of tourism and the factors that move people around the world. Travel logistics and push/pull factors are investigated.	
Year 11	Unit 1 Tourism marketing: <ul style="list-style-type: none"> • Investigate the promotional strategies that are used in the tourism industry, and discuss the Australian context as an experience for international visitors. 	Unit 2 Tourism trends and patterns: <ul style="list-style-type: none"> • Students investigate trends seen in the tourism industry and what factors have led to these. Dark tourism, • historical and cultural tourism and others are discussed.
Year 12	Unit 3 Tourism Regulation: <ul style="list-style-type: none"> • Legal risks overseas, tourism, and immigration is discussed. Accreditation and regulatory requirements of the industry are investigated. 	Unit 4 Tourism Industry sectors and careers: <ul style="list-style-type: none"> • Students explore the sector as part of options for career and employment opportunities, and discuss industry needs and stakeholders.

How will students be assessed?

Students will complete the following assessments:

- project
- investigation
- extended response
- examination.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Social and Community Services

Senior course readiness criteria and pre-requisite

Nil

What is the course about?

Social & Community Studies focuses on personal development and social skills that lead to self-reliance, self-management and concern for others.

What will students learn?

In studying Social and Community Services, students will learn about:

- personal skills
- interpersonal skills
- citizenship skills.

What skills will I learn through Social and Community

Services?

1. Explain personal and social concepts and skills.
2. Examine personal and social information.
3. Apply personal and social knowledge.
4. Communicate responses.
5. Evaluate projects.

Course Content

Unit	Unit Description	
Year 10 Sem 2	Work environments Healthy choices for mind and body	
Year 11	Unit 1 Sustainable practices and financial choices: <ul style="list-style-type: none"> • Personal and social principles that relate to sustainability and money management; discuss and explore money management issues 	Unit 2 Legal and Digital Citizenship: <ul style="list-style-type: none"> • Investigate aspects of the Australian legal system, exploring how to be an active and informed citizen. Students will also explore the technology use, and its relationship to the law.
Year 12	Unit 3 Global Citizenship: <ul style="list-style-type: none"> • Students investigate the contemporary world and their role in constructing a cohesive international society. Legal risks overseas, tourism, and immigration is discussed. 	Unit 4 Arts and Identity: <ul style="list-style-type: none"> • Students discuss how the arts contribute to a sense of belonging for individuals, groups and communities and how they contribute to identities.

How will students be assessed?

Students will complete the following assessments:

- project
- investigation
- extended response
- examination.

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Vocational Education and Training Qualifications

CERTIFICATE III IN BUSINESS – BSB30120

Senior course readiness criteria and pre-requisite

C in Year 10 English, C in Year 10 Math

RTO: Pine Rivers State High School RTO 30423

VETiS Funded: No

Subject Fee: No

Location: Pine Rivers State High School

Duration: 2 years or 4 semesters

Mode of Delivery: Face to Face

Expenses: Nil

QCE: Up to 8 QCE points

Pathways:

Cert III in Business provides the opportunity to develop skills that are useful in all employment avenues, particularly for those entering the professional, financial and business fields.

What is the subject about?

This qualification reflects the role of individuals in a variety of Business Services job roles.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge.

Course Overview:

Year 11	Competencies	Assessment
Cluster 1 Preparing for the Workplace	BSBPWF201 Support personal wellbeing in the workplace BSBPWF301 Organise personal work priorities	Folio of evidence Case study Knowledge exam
Cluster 2 Understanding business finance	BSBTEC302 Design and produce spreadsheets FNSFLT311 Develop and apply knowledge of personal finances	Folio of evidence Knowledge exam Project work
Cluster 3 Workplace health and safety	BSBWHS311 Assist with maintaining workplace safety BSBXTW301 Work in a team BSBTWK301 Use inclusive work practices	Case study Knowledge exam WHS audit project
Year 12		
Cluster 4 Customer engagement	BSBXC301 Engage in workplace communications BSBTEC303 Create electronic presentations BSBOPS304 Deliver and monitor a service to customers	Knowledge exam Case studies Customer presentation project
Cluster 5 Sustainable business practices	BSBCRT311 Apply critical thinking skills in a team environment BSBSUS211 Participate in sustainable work practices BSBWRT311 Write Simple Documents	Knowledge exam Case studies Present sustainability report to key stakeholders

**Students will not be formally registered in this certificate course until Year 11 /12. Studies in semester 2, Year 10, will be opportunities to explore the content and contexts but will not count towards the attainment of the qualification.*

Vocational Education and Training Qualifications

CERTIFICATE II IN WORKPLACE SKILLS – BSB20120

Senior course readiness criteria and pre-requisite

Nil

RTO: Pine Rivers State High School RTO 30423

VETiS Funded: No

Subject Fee: No

Location: Pine Rivers State High School

Duration: Up to 2 years

Mode of Delivery: Face to Face

Expenses: Nil

QCE: Up to 4 QCE points

Pathways:

Cert II in Workplace Skills provides the opportunity to develop skills that are useful in all employment avenues, particularly for those entering the business fields. Project management features heavily in the certificate, with student learning centered on the core principles of designing and implementing team-based project work.

What is the subject about?

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

The Cert II Workplace Skills also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills.

Course Overview:

To achieve the qualification students must achieve competence in the following areas:

Year 11	Competencies	Assessment
UNIT 1 – THE PLAN: PROJECT #1.	<ul style="list-style-type: none"> BSBCMM211 Apply communication skills BSBOPS201 Work effectively in business environments BSBPEF202 Plan and apply time management BSBSUS211 Participate in sustainable work practices BSBWS211 Contribute to the health and safety of self and others BSBDAT201 Collect and record data BSBCRT201 Develop and apply thinking and problem solving skills BSBTWK201 Work effectively with others FSKDIG002 Use digital technology for routine and simple workplace tasks FSKOCM003 Participate in familiar spoken interactions at work 	<ul style="list-style-type: none"> Project Initiation Review Project proposal Proposal Reviews Team Meetings Performance Appraisal and Reflection Project Review Report
UNIT 2 – ACTION: PROJECT #1.		
UNIT 3 – THE REVIEW: PROJECT #1.		
Year 12		
UNIT 4 – THE PLAN: PROJECT #2.		
UNIT 5 – ACTION: PROJECT #2.		
UNIT 6 – THE REVIEW: PROJECT #2.		

**Students will not be formally registered in this certificate course until Year 11 /12. Studies in semester 2, Year 10, will be opportunities to explore the content and contexts but will not count towards the attainment of the qualification.*

Mathematics

General Mathematics

30

Mathematical Methods

31

Specialist Mathematics

32

Essential Mathematics

33



General Mathematics

Senior course readiness criteria and pre-requisite

B in Year 10 General Mathematics Prep

What is the course about?

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.

What will students learn?

In studying General Mathematics, students will learn about:

- Money, measurement, algebra and linear relations
- Applications of linear equations and trigonometry, matrices and univariate data analysis
- Bivariate data and time series analysis, sequences and Earth geometry
- Investing and networking

What skills will I learn through General Mathematics?

1. recall mathematical knowledge.
2. use mathematical knowledge.
3. communicate mathematical knowledge
4. evaluate the reasonableness of solutions
5. justify procedures and decisions
6. solve mathematical problems

Course Content

Unit	Unit Description	
Year 11	Unit 1 Money, measurement, algebra and linear relations <ul style="list-style-type: none"> • Topic 1: Consumer arithmetic • Topic 2: Shape and measurement • Topic 3: Similarity and scale • Topic 4: Algebra • Topic 5: Linear equations and their graphs 	Unit 2 Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Topic 1: Applications of linear equations and their graphs • Topic 2: Applications of trigonometry • Topic 3: Matrices • Topic 4: Univariate data analysis 1 • Topic 5: Univariate data analysis 2
Year 12	Unit 3 & Unit 4 Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Topic 1: Bivariate data analysis 1 • Topic 2: Bivariate data analysis 2 • Topic 3: Time series analysis • Topic 4: Growth and decay in sequences • Topic 5: Earth geometry and time zones Investing and networking <ul style="list-style-type: none"> • Topic 1: Loans, investments and annuities 1 • Topic 2: Loans, investments and annuities 2 • Topic 3: Graphs and networks • Topic 4: Networks and decision mathematics 1 • Topic 5: Networks and decision mathematics 2 	

How will students be assessed?

Students will complete the following assessments:

- problem-solving and modelling task (20%)
- internal examination (15%)
- internal examination (15%)
- external examination (50%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Mathematical Methods

Senior course readiness criteria and pre-requisite

B in Year 10 Mathematical Methods Prep

What is the course about?

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics.

What will students learn?

In studying Mathematical Methods, students will learn about:

- Surds, algebra, functions and probability
- Calculus and further functions
- Further calculus and introduction to statistics
- Further calculus, trigonometry and statistics

What skills will I learn through Mathematical Methods?

1. recall mathematical knowledge.
2. use mathematical knowledge.
3. communicate mathematical knowledge
4. evaluate the reasonableness of solutions
5. justify procedures and decisions
6. solve mathematical problems

Course Content

Unit	Unit Description	
Year 11	Unit 1 Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Topic 1: Surds and quadratic functions • Topic 2: Binomial expansion and cubic functions • Topic 3: Functions and relations • Topic 4: Trigonometric functions • Topic 5: Probability 	Unit 2 Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Topic 1: Exponential functions • Topic 2: Logarithms and logarithmic functions • Topic 3: Introduction to differential calculus • Topic 4: Applications of differential calculus • Topic 5: Further differentiation
Year 12	Unit 3 & Unit 4 Further calculus and introduction to statistics <ul style="list-style-type: none"> • Topic 1: Differentiation of exponential and logarithmic functions • Topic 2: Differentiation of trigonometric functions and differentiation rules • Topic 3: Further applications of differentiation • Topic 4: Introduction to integration • Topic 5: Discrete random variables Further calculus, trigonometry and statistics <ul style="list-style-type: none"> • Topic 1: Further integration • Topic 2: Trigonometry • Topic 3: Continuous random variables and the normal distribution • Topic 4: Sampling and proportions • Topic 5: Interval estimates for proportions 	

How will students be assessed?

Students will complete the following assessments:

- problem-solving and modelling task (20%)
- internal examination (15%)
- internal examination (15%)
- external examination (50%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

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Specialist Mathematics

Senior course readiness criteria and pre-requisite

B in Year 10 Math Methods Prep

Academic Co-requisite: Mathematical Methods

What is the course about?

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

What will students learn?

In studying Specialist Mathematics, students will learn about:

- Combinatorics, proof, vectors and matrices
- Complex numbers, further proof, trigonometry, functions and transformations
- Further complex numbers, proof, vectors and matrices
- Further calculus and statistical inference.

What skills will I learn through Specialist Mathematics?

1. recall mathematical knowledge.
2. use mathematical knowledge.
3. communicate mathematical knowledge
4. evaluate the reasonableness of solutions
5. justify procedures and decisions
6. solve mathematical problems

Course Content

Unit	Unit Description	
Year 11	Unit 1 Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Topic 1: Combinatorics • Topic 2: Introduction to proof • Topic 3: Vectors in the plane • Topic 4: Algebra of vectors in two dimensions • Topic 5: Matrices 	Unit 2 Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Topic 1: Complex numbers • Topic 2: Complex arithmetic and algebra • Topic 3: Circle and geometric proofs • Topic 4: Trigonometry and functions • Topic 3: Matrices and transformations
	Unit 3 & Unit 4 Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Topic 1: Further complex numbers • Topic 2: Mathematical induction and trigonometric proofs • Topic 3: Vectors in two and three dimensions • Topic 4: Vector calculus • Topic 5: Further matrices Further calculus and statistical inference <ul style="list-style-type: none"> • Topic 1: Integration techniques • Topic 2: Applications of integral calculus • Topic 3: Rates of change and differential equations • Topic 4: Modelling motion • Topic 5: Statistical inference 	

How will students be assessed?

Students will complete the following assessments:

- problem-solving and modelling task (20%)
- examination (15%)
- examination (15%)
- examination (50%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu

Essential Mathematics

Senior course readiness criteria and pre-requisite

Nil – Students who complete Essential Mathematics Prep in Semester 2, Year 10 should choose Essential Mathematics.

What is the course about?

Essential Mathematics' major domains are number, data, location and time, measurement and finance.

What will students learn?

In studying Essential Mathematics, students will learn about:

- number, data and graphs
- money, travel and data
- measurement, scales and data
- graphs, chance and loans.

What skills will I learn through Essential Mathematics?

1. recall mathematical knowledge
2. use mathematical knowledge
3. communicate mathematical knowledge
4. evaluate the reasonableness of solutions
5. justify procedures and decisions
6. solve mathematical problems

Course Content

Unit	Unit Description	
Year 11	Unit 1 Number, data, and money <ul style="list-style-type: none"> • Fundamental topic: Calculations • Topic 1: Number • Topic 2: Representing data • Topic 3: Managing money 	Unit 2 Data and travel <ul style="list-style-type: none"> • Fundamental topic: Calculations • Topic 1: Data collection • Topic 2: Graphs • Topic 3: Time and motion
	Unit 3 & Unit 4 Measurement, scales and chance <ul style="list-style-type: none"> • Fundamental topic: Calculations • Topic 1: Measurement • Topic 2: Scales, plans and models • Topic 3: Probability and relative frequencies Graphs, data and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Topic 1: Bivariate graphs • Topic 2: Summarising and comparing data • Topic 3: Loans and compound interest 	

How will students be assessed?

Students will complete the following assessments:

- 2 problem-solving and modelling tasks
- common internal assessment (examination)
- internal examination.

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Science



Biology	35
Chemistry	36
Physics	37
Psychology	38
Science in Practice	39
Cert II Sampling and Measurement	40

Senior course readiness criteria and pre-requisite

B in year 10 Science. B in year 10 English.

What is the course about?

Biology provides opportunities for students to engage with living systems.

What will students learn?

In studying Biology, students will learn about:

- cells and multicellular organisms
- maintaining the internal environment
- biodiversity and the interconnectedness of life
- heredity and continuity of life.

What skills will I learn through Biology?

1. describe ideas and findings
2. apply understanding
3. analyse evidence
4. interpret evidence
5. evaluate processes, claims and conclusions
6. investigate phenomena

Course Content

Unit	Unit Description	
Year 10 Sem 2	Preparation for Biology <ul style="list-style-type: none"> • Cells/Microscopes, Data Collection, Microbiology, Enzymes, Genetic diseases/testing 	
Year 11	Unit 1 Cells and multicellular organisms <ul style="list-style-type: none"> • Cell as the basis of life • Exchange of nutrients and waste • Cellular energy, gas exchange, plant physiology 	Unit 2 Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis – Thermoregulation and Osmoregulation • Infectious disease and Epidemiology
Year 12	Unit 3 Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity and populations • Functioning Ecosystem and succession 	Unit 4 Heredity and continuity of life <ul style="list-style-type: none"> • Genetics and hereditary • Continuity of life on Earth

How will students be assessed?

Students will complete the following assessments:

- data test (10%)
- student experiment (20%)
- research investigation (20%)
- external examination (50%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Chemistry

Senior course readiness criteria and pre-requisite

B in year 10 Science. B in year 10 English.

What is the course about?

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

What will students learn?

In studying Chemistry, students will learn about:

- chemical fundamentals — structure, properties and reactions
- molecular interactions and reactions
- equilibrium, acids and redox reactions
- structure, synthesis and design.

What skills will I learn through Chemistry?

1. describe ideas and findings
2. apply understanding
3. analyse evidence
4. interpret evidence
5. evaluate processes, claims and conclusions
6. investigate phenomena

Course Content

Unit	Unit Description	
Year 10 Sem 2	Preparation for Chemistry <ul style="list-style-type: none"> • Bonding • Chemical reactions • Energy changes 	
Year 11	Unit 1 Chemical fundamentals <ul style="list-style-type: none"> • Properties and structures of atoms • Properties and structures of materials • Chemical reactions – reactants, products, and energy change 	Unit 2 Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions
Year 12	Unit 3 Equilibrium, acids, and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Unit 4 Structure, synthesis, and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

How will students be assessed?

Students will complete the following assessments:

- data test (10%)
- student experiment (20%)
- research investigation (20%)
- external examination (50%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Physics

Senior course readiness criteria and pre-requisite

B in year 10 Science. B in year 10 Maths Method Prep.

What is the course about?

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

What will students learn?

In studying Physics, students will learn about:

- thermal, nuclear and electrical physics
- linear motion and waves
- gravity and electromagnetism
- revolutions in modern physics.

What skills will I learn through Physics?

1. describe ideas and findings
2. apply understanding
3. analyse evidence
4. interpret evidence
5. evaluate processes, claims and conclusions
6. investigate phenomena

Course Content

Unit	Unit Description	
Year 10 Sem 2	Preparation for Physics <ul style="list-style-type: none"> • Data, Measurement, Density • Heating Processes • Electrical Circuits. 	
Year 11	Unit 1 Thermal, nuclear, & electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation & nuclear reactions • Electrical circuits 	Unit 2 Linear motion & waves <ul style="list-style-type: none"> • Linear motion & force • Waves
Year 12	Unit 3 Gravity & electromagnetism <ul style="list-style-type: none"> • Gravity & motion • Electromagnetism 	Unit 4 Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

How will students be assessed?

Students will complete the following assessments:

- data test (10%)
- student experiment (20%)
- research investigation (20%)
- external examination (50%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Psychology

Senior course readiness criteria and pre-requisite

B in year 10 Science. B in year 10 English.

What is the course about?

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

What will students learn?

In studying Psychology, students will learn about:

- individual development
- individual behaviour
- individual thinking
- the influence of others.

What skills will I learn through Psychology?

1. describe ideas and findings
2. apply understanding
3. analyse evidence
4. interpret evidence
5. evaluate processes, claims and conclusions
6. investigate phenomena

Course Content

Unit	Unit Description	
Year 10 Sem 2	Preparation for Psychology <ul style="list-style-type: none"> • Human behaviour, thoughts, experiences, and perceptions. • Biological structures and processes that make behaviour and thinking possible, specifically the workings of the nervous system, neurotransmitters and the brain. • Skills to be able to describe and explain scientific concepts and theories and analyse results and data. 	
Year 11	Unit 1 Individual development <ul style="list-style-type: none"> • The role of the brain • Cognitive development • Human consciousness and sleep 	Unit 2 Individual behaviour <ul style="list-style-type: none"> • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation
Year 12	Unit 3 Individual thinking <ul style="list-style-type: none"> • Brain function • Sensation and perception • Memory • Learning 	Unit 4 The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

How will students be assessed?

Students will complete the following assessments:

- data test (10%)
- student experiment (20%)
- research investigation (20%)
- examination (50%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Science in Practice

Senior course readiness criteria and pre-requisite

Nil.

What is the course about?

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

What will students learn?

In studying Science in Practice, students will learn about:

- scientific literacy and working scientifically
- workplace health and safety
- communication and self-management.

What skills will I learn through Science in Practice?

1. describe ideas and phenomena.
2. execute procedures
3. analyse information
4. interpret information
5. evaluate conclusions and outcomes
6. plan investigations and projects

Course Content

Unit	Unit Description	
Year 10 Sem 2	Preparation for Science in Practice <ul style="list-style-type: none"> • Parasites • Fermentation – ginger beer making 	
Year 11	Unit 1 Forensics science <ul style="list-style-type: none"> • Forensic science processes and procedures eg • fingerprinting, casting, blood typing 	Unit 2 Energy <ul style="list-style-type: none"> • energy and resources consumption and sustainability • renewable and non-renewable resources • energy efficiency
Year 12	Unit 3 Ecology <ul style="list-style-type: none"> • organisms and interactions with the environment • water management 	Unit 4 Consumer Science <ul style="list-style-type: none"> • biology and chemistry in development, use and disposal of products • microbes in food eg cheese making • psychology behind advertisements

How will students be assessed?

Students will complete the following assessments:

- Applied investigation
- Practical project

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Vocational Education and Training Qualifications

CERTIFICATE II SAMPLING AND MEASUREMENT – MSL20122

Senior course readiness criteria and pre-requisite

Studying year 10 Semester 2 Science (Biology, Chemistry, Physics, Psychology or Science in Practice)

(C or above in semester 1 in year 10).

Student must be able to demonstrate safe behaviour suitable for the industry

RTO: Leichhardt Training RTO Code 32368



LEICHHARDT

Location: Pine Rivers State High School

Duration: 10 Weeks

Mode of Delivery: Online modules and face-to-face practical fieldwork.

VETiS Funded: Yes. Students are only eligible to complete 1 VETiS funded course

QCE: Up to 4 QCE points

What is the subject about?

A Certificate II in Sampling and Measurement offers entry level technical training in skills applied to scientific sampling and measurement in a field situation. It has been developed with the support of scientists and engineers to meet the exacting standards of industry, government and the scientific community. Students will learn from practicing scientists who have worked on some of Australia's largest resources and infrastructure projects.

The course will prepare participants to take water, soil and sediment samples for environmental monitoring purposes. Topics include the process of sampling, sampling design, sampling in the field, organisational paperwork, safety in the field, GPS basics, calibration, sustainability, recording and presenting data, sample bias, sampling techniques, sample preservation, storage and despatch.

The course contains theoretical and practical assessment components. Assessment includes workbooks and practical demonstration of techniques and methods.

This successful student will be qualified to conduct environmental sampling and measurement under supervision. Most students will continue to develop these skills when they enter university to study engineering or the sciences.

Course Overview:

Unit	Competencies	Assessment
Year 10 Sem 2	<ul style="list-style-type: none"> MSL912002: Work within a laboratory or field workplace MSL922002: Record and present data MSL943004: Participate in laboratory or field workplace safety MSL952003: Collect routine site samples MSL952004: Handle and transport samples or equipment MSL972002: Take routine site measurements MSL933008: Perform calibration checks on equipment and assist with its maintenance MSMENV272: Participate in environmentally sustainable work practices 	<ul style="list-style-type: none"> Online modules Practical fieldwork

Complementary Subjects:

Biology, Chemistry, Physics, Psychology or Science in Practice.

The Arts



Dance	42
Drama, Drama in Practice	43
Film, Television and New Media	45
Music, Music Extension (Year 12 only), Music in Practice	46
Visual Arts in Practice, Media Arts in Practice	50
Cert III Visual Arts	51

Dance

Senior course readiness criteria and pre-requisite

B in Year 10 English, B in Year 10 Dance (preferred) or 9 Dance

What is the course about?

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

What will students learn?

In studying Dance, students will learn about:

- moving bodies
- moving through environments
- moving statements
- moving my way.

What skills will I learn through Dance?

1. demonstrate an understanding of dance concepts and skills
2. apply literacy skills
3. organise and apply the dance concepts
4. analyse and interpret dance concepts and skills
5. apply technical skills
6. realise meaning through expressive skills
7. create dance to communicate meaning
8. evaluate dance, justifying the use of dance concepts and skills.

Course Content

Unit	Unit Description
Year 10 Sem 2	Dance Downunder An exploration of Australian Indigenous dance and its fusion with contemporary dance for the purpose of storytelling. Bright Lights A study of musical theatre and its place in entertaining and engaging audiences across the globe.
Year 11	<div> Unit 1 Moving Bodies <ul style="list-style-type: none"> • Explore diverse dance genres and styles to understand their purposes and meanings. • Investigate the historical and cultural origins of Musical Theatre and Contemporary Dance, refining technical and expressive skills. • Analyse dance from various regions, emphasising safe dance practices to gain insights into how the body communicates meaning across different styles. </div> <div> Unit 2 Moving Through Environments <ul style="list-style-type: none"> • Explore how different environments, both physical and digital, influence the communication of meaning in dance. • Analyse the impact of varying environments on the creative process, dance concepts, and skills. • Examine the adaptability of dance in various environments, including site-specific, dance for the camera, and digital platforms. </div>
Year 12	<div> Unit 3 Moving Statements <ul style="list-style-type: none"> • Investigate how choreographers use dance to convey viewpoints in social, political, and cultural contexts. • Apply dance concepts and skills to create pieces reflecting informed perspectives on current and historical issues. • Emphasise analysing choreographic processes, movement styles, and philosophies in contemporary dance. </div> <div> Unit 4 Moving My Way <ul style="list-style-type: none"> • Explore how dance communicates personal meaning by studying choreographers and understanding movement styles reflecting personal experiences. • Develop a personal movement style, considering individual experiences and preferences. • Use dance concepts to express personal viewpoints, drawing inspiration from various movement styles by Australian and international choreographers. </div>

How will students be assessed?

- Students will complete the following assessments: performance (20%)
- choreography (20%)
- project — dance work (35%)
- examination — extended response (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Senior course readiness criteria and pre-requisite

B in Year 10 English (Year 10 Drama is beneficial but not compulsory)

What is the course about?

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.

What will students learn?

In studying Drama, students will learn about:

- how drama promotes shared understandings of the human experience
- how drama is shaped to reflect lived experience
- how drama can be used to challenge our understanding of humanity
- how dramatic practice can be transformed.

What skills will I learn through Chemistry?

1. demonstrate skills of drama
2. apply literacy skills
3. interpret purpose, context and text
4. manipulate dramatic languages
5. analyse dramatic languages
6. evaluate dramatic languages

Course Content

Unit	Unit Description
Year 10 Sem 2	Year 10 Prepare How can we use Drama to promote shared understanding of the human experience? <ul style="list-style-type: none"> • Study of Australian Gothic Theatre and associated conventions of styles and texts How can we use Drama to reflect the human condition? <ul style="list-style-type: none"> • Exploration of Shakespeare and Contemporary theatre (transformation) and associated conventions of styles and texts
Year 11	<div> <div> Unit 1 Share <ul style="list-style-type: none"> • Explore the significance of drama in conveying diverse cultural stories, focusing on Australian voices, including Aboriginal and Torres Strait Islander perspectives. • Develop artistic voice and aesthetic awareness to celebrate, document, and inform through various dramatic forms. • Gain skills in creating and responding to dramatic works using conventions for both linear and non-linear storytelling. </div> <div> Unit 2 Reflect <ul style="list-style-type: none"> • Explore drama's power to authentically reflect lived experiences, studying representational traditions like Realism, Magical Realism, and Australian Gothic Theatre. • Emphasize manipulating dramatic languages in diverse contexts, drawing from Australian and International drama texts. • Develop skills to create and respond to authentic and truthful dramatic works capturing the human condition. </div> </div>
Year 12	<div> <div> Unit 3 Challenge <ul style="list-style-type: none"> • Examine how drama challenges understanding of humanity over time with social commentary and advocacy for change. • Apply and interpret dramatic languages within political, social, and philosophical contexts, engaging with texts from Australia and around the world. • Develop skills to create and respond to dramatic works addressing complex questions about human conscience in an ever-changing world. </div> <div> Unit 4 Transform <ul style="list-style-type: none"> • Explore theatrical traditions and influential dramatic works to inform artistic expression. • Examine styles like Greek and Elizabethan Theatre, reframing these traditions for a 21st-century audience. • Focus on manipulating dramatic languages to reshape meaning, equipping students to create and respond to dramatic works challenging conventional storytelling. </div> </div>

How will students be assessed?

Students will complete the following assessments:

- performance (20%)
- project — dramatic concept (20%)
- project — practice-led project (35%)
- examination — extended response (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Drama in Practice

Senior course readiness criteria and pre-requisite

Nil (Recommended studying Drama in Junior)

What is the course about?

The Drama in Practice course provides students with opportunities to engage in drama, allowing them to make and respond to various works and events. Emphasizing practical experience, the course connects learning to industry practice, promoting future employment and preparing students as agile, competent, and innovative workers.

What will students learn?

In studying Drama in Practice, students will learn about:

- Explore drama's historical evolution and its role in expressing personal and social perspectives.
- Engage in drama within school and local community contexts, connecting with practicing artists.
- Recognise drama's contribution to the social and cultural lives of communities.
- Apply knowledge to shape and express personal and socially significant dramatic ideas.
- Follow creative and technical processes in drama from conception to realization, fostering cooperation, creativity, problem-solving skills, and confidence.

What skills will I learn through Drama in Practice?

1. use drama practices
2. plan drama works
3. communication ideas
4. evaluate drama works

Course Content

Unit	Unit Description
Year 10 Sem 2	Year 10 Prepare How can we use Drama to promote shared understanding of the human experience? <ul style="list-style-type: none"> • Study of Australian Gothic Theatre and associated conventions of styles and texts How can we use Drama to reflect the human condition? <ul style="list-style-type: none"> • Exploration of Shakespeare and Contemporary theatre (transformation) and associated conventions of styles and texts
Year 11	Unit 1 Year 11 - Collaboration <ul style="list-style-type: none"> • Participate in collaborative drama processes, taking a theatrical work from brief to performance.
	Unit 2 Year 11 – Community <ul style="list-style-type: none"> • Work as a theatre-maker, devising and acting. • Identify a community context, explore stories and personal narratives, and create original devised drama works for school or community events.
Year 12	Unit 3 Year 12 – Contemporary <ul style="list-style-type: none"> • Work as a theatre-maker in roles of director and actor. • Evaluate contemporary performance conventions using teacher-selected scripts. • Explore the impact of technologies on theatre practice through viewing and creating drama works.
	Unit 4 Year 12 – Commentary <ul style="list-style-type: none"> • Work as a theatre-maker in roles of director and actor. • Evaluate contemporary performance conventions using teacher-selected scripts. • Explore the impact of technologies on theatre practice through viewing and creating drama works.

How will students be assessed?

Students will complete the following assessments:

- project
- performance
- product
- extended response
- investigation.

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Film, Television and New Media

Senior course readiness criteria and pre-requisite

B in Year 10 English (Year 10 Media is beneficial but not compulsory)

What is the course about?

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

What will students learn?

In studying Film, Television and New Media students will learn about:

- film, television and new media as our primary sources of information and entertainment
- foundational skills
- story forms
- participatory media
- identity.

What skills will I learn through Film, Television and New Media?

Media?

1. design moving-image media products
2. create moving-image media products
3. resolve film, television and new media ideas, elements and processes
4. apply literacy skills
5. analyse moving-image media products
6. evaluate film, television and new media products, practices and viewpoints

Course Content

Unit	Unit Description
Year 10 Sem 2	Year 10 Getting to Know You – Cinematic Language <ul style="list-style-type: none"> • Provides students with foundational filmmaking skills through exploring moving image media. • Film/music video codes and conventions and representations. Issues in music videos looking at audiences and institutions
Year 11	<div> <div> Unit 1 Foundation <ul style="list-style-type: none"> • Grasp foundational concepts and processes in Film, Television & New Media using available technologies. • Gain insights into technical and symbolic codes, understanding signs and symbols in specific production contexts. • Explore various moving-image media genres, considering social, political, economic, legal, cultural, historical, and institutional influences. </div> <div> Unit 2 Stories <ul style="list-style-type: none"> • Explore diverse storytelling across moving-image media platforms and audience engagement through different representations and languages. • Analyse and manipulate technical and symbolic codes in story construction, investigating narrative and non-narrative formats. • Emphasise understanding how stories evolve based on social and cultural contexts, shaping meaning and cultural identity through moving-image media. </div> </div>
Year 12	<div> <div> Unit 3 Participation <ul style="list-style-type: none"> • Explore audience engagement in moving-image media across platforms, considering the impact of technologies and institutions. • Examine social, cultural, political, economic, and institutional factors in various media forms. • Cover documentary, television, games, animation, event activation, advertising, or short film in historical and contemporary contexts. </div> <div> Unit 4 Artistry <ul style="list-style-type: none"> • Express artistic identity through moving-image media like short film, animation, or digital games. • Examine global influences on styles, considering historical forms in contemporary moving-image media. • Emphasise developing students' identity as filmmakers through creating stylistic media products. </div> </div>

How will students be assessed?

Students will complete the following assessments:

- case study investigation (15%)
- multi-platform project (25%)
- stylistic project (35%)
- examination — extended response (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Senior course readiness criteria and pre-requisite

B in Year 10 English, B standard in Junior Music or private music tuition is recommended

What is the course about?

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

What will students learn?

In studying Music, students will learn about:

- designs
- identities
- innovations
- narratives.

What skills will I learn through Music?

1. demonstrate technical skills
2. Use music elements and concepts
3. analyse music
4. apply compositional devices
5. apply literacy skills
6. interpret music elements and concepts
7. evaluate music
8. realise music ideas
9. resolve music ideas

Course Content

Unit	Unit Description
Year 10 Sem 2	Year 10 Themes in Music Music often portrays a story or message and conveys meaning. This is done in composition and performance through the application of music elements, compositional ideas, and expressive communication of meaning. Study of repertoire exploring student understanding of skills and techniques applied to communicate such meaning will aim to develop student's skills to respond analytically to music in a variety of formats, evaluate and synthesise findings.
Year 11	<div> <div> Unit 1 Designs How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? <ul style="list-style-type: none"> • Students engage with a variety of repertoire to develop a greater awareness of the stylistic considerations that inform the music they compose and perform. </div> <div> Unit 2 Identities 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? <ul style="list-style-type: none"> • Students will develop their understanding about the expression of identity in music through exploration of repertoire in the following contexts: cultural, political, social, personal. </div> </div>
Year 12	<div> <div> Unit 3 Innovations How do musicians incorporate innovative music practices to communicate meaning when performing and composing? <ul style="list-style-type: none"> • Students make and respond to music that demonstrates innovative use of music elements and concepts and learn about how these ideas are used to communicate new meanings. • They study the ways in which music traditions have been challenged, further developed, or reconceptualised to represent, reflect, and even shape cultural, societal, and technological change. </div> <div> Unit 4 Narratives How do musicians manipulate music elements to communicate narrative when performing, composing, and responding to music? <ul style="list-style-type: none"> • Students develop their understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera, and program music. </div> </div>

How will students be assessed?

Students will complete the following assessments:

- performance (20%)
- composition (20%)
- project (35%)
- examination (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Music Extension (Performance/Composition/Musicology)

Senior course readiness criteria and pre-requisite

Students are required to undertake Year 11 and 12 Music

What is the course about?

Music Extension provides an opportunity for students with specific abilities in music to extend their expertise.

What will students learn?

In studying Music Extension, students will learn about:

- investigate music concepts and ideas relevant to their specialisation.

What skills will I learn through Music Extension?

- analyse music
- apply literacy skills
- evaluate music

Performance

- apply technical skills
- interpret music elements and concepts
- realise music ideas

Composition

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas

Musicology

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information

Course Content

Unit	Unit Description
Year 12	<div> Unit 3 Explore: <ul style="list-style-type: none"> engage in an apprenticeship to realise their potential as composers musicologists, or performers cognitive apprenticeship, and interactive learning develop independence, considering good practice through research, mentorship, critique, and fundamental skills, Key idea 1: Initiate best practice Key idea 2: Consolidate best practice </div> <div> Unit 4 Emerge: <ul style="list-style-type: none"> build on Unit 3 experiences to actualize their potential as composers, musicologists, or performers as emerging artists, they critically reflect on their musicianship, refining practice to discover a personal musical style with increasing independence and sophistication. Key idea 3: Independent best practice </div>

How will students be assessed?

Students will complete the following assessments:

Performance	Composition	Musicology
<ul style="list-style-type: none"> performance 1 (20%) performance 2 (20%) performance project (35%) examination — extended response (25%). 	<ul style="list-style-type: none"> composition 1 (20%) composition 2 (20%) composition project (35%) examination — extended response (25%). 	<ul style="list-style-type: none"> investigation 1 (20%) investigation 2 (20%) musicology project (35%) examination — extended response (25%)

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Music in Practice

Senior course readiness criteria and pre-requisite

Nil (recommended studying music in Junior)

What is the course about?

In Music in Practice, students actively engage in creating, performing, and responding to music within diverse contexts. The course fosters creativity, practical skills, and a comprehensive understanding of the music industry, emphasizing real-world practices.

What will students learn?

In studying Music in Practice, students will learn about:

- Develop practical, technical, and listening skills
- Make informed choices for effective communication through music
- Collaborate both individually and in groups for creative expression
- Gain insights into workplace health and safety in the music industry
- Acquire effective work practices, teamwork, and project management skills
- Develop a global perspective through exposure to authentic music practices
- Contribute to social and cultural communities through musical expression.

What skills will I learn through Music in Practice?

1. Use music practices
2. Plan music works
3. Communicate ideas
4. Evaluate music works

Course Content

Unit	Unit Description	
Year 10 Sem 2	<ul style="list-style-type: none"> • Introduction to DSLR cameras and Photoshop • workplace health and safety and social ethics 	
Year 11	Unit 1 Music of Today <ul style="list-style-type: none"> • create and respond to contemporary music, exploring songwriting styles and genres through virtual platforms. • collaborate in local events • experiment with music elements and develop technical skills, fostering independence in digital technologies online platforms and community events. 	Unit 2 The Cutting Edge <ul style="list-style-type: none"> • develop music technology skills for composition and performance, connecting with elements and devices. • independence in digital technologies • explore current contexts and purposes, collaborating in groups for events or projects, and enhancing their understanding of their artistic identity.
Year 12	Unit 3 Building your Brand <ul style="list-style-type: none"> • explore the music industry, analyze artists' branding approaches • develop their own brand by investigating personal interests and industry practices. • engage with contemporary music genres, collaborate with peers, and refine technical skills, aligning with current industry approaches 	Unit 4 'Live' on Stage! <ul style="list-style-type: none"> • explore commercial music, creating, performing, and analysing to develop essential musical skills • collaborate with peers, engage in live events or streaming platforms, and experiment with elements for composition tasks. • shaping and sharing music relevant to the entertainment or media industry, emphasizing independence in technology use and responsible online citizenship.

How will students be assessed?

Students will complete the following assessments:

- Project and Performance
- Project and Composition.

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Media Arts in Practice

Senior course readiness criteria and pre-requisite

Nil

Senior course readiness criteria and pre-requisite

Nil

What is the course about?

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

What will students learn?

In studying Media Arts in Practice, students will learn about:

- media technologies
- media communications
- media in society.

What skills will I learn through Media Arts in Practice?

1. Use media arts practices.
2. Plan media artworks.
3. Communicate ideas
4. Evaluate media artworks

Course Content

Unit	Unit Description	
Year 10 Sem 2	<ul style="list-style-type: none"> • Introduction to DSLR cameras and Photoshop • Workplace health and safety and social ethics 	
Year 11	Unit 1 Personal Viewpoints <ul style="list-style-type: none"> • Students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs. 	Unit 2 Community <ul style="list-style-type: none"> • Students explore the concept of community and the ways media arts can celebrate, advocate for/inform audiences.
Year 12	Unit 3 Representations <ul style="list-style-type: none"> • Students explore the concept of representation in media artworks. They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make representations for different platforms. 	Unit 4 Persuasion <ul style="list-style-type: none"> • Students explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork.

How will students be assessed?

Students will complete the following assessments:

- Project
- Media artwork

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Visual Arts in Practice

Senior course readiness criteria and pre-requisite

Nil

What is the course about?

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

What will students learn?

In studying Visual Arts in Practice, students will learn about:

- visual mediums, technologies and techniques
- visual literacies and contexts
- artwork realisation.

What skills will I learn through Visual Arts in Practice?

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

Course Content

Unit	Unit Description	
Year 10 Sem 2	Preparation for Visual Arts in Practice data.	
Year 11	Unit 1 Clients <ul style="list-style-type: none"> • Students consider context and purpose when making and responding to artworks • Agree on essential visual language, media, technologies and/or skills • Discover ways of using visual language, media technologies and skills • Innovate and resolve the artwork based on the needs and expectations 	Unit 2 Looking inwards (self) <ul style="list-style-type: none"> • Students think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.
Year 12	Unit 3 Transform & extend <ul style="list-style-type: none"> • Students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner. • They evaluate features that communicate the artist or artisan's style through recognisable or characteristic visual language, media, technologies/skills. 	Unit 4 Looking outwards (others) <ul style="list-style-type: none"> • Students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks. • In the role of artists or artisans, students explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community.

How will students be assessed?

Students will complete the following assessments:

- project
- resolved artwork

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Vocational Education and Training Qualifications

CERTIFICATE III IN VISUAL ARTS – CUA31120

Senior course readiness criteria and pre-requisite

C in Year 10 English, C in Year 9 or 10 Visual Art

RTO: Pine Rivers State High School RTO 30423

VETIS Funded: No

Subject Fee: No

Location: Pine Rivers State High School

Duration: 2 years or 4 semesters

Mode of Delivery: Face to Face

QCE: Up to 8 QCE points

What is the subject about?

This Fine Arts course 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 and traditional 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.

Over 2 years, students will have opportunities to construct knowledge and develop technical skills by working as an artist in one of Pine Rivers art studios. Students' competency will be assessed through practical folio development, observation, and direct questioning over the duration of the program. They will create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

Through training classes, practical demonstrations and individual practice, students will develop understanding and techniques suitable for employment in fine art industries or a tertiary education pathway in the visual arts.

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.

Course Overview:

The Certificate III in Visual Arts has a fine art focus and is designed around the following core and elective topics.

- | | |
|---|--|
| <ul style="list-style-type: none"> • BSBWHS211 Contribute to health and safety of self and others • CUAACD311 Produce drawings to communicate ideas • CUAPPR311 Produce creative work • CUARES301 Apply knowledge of history and theory to own arts practice • CUAPPR417 Select and prepare creative work for exhibition | <ul style="list-style-type: none"> • CUADES301 Explore the use of colour • CUADRA311 Produce drawings • CUAPAI311 Produce paintings • CUASCU311 Produce sculpture • CUAPRI312 Produce prints • CUAPPR312 Document the creative work progress • CUAPPR314 Participate in collaborative creative projects |
|---|--|

CERTIFICATE III IN VISUAL ARTS – CUA31120 cont.

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.

Course Overview

Unit	Unit Description	Assessment
Year 10 Sem 2	Preparation for Certificate III in Visual Arts	<ul style="list-style-type: none"> Drawing folio Painting folio Art theory booklet Small sculpture
Unit 1	PROJECT 1 – WORK HEALTH & SAFETY (WHS) PROJECT 2 – DRAWING Building knowledge, understanding and competency in techniques of realistic drawing using traditional fine art media	<ul style="list-style-type: none"> Workplace Health & Safety booklet Drawing folio Visual diary Research assignment
Unit 2	PROJECT 3 – PAINTING Building knowledge, understanding and competency in techniques of realistic painting using traditional fine art media	<ul style="list-style-type: none"> Painting folio Visual diary Research assignment
Unit 3	PROJECT 4 – PRINTMAKING Building knowledge, understanding and competency in techniques of printmaking using various traditional fine art media	<ul style="list-style-type: none"> Printmaking folio Visual diary Research assignment
Unit 4	PROJECT 5 – SCULPTURE Building knowledge, understanding and competency in techniques of sculpture using various traditional fine art media PROJECT 6 – EXHIBITION	<ul style="list-style-type: none"> Sculpture folio Visual diary Research assignment Exhibition of students' artwork
Ongoing	PROJECT 7 – COLLABORATING <ul style="list-style-type: none"> Thursday Deep Learning Time for 1 year during year 11 Active participation in a collaborative art event over the year like mural, musical and/or PRISM If artist-in-residence program is running then students will participate in this program 	

Expenses

Most materials you could want are provided. Many students also source their own specific, unusual and interesting bits and pieces for their art making. Two excursions per year, fairly low cost, are planned to observe collections at galleries or museums.

**Students will not be formally registered in this certificate course until Year 11 /12. Studies in semester 2, Year 10, will be opportunities to explore the content and contexts but will not count towards the attainment of the qualification.*

Technologies



Design - Engineering Skills, Industrial Technology Skills	54
Cert I in Construction/Certificate II in Construction Pathways	56
Design - Food and Nutrition, Fashion, Cert II Hospitality	58
Digital - Digital Solutions, Information and Communication Technology	62

Engineering Skills

Senior course readiness criteria and pre-requisite

Student must be able to demonstrate safe behaviour suitable for the industry as evidenced by satisfactory behaviour across all subjects.

What is the course about?

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

What will students learn?

In studying Engineering Skills, students will learn about:

- industry practices
- production processes.

What skills will I learn through Engineering Skills?

1. fitting and machining
2. welding and fabrication
3. sheet metal working
4. production in the manufacturing engineering industry.

Course Content

Unit	Unit Description	
Year 10 Sem 2	Year 10 Introduction to Manufacturing	
Year 11	Unit 1 Sheet Metal Working <ul style="list-style-type: none"> • Practical Demonstration – Sheetmetal Table • Project - Toolbox 	Unit 2 Welding and Fabrication <ul style="list-style-type: none"> • Practical Demonstration – Wall Bracket • Project - Brazier
Year 12	Unit 3 Fitting and Machining <ul style="list-style-type: none"> • Practical demonstration - Hinges • Project –Shovel 	Unit 4 Production in the Manufacturing Engineering Industry <ul style="list-style-type: none"> • Practical demonstration – Candle Holder • Project- Clamp

How will students be assessed?

Students will complete the following assessments:

- project
- practical demonstration
- examination.

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Industrial Technology Skills

Senior course readiness criteria and pre-requisite

Student must be able to demonstrate safe behaviour suitable for the industry as evidenced by satisfactory behaviour across all subjects.

What is the course about?

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

What will students learn?

In studying Industrial Technology Skills, students will learn about:

- industry practices
- production processes.

What skills will I learn through Industrial Technology Skills?

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

Course Content

Unit	Unit Description	
Year 10 Sem 2	Year 10 <ul style="list-style-type: none"> • Project -Single Leg Table • Practical Demonstration - Salt Box 	
Year 11	Unit 1 Interior Furnishings <ul style="list-style-type: none"> • Practical Demonstration – Foot Stool • Project – Camp Stool 	Unit 2 Furniture Making <ul style="list-style-type: none"> • Practical Demonstration – Spice Rack • Project – Dartboard Cabinet
Year 12	Unit 3 Construction in the Domestic Building Industry <ul style="list-style-type: none"> • Practical Demonstration – Paving • Project – Brick Pizza Oven 	Unit 4 Cabinet Making <ul style="list-style-type: none"> • Practical Demonstration – Wall Cabinet • Project – Bedside Table

How will students be assessed?

Students will complete the following assessments:

- project
- practical demonstration
- examination.

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects.

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Vocational Education and Training Qualifications

CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathways

Senior course readiness criteria and pre-requisite

Student must be able to demonstrate safe behaviour suitable for the industry as evidenced by satisfactory behaviour across all subjects.

Registered training organisation (RTO):

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3166 3960



QCE Credits: 3 preparatory points and up to 1 core

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2025 enrolments and will **not incur a fee for service cost**.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:

<https://training.gov.au/Training/Details/CPC10120>

<https://training.gov.au/Training/Details/CPC20220>

Food and Nutrition

Senior course readiness criteria and pre-requisite

B in Year 10 English.

What is the course about?

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

What will students learn?

In studying Food & Nutrition, students will learn about:

- food science of vitamins, minerals and protein
- food drivers and emerging trends
- food science of carbohydrate and fat
- food solution development for nutrition consumer markets.

What skills will I learn through Food and Nutrition?

1. recognise and describe food and nutrition facts and principles
2. explain food and nutrition ideas and problems
3. analyse problems, information and data
4. determine solution requirements and criteria
5. synthesise information and data
6. generate solutions to provide data to determine the feasibility of the solution
7. evaluate and refine ideas and solutions to make justified recommendations for enhancement
8. make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Course Content

Unit	Unit Description	
Year 10 Sem 2	Preparation course Students develop an understanding of the chemical and functional properties of carbohydrates, as well as food safety and preservation. Topics include: <ul style="list-style-type: none"> • The Food System Food nutrients • Carbohydrates –uses in food, products such as muffins, cakes, breads, and sauces • Sensory evaluation of food • Food preservation techniques 	
Year 11	Unit 1 Food science of vitamins, minerals, and protein. <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein 	Unit 2 Food drivers and emerging trends. <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formation for consumers
Year 12	Unit 3 Food science of carbohydrate and fat. <ul style="list-style-type: none"> • Carbohydrate • Fat 	Unit 4 Food solution development for nutrition consumer markets. <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

How will students be assessed?

Students will complete the following assessments:

- examination (25%)
- project — folio (25%)
- food and nutrition solution — folio (25%)
- examination (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
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General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes
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*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Fashion

Senior course readiness criteria and pre-requisite

Nil.

What is the course about?

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

What will students learn?

In studying Fashion, students will learn about:

- fashion culture
- fashion technologies
- fashion design.

What skills will I learn through Fashion?

1. Demonstrate practices, skills and processes.
2. Interpret briefs.
3. Select practices, skills and procedures
4. Sequence processes
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures.

Course Content

Unit	Unit Description	
Year 10 Sem 2	Preparation for Fashion: <ul style="list-style-type: none"> • Sewing and illustration basics • Bag and shorts construction 	
Year 11	Unit 1 <ul style="list-style-type: none"> • Historical Fashion Influences 	Unit 2 <ul style="list-style-type: none"> • Fashion Collections
Year 12	Unit 3 <ul style="list-style-type: none"> • Slow Fashion 	Unit 4 <ul style="list-style-type: none"> • Adornment

How will students be assessed?

Students will complete the following assessments:

- project
- practical demonstration

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects.

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Vocational Education and Training Qualifications

CERTIFICATE II IN HOSPITALITY – SIT20322

Senior course readiness criteria and pre-requisite

Student must be able to demonstrate safe behaviour suitable for the industry as evidenced by satisfactory behaviour across all subjects.

RTO: Training Direct Australia (TDA) RTO Code 32355



VETIS Funded: Yes. Students are only eligible to complete 1 VETIS funded course

Subject Fee: No

Location: Pine Rivers State High School

Duration: 2 Years

Mode of Delivery: Face to Face

Cost: Students are expected to wear a chef's uniform. This costs approximately \$60. Each week students will participate in a practical lesson and are required to provide their own ingredients.

QCE: Up to 4 QCE points

What is the subject about?

A Certificate II in Hospitality can establish a basis for work in the Hospitality industry. Students can use these highly transferable skills to gain either full time or part time employment in Australia or overseas.

Assessment is primarily based on written questions and assignments completed at the end of each

Unit of Competency as well as the student's work folio and practical demonstration of skills. Students will get the most out of this subject if they can carry out practical tasks with minimal direct supervision and be able to plan and prepare work in a self-directed manner. Practical work is an important component of this subject and students should be able to participate in a weekly practical lesson to complete the skills assessments that are a requirement of each Unit.

Students must experience realistic catering activities by completing 12 service periods (work experience) for the unit SITHIND007 Use hospitality skills effectively. Service periods can be achieved working in industry and can include shifts in the school's Cyber Café and involvement in catering for school-based functions each year.

This will be documented in a Service Period Logbook.

This course of study can establish a basis for work as a café attendant, catering assistant and food and beverage attendant.

CERTIFICATE II IN HOSPITALITY – SIT20322 cont.



To achieve the qualification students must achieve competence in the following areas:

Unit	Competencies	Assessment
Year 10 Sem 2	Preparation for Certificate II Hospitality <ul style="list-style-type: none"> Use hygienic practices for food safety (intro) Participate in safe work practices (intro) 	<ul style="list-style-type: none"> Exam Assignment Prac work Cyber Café work Pizza shop
Semester 1	<ul style="list-style-type: none"> SITXFSA005 Use hygienic practices for food safety SITXWHS005 Participate in safe work practices SITHCCC025 Prepare and present sandwiches SITHFAB021 Provide responsible service of alcohol SITHFAB025 Prepare and serve espresso coffee SITHIND007 Use hospitality skills effectively (logbook) 	<ul style="list-style-type: none"> Assessment questions and assignments Skills assessment Cyber Café work Sandwich shop
Unit	Competencies	Assessment
Semester 2	<ul style="list-style-type: none"> SITHFAB025 Prepare and serve espresso coffee BSBTWK201 Work effectively with others SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity SITHIND007 Use hospitality skills effectively (logbook) 	<ul style="list-style-type: none"> Assessment questions and assignments Skills assessment Cyber Café work
Semester 3	<ul style="list-style-type: none"> SITHCCC024 Prepare and present simple dishes SITHIND006 Source and use information on the hospitality industry SITFAB024 Prepare and serve non-alcoholic beverages SITHIND007 Use hospitality skills effectively (logbook) 	<ul style="list-style-type: none"> Assessment questions and assignments Skills assessment Cyber Café work Staff lunch
Semester 4	<ul style="list-style-type: none"> SITFAB024 Prepare and serve non-alcoholic beverages SITHIND007 Use hospitality skills effectively and finalise logbook 	<ul style="list-style-type: none"> Assessment questions and assignments Skills assessment Cyber Café work

Complementary Subjects:

Other vocational subjects such as Certificate II in Workplace Skills.

Digital Solutions

Senior course readiness criteria and pre-requisite

B in Year 10 English (Year 10 Digital Technologies is beneficial but not compulsory)

What is the course about?

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems.

What will students learn?

In studying Digital Solutions, students will learn about:

- creating with code
- application and data solutions
- digital innovation
- digital impacts.

What skills will I learn through Digital Solutions?

1. recognise and describe elements, components, principles and processes
2. symbolise and explain information, ideas and interrelationships
3. analyse problems and information
4. determine solution requirements and criteria
5. synthesise information and ideas to determine possible digital solutions
6. generate components of the digital solution
7. evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

Course Content

Unit	Unit Description	
Year 10 Sem 2	Year 10 – Digital Solutions Prep <ul style="list-style-type: none"> • Introduction into computational, design and system • The role of hardware and software to secure data • Design, implement and evaluate digital solutions 	
Year 11	Unit 1 Year 11 - Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Unit 2 Year 11 - Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions
Year 12	Unit 3 Year 12 – Digital innovation <ul style="list-style-type: none"> • Interactions between users, data, and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Unit 4 Year 12 – 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

How will students be assessed?

Students will complete the following assessments:

- investigation — technical proposal (20%)
- project — digital solution (25%)
- project — folio (25%)
- examination (25%).

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Information and Communication Technology

APPLIED

Senior course readiness criteria and pre-requisite

Nil

What is the course about?

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

What will students learn?

In studying Information & Communication Technology, students will learn about:

- hardware
- software
- ICT in society.

What skills will I learn through ICT?

1. Demonstrate practices, skills and processes
2. Interpret client briefs and technical information
3. Select practices and processes
4. Sequence processes
5. Evaluate processes and products
6. Adapt processes and products

Course Content

Unit	Unit Description	
Year 10 Sem 2	Information and Communication Technology Prep Introduction to graphic design principles	
Year 11	Unit 1 Layout and publishing <ul style="list-style-type: none"> • In this unit, students explore layout and publishing industry practices, standards and processes through the Adobe Creative cloud software suite. • produce a low-fidelity product proposal in response to a client brief by creating a low-fidelity product proposal. • Students then use this process to produce a high-fidelity layout and publishing prototype. 	Unit 2 Web Development <ul style="list-style-type: none"> • In this unit, students explore Web development industry practices, standards and processes. Students produce a low-fidelity Website product prototype for a product proposal in response to a client brief and technical information. • develop this design further into a finalized product.
Year 12	Unit 3 Digital Imaging and Modelling <ul style="list-style-type: none"> • In this unit, students explore digital imaging and modelling industry practices, standards and processes. • Students produce a low-fidelity digital imaging and modelling prototype for a product proposal in response to a client brief. • They use feedback and information from this product proposal to produce a final outcome 	Unit 4 Audio and Video Production <ul style="list-style-type: none"> • In this unit, students explore audio and video production industry practices, standards and processes. • Students engage with industry equipment, software and workflows to first produce a low fidelity product proposal, then a high fidelity product prototype.

How will students be assessed?

Students will complete the following assessments:

- project
- extended response.

Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects.

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Senior Pathway Programs

Pine Rivers State High School is committed to the school motto of "By different ways to excellence". To ensure all students have a maximized access to curriculum options to ensure their personal journey to excellence, students may also select from the following:

Distance Education Subjects

General, Applied and Vocational Studies offered by Brisbane School of Distance Education, Cairns School of Distance Education and Charters Towers School of Distance Education. These subjects are delivered online with students attending 2 - 3 classes a week. Lessons are completed on the school grounds using the student's own device, and are supervised by Senior Schooling. Students may choose subjects not already offered by PRSHS or those that they are unable to select to study at PRSHS due to timetable clashes.

For more details including 2025 subjects, contact Senior Schooling

TAFE In Schools

In partnership with TAFE in Schools- Greater Brisbane, student can select vocational qualifications to study one day a week, at a Greater Brisbane TAFE campus. Many of these options are VETiS funded so students must be mindful to only select one VETiS funded option in their subject selection.

Students will be given access to the 2025 TAFE IN SCHOOL Handbook once published in late Term 2

VET In Schools

Students are encouraged to explore potential VET in School options with other private RTOs. These should be courses which closely align with the students SET plan and pathway beyond Year 12. To identify qualifications offered to high school students, use the term "VET in Schools" as part of your search.

Students in the past have utilized this option to study beauty, trade and even equestrian qualifications.

For more details including the application process, contact Senior Schooling

Tertiary Studies

As an enrichment opportunity and to provide students with a taste of university life, the University of Sunshine Course, University of Southern Queensland and the Queensland University of Technology offer high achieving Year 11 or 12 students the opportunity to commence their tertiary studies while still at school.

Students can use this option to commence their university study early or even to test the waters and find their preferred tertiary pathway.

For more details including the application process, contact Senior Schooling.

Pathway Programs

Pine Rivers SHS is proud to launch in 2024 a new program under the banner of "Pathway Programs". This structured program provides a pathway to employment and/or further training from Year 10 to post Year 12. The Pathway Program for 2024 is based on the labour shortage area of health and has been designed in partnership with our local employers and training organisations. It is structured as a combination of multiple qualifications delivered across senior, with an optional post schooling continuation of study.

This program has been designed for both students already focused on health pathways and for students who would benefit from a structured pathway to a potential future.

Pathway to Health

Pathway to Health is a 3-year program that provides students with a structured pathway to employment or further training in the skills shortage area of allied health. Allied health is defined by those occupations which support the medical, dental or nursing professions.



Pathway to Health is a 3 year program which is a blending of multiple courses designed to provide a structured pathway for students interested in nursing or allied health. Allied health is defined by those occupations which support the medical, dental or nursing professions.

Year 10	Year 11	Year 12	Post Schooling
FSK20119 Certificate II in Skills for Work and Vocational Pathways (PRSHS RTO 30423) with a specific focus on careers associated with nursing and allied health	HLT23221 Certificate II in Health Support Services (VETiS Funded-Strategix RTO 31418) HLT33115 Certificate III in Health Services Assistance (\$350 Strategix RTO 31418)	Uni Pathway UniSC Headstart Program HLT103 Professional Health Communication •UniSC Early Offer Guarantee - Bachelor Nursing Science	University study using Early Offer Guarantee, Cert III Selection Rank or ATAR if applicable. or Further study with Strategix for completion of CHC32015 Cert III Community Services, CHC40413 Certificate IV Youth Work or CHC33015 Certificate III Individual Support for \$1

THE DETAILS

Senior course readiness criteria and pre-requisite: nil

RTO: Combined Pine Rivers State High School RTO 30423 for FSK20119 + Strategix RTO 31418 for HLT23221/HLT33115 + University of Sunshine Coast for HLT103 (Headstart Program)

VETiS Funded: Yes, for the delivery of HLT23221 with Strategix

Subject Fee: Yes, \$350 for the delivery of HLT33115 with Strategix after successful completion of HLT23221

Location: FSK20119 – Pine Rivers State High School, HLT23221/HLT33115 – Pine Rivers State High School plus practical training days offsite per term, HLT103 – Face to face on campus at University of Sunshine Coast, Moreton Bay Campus

Duration: Varied, see above scheduling for each year

Mode of Delivery: Blended delivery with face to face and online

QCE: Up to 12 QCE points, including up to 10 points of core

