

Tullawong State High School



**Registered Training Organisation
Provider Number 30447**

QCAA V1.9

2026 SENIOR SUBJECT GUIDE

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Welcome

The Tullawong State High School Senior Subject Guide is an important resource to assist young people to prepare for transition to work, further training or higher education.

The scope of the senior curriculum offerings, provides an extensive range of learning to meet the many pathways students choose. All learning at Tullawong State High School is equally valued by our school community.

The 'Education and Training Reforms for the Future' have helped to keep in focus the changed needs of our labour market – young people with good communication and thinking skills, initiative and motivation and a high level of numeracy and literacy proficiency. Young people need to exit school with personal maturity and a willingness to continue learning.

Students complete an individual Senior Education Training Plan (SETP) in Year 10 and this places them well to choose subjects that will articulate their senior school studies into their chosen career pathways. This process assists students to achieve a Queensland Certificate of Education and Australian Tertiary Admission Rank (ATAR).

We encourage you and your parents/caregivers to examine the information presented in this handbook, seek assistance if necessary and consider wisely your choices.

The comprehensive network of staff at Tullawong State High School will be there to support students over the senior years. We wish you every success in your endeavours in your senior education.

Senior Education Profile

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

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

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) Syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

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

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

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

QCE eligibility

To receive a QCE, students must achieve at least 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Applied and Applied (Essential) Syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course Structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in [Section 7.3.1](#) of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common Internal Assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General Syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

General (Extension) Syllabuses

Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Short Course syllabuses

Course overview

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

At Tullawong State High School, Short Courses are available in:

- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Tullawong SHS Senior Subjects

<p>ENGLISH</p> <p>General English</p> <p>Applied Essential English</p>	<p>HEALTH AND PHYSICAL EDUCATION</p> <p>General Physical Education</p> <p>VET Certificate II in Sport & Recreation Certificate III in Fitness</p>	<p>HUMANITIES AND SOCIAL SCIENCES</p> <p>General Ancient History Business Geography Legal Studies Modern History</p> <p>Applied Social & Community Studies</p> <p>VET Certificate II in Retail Services Certificate III in Business Certificate IV in Crime and Justice Studies</p>
<p>MATHEMATICS</p> <p>General General Mathematics Mathematical Methods Specialist Mathematics</p> <p>Applied Essential Mathematics</p>	<p>SCIENCES</p> <p>General Biology Chemistry Physics Psychology</p> <p>VET Certificate II in Horticulture Certificate III in Laboratory Skills</p>	<p>TECHNOLOGIES</p> <p>Applied Building & Construction Skills Engineering Skills Fashion Furnishing Skills</p> <p>VET Certificate III in Early Childhood Education and Care Certificate II in Hospitality Certificate III in Information Technology</p>
<p>THE ARTS</p> <p>Applied Dance in Practice Drama in Practice Media Arts in Practice</p> <p>VET Certificate II in Music Certificate III in Dance Certificate IV in Dance Certificate III in Visual Arts</p>	<p>MANDATORY SUBJECT</p> <p>VET Certificate II in Skills for Work and Vocational Pathways</p>	<p>Moreton Bay North Training Alliance Courses</p> <p>Certificate II in Automotive Vocational Preparation Certificate II in Health Support Services Certificate II in Plumbing Services Certificate II in Rural Operations Certificate II in Electrotechnology Certificate II in Salon Assistant Certificate II in Forest Operations Aerospace Systems Certificate II in Autonomous Technologies Certificate III in Health Services Assistance Certificate IV in Justice Studies</p>

Subject Fee Schedule for Years 11 and 12

Year	Subject/Certificate	VETiS Funding available	Cost using VETiS Funding	Cost	Duration
Certificates on TSHS Scope of Registration (no course costs but may include User Pays costs)					
11-12	Certificate III in Business (CBU) *	No		\$0 *	2 years
11-12	Certificate III in Information Technology (VIT) *	No		\$0 *	2 years
11-12	Certificate II in Retail Services (QIR) *	N/A		\$0 *	2 years
11-12	Certificate II in Sport and Recreation (CSR)	N/A		\$0	2 years
11-12	Certificate II in Horticulture (CHO)	N/A		\$0	2 years
11-12	Certificate III in Laboratory Skills (CLA) *	No		\$0 *	2 years
11-12	Certificate III in Visual Art (CVA) */**	No		Approx. \$30 */**	2 years
11-12	Certificate II in Music (CMU) *	N/A		\$0 *	2 years
11-12	Certificate III/IV in Dance (CDA) ***	No		\$0 ***	2 years
Certificates offered through external RTO's					
11-12	Certificate III in Early Childhood Education & Care (CEC)	No		\$250	2 years
11-12	Certificate III in Fitness (FIT)	No		Course Fee: \$495 First Aid Cert.: \$75 Program Fee – ~\$100 will vary according to the number of students enrolled.	2 years
11-12	Certificate II in Hospitality (VHS)	No	\$0	\$500 Fee for service delivery only. This rate applies under a Service Level Agreement (SLA) with schools. It is not linked to QLD SAS Career Ready funding (Funding is subject to DTET approval). Further information will be provided once funding outcomes are confirmed.	18 months

Certificates offered through Moreton Bay North Training Alliance					
Year Level	Course Title	Location of course	Delivery	Approx cost	Duration
11-12	Certificate IV in Justice Studies (CJS)	TSHS	Online three lessons/wk	\$100	2 years
11-12	Aerospace Systems	TSHS	Online three lessons/wk	\$100* \$61\yr**	2 years
11 OR 12	Certificate II Automotive Vocational Preparation	CSHS Trade Training Centre	Monday Full Day	Nil if using VETiS	1 year
11 OR 12	Certificate II Health Support Services	CSHS	Friday half day	Nil if using VETiS	1 year
				Scrubs (top and pants) to be purchased	
11 - 12	Certificate II Rural Operations	CSHS	Tuesday TBC	Nil if using VETiS	2 years
				\$250 for camp, meals, bus	
				PPE, steel capped boots, protective clothing.	
11 OR 12	Certificate II Electrotechnology	MSHS Trade Training Centre	TBC depending on numbers	Nil if using VETiS	1 year
11 OR 12	Certificate II Salon Assistant	MSHS	TBC depending on numbers	\$300 TBC	1 year
11 OR 12	Certificate II in Forest Operations	TSHS	Friday	PPE, steel capped boots, blue protective clothing.	1 year
11 OR 12	Certificate II in Autonomous Technologies	Burpengary SSC	Friday	Nil if using VETiS	1 year
Applied subjects with User Pays costs					
11-12	Dance in Practice (DIP) */**	N/A		\$0 */**	2 years
11-12	Drama in Practice (DRP) */**	N/A		\$0 */**	2 years
11-12	Media Arts in Practice (MAP) */**	N/A		\$0 */**	2 years
11-12	Fashion (FAZ)	N/A		\$0 **	2 years
Distance Education Courses					
11/12	Specialist Mathematics	Students required to purchase a text book. In 2025 this resource cost \$70. Cairns School of Distance Education purchases the resource and delivers this to Tullawong State High School. Parents/carers will receive an invoice soon after the start of 2026 school year.			
Distance Education subjects may incur a Subject Fee. This will vary according to the subjects. Parents/Caregivers will be advised of these costs after enrolment.					

* Excursion fees will apply throughout the course.

** Resources are required to be purchased by students throughout the course.

*** Additional fees of approximately \$270 will be incurred if students participate in the Dance Performance Competition Team.

Students will be offered opportunities to attend live performances which will incur a cost. Costuming will be required for dance performances and events.

* \$100 (non refundable deposit) incl.E6B Flight computer, flight ruler & flight protractor

** \$61 contribution program fee/per year

All User Pays subject/certificate costs will be invoiced at the start of the 2026 school year.

Duplication of learning

VET has an important role in many senior secondary student pathway options. The QCAA recognises completion and partial completion of VET qualifications and assigns credit to the QCE appropriate to the amount of learning completed by a student.

To ensure breadth of learning within a QCE, **credit will accrue for new learning only**. The QCAA has identified a number of instances where available learning options include a duplication of learning. These are outlined below.

There are many combinations of learning options available in the set pattern requirement of the QCE; only courses listed by the QCAA as duplication of learning are outlined in this handbook. If a course is not listed, it is currently not identified as duplication of another learning option, eg General subjects or Certificate III qualifications.

Applied subjects and Certificate II VET qualifications with duplication of learning

The QCAA considers Applied subjects and VET qualifications at Australian Qualifications framework (AQF) Level 2 that have similar subject matter and learning goals to be duplication of learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA. Relevant Applied subjects and related qualifications are identified in the table 'Applied subjects and Certificate II Vet qualifications with duplication of learning'. Students may enrol in a combination of these courses; however, where duplication has been identified, QCE credit will only accrue for one course, ie a maximum of four QCE credits. At the time of enrolment, the list of courses in the table applies. This list of subjects and qualifications is reviewed and updated annually. If a qualification on this list is superseded, the new qualification will also be considered 'duplication of learning' unless otherwise advised.

All completed and partially completed VET qualifications and Applied subjects are recorded on the Senior Statement and/or Statement of Results.

Table: Applied subjects and Certificate II VET qualifications with duplication of learning

Learning area	Applied subject	VET qualification	Maximum QCE credit
English	Essential English	No duplication	4
Health and Physical Education	Early Childhood Studies	No duplication	4

Learning area	Applied subject	VET qualification	Maximum QCE credit
	Sport & Recreation	SIS20115 Certificate II in Sport and Recreation SIS20122 Certificate II in Sport and Recreation	4
Humanities and Social Sciences	Business Studies	BSB20120 Certificate II in Workplace Skills	4
	Religion & Ethics	No duplication	4
	Social & Community Studies	No duplication	4
	Tourism	SIT20116 Certificate II in Tourism SIT20122 Certificate II in Tourism	4
Mathematics	Essential Mathematics	No duplication	4
Sciences	Agricultural Practices	AHC20116 Certificate II in Agriculture AHC21216 Certificate II in Rural Operations AHC20122 Certificate II in Agriculture	4
	Aquatic Practices	No duplication	4
	Science in Practice	No duplication	4
Technologies	Building & Construction Skills	CPC20220 Certificate II in Construction Pathways	4
	Engineering Skills	MEM20422 Certificate II in Engineering Pathways	4
	Fashion	MST20722 Certificate II in Apparel, Fashion and Textiles	4
	Furnishing Skills	MSF20522 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20316 Certificate II in Hospitality SIT20322 Certificate II in Hospitality	4
	Industrial Graphics Skills	No duplication	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information & Communication Technology	ICT20120 Certificate II in Applied Digital Technologies	4
The Arts	Arts in Practice	No duplication	4
	Dance in Practice	CUA20120 Certificate II in Dance	4
	Drama in Practice	No duplication	4

Learning area	Applied subject	VET qualification	Maximum QCE credit
	Media Arts in Practice	No duplication	4
	Music in Practice	CUA20620 Certificate II in Music	4
	Visual Arts in Practice	CUA20720 Certificate II in Visual Arts	4
Note: If a qualification on this list is superseded, the new qualification will be considered 'duplication of learning' unless otherwise advised.			

Subject Prerequisites

Prerequisites for General Subjects		
Subject	Prerequisite	Skills recommended for success
General English	B grade English	Ability to work independently High level communication skills
General Mathematics	C in Mathematics in Year 10	Motivated to learn and succeed.
Mathematics Methods	B in Mathematics in Year 10	Motivated to learn and succeed.
Specialist Mathematics	B in Mathematics in Year 10	Motivated to learn and succeed.
Ancient History	B or higher in Year 10 History/Geography	Independent learning as class will generally be composite
Business	B or higher in Year 10 ECB/English/History	Independent learning as class will generally be composite
Geography	B or higher in Junior Geography or B or higher in Year 10 History	Independent learning as class will generally be composite
Legal Studies	B or higher for Year 10 Civics/English	Independent learning
Modern History	B or higher for Year 10 History/Geography	Independent learning as class will generally be composite
Physical Education	English - B or better HPE - B or better	Strong research and written communication skills, competent data analysis, good time and self-management, strong physical ability and basic coordination, confident in use of technology (video editing), high attendance
Biology	B or higher in Year 10 Science	Research, data analysis, strong written communication, time and self-management, study skills.
Chemistry	B or higher in Year 10 Science	Research, data analysis, strong written communication, time and self-management, study skills. Independent learning as class will generally be composite
Physics	B or higher in Year 10 Science	Research, data analysis, strong written communication, time and self-management, study skills. Independent learning as class will generally be composite
Psychology	B or higher in Year 10 Science	Research, data analysis, strong written communication, time and self-management, study skills.
Aerospace Systems	Min. B in English Min. C in Mathematics	

* If minimum class numbers are not reached for General subjects they might be offered through Distance Education.

Prerequisites for Applied Subjects		
Subject	Prerequisite	Level recommended for success
Essential English	No prerequisite academic results required.	Passing grade for English in year 10. Motivated to learn and succeed.
Essential Mathematics		Passing grade for Mathematics in year 10 Motivated to learn and succeed.
Social and Community Studies		Motivated to learn and succeed.
Building and Construction		Motivated to learn and succeed.
Engineering Skills		Motivated to learn and succeed.
Furnishing Skills		Motivated to learn and succeed.
Fashion		Motivated to learn and succeed.
Dance in Practice		Studied dance or dance extension in any years from 7-10. A genuine interest in Dance. A willingness to perform in front of others. Motivated to learn and succeed.
Drama in Practice		Studied drama in any years from 7-10. A genuine interest in Drama. A willingness to perform in front of others. Motivated to learn and succeed.
Media in Practice		Studied media in any years from 7-10. A genuine interest in Media. A willingness/ability to film in external locations where required. Motivated to learn and succeed.
Business Studies		Motivated to learn and succeed.
Tourism		Motivated to learn and succeed.

Prerequisites for Certificate Courses		
Subject	Year 10 Prerequisite if required	Skills recommended for success
Certificate II in Skills for Work and Vocational Training	Compulsory – completed Period 4 Thursday (XSW lesson). All students are expected to successfully complete this certificate by the end of Year 11.	
Certificate III in Business	C in English	Independent learning. Motivated to learn and succeed.
Certificate III in Information Technology	No prerequisite academic results required.	Interest in working within the IT sector. Motivated to learn and succeed.
Certificate II in Retail Services	No prerequisite academic results required.	Motivated to learn and succeed.
Certificate II in Sport and Recreation	No prerequisite academic results required.	Organised Hardworking Motivated to learn and succeed.
Certificate III in Laboratory Skills	No prerequisite academic results required.	Practical scientific skills, numeracy, data analysis, self-management – helpful to have passed science and Mathematics. Motivated to learn and succeed.
Certificate II in Forest Operations	No prerequisite academic results required.	Organised Hardworking Motivated to learn and succeed.
Certificate II in Horticulture	No prerequisite academic results required.	Practical scientific skills, self-management, planning and organising, teamwork. Motivated to learn and succeed.
Certificate III in Visual Arts	No prerequisite academic results required.	Studied visual art in any years 7-10. A genuine interest in Visual Art. Motivated to learn and succeed.
Certificate II in Music	No prerequisite academic results required.	Studied music in any year 7-10. A genuine interest in music. A willingness to perform in front of others. Motivated to learn and succeed.
Certificate III/IV in Dance	No prerequisite academic results required.	A successful dance extension audition. Motivated to learn and succeed.

Prerequisites for External Certificates		
Subject	Year 10 Prerequisite	Skills recommended for success
Certificate III in Fitness	HPE – C or better	Motivated Organised Hardworking Motivated to learn and succeed.
Certificate III in Early Childhood Education and Care	ENG – C or greater	Able to work independently and as part of a team Ability to complete 160 hours placement Strong communication skills Organised Diligent Motivated to learn and succeed.
Certificate IV Justice Studies	C in English	Independent learning Motivated to learn and succeed.
Certificate II in Hospitality	No prerequisite academic results required.	A strong interest in food preparation Expectation to undertake industry placement. Motivated to learn and succeed.

ENGLISH

English

General senior subject

General

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

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.
-

Pathways

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

Objectives

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

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

Prerequisites

Structure

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

Assessment

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

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

Summative assessments

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

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Objectives

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

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

Prerequisites

Nil

Additional Costs

Incursion/excursions fees may apply throughout the course

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none">• Responding to texts• Creating texts	Texts and human experiences <ul style="list-style-type: none">• Responding to texts• Creating texts	Language that influences <ul style="list-style-type: none">• Creating and shaping perspectives on community, local and global issues in texts• Responding to texts that seek to influence audiences	Representations and popular culture texts <ul style="list-style-type: none">• Responding to popular culture texts• Creating representations of Australian identities, places, events and concepts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

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

HEALTH & PHYSICAL EDUCATION

Physical Education (Alternative Sequence)

General senior subject

General

Physical Education Alternative Sequence is a course of study consisting of four units. Each pair of units is written as summative learning. The subject matter and assessment described in the units is undertaken by students either as formative or summative studies. In the final two units they study, students will undertake summative assessment. The Alternative Sequence (AS) has the same syllabus objectives, underpinning factors, and pedagogical and conceptual frameworks as the Physical Education senior syllabus. The Alternative Sequence has the same subject matter as the Physical Education senior syllabus to ensure comparable complexity and challenge in learning and assessment, but the subject matter is organised differently.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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

Prerequisites

Year 10 HPE – B or better

Recommendations for Success

Year 10 English – B or better

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Assessment

Schools devise assessments in Units 3 and 4 to suit their local context.

In Units 1 and 2 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Additional Information

This subject contains activities that have been assessed as high risk.

Certificate II in Sport and Recreation - SIS20122 (CSR)

Vocational Education Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

This course is designed for students to gain skills necessary for working in the Sport and Recreation industry. It is a practical course where students are required to demonstrate their skills and abilities within sporting contexts to achieve a selection of competencies relevant to the Sport and Recreation industry.

PATHWAYS

Potential career pathways include:

Sports coach/trainer/administrator, recreation industry, sports journalist, physical fitness instructor, community activities assistant, recreation assistant, recreation facility assistant

PREREQUISITES

Nil

ENTRY REQUIREMENTS

A strong interest in sport, recreation and working in groups.

UNITS OF COMPETENCY

Code	Title
HLTWHS001	Participate in workplace health & safety
SISOFLD001	Assist in conducting recreation sessions
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations
SISXFAC006	Maintain activity equipment
SISXIND011	Maintain sport, fitness and recreation industry knowledge
HLTAID011	Provide first aid
SISXLPD001	Provide hire for activities
SISXPLD004	Facilitate groups
BSBPEF201	Support personal wellbeing in the workplace

ASSESSMENT

Program delivery combines both class-based tasks and practical components in sporting contexts. This involves participating in practical sessions, in the gym and in the classroom.

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

- Practical tasks
- Group work
- Written work

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

ADDITIONAL COSTS

There is no additional cost .

ADDITIONAL INFORMATION

This program also includes the following:

- Students will be required to hold a current Blue Card – Working with Children
- This subject contains activities that have been assessed as high risk

DISCLAIMER: All information contained is accurate at the time of publication but subject to change

2026 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

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

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

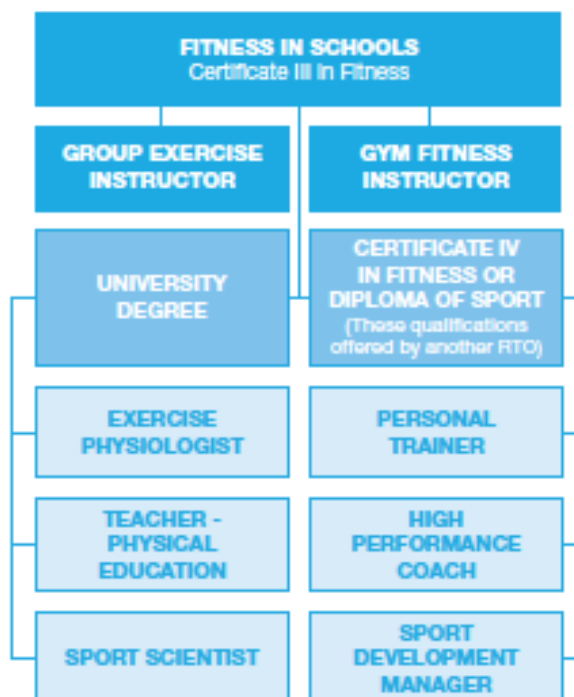
Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS



SKILLS ACQUIRED

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

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



**Skills
Assure**
Prior to be a Queens and Government
subsidised training provider



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



SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

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

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Units of Competency:
Standalone Qualification - 15 Units
Dual Qualification - Additional 4 Units*

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
\$495.00 per person (Cert III entry qualification = \$395.00 + Cert III Gap Fee = \$100.00)
(+ First Aid \$75.00)

QCE Outcome:
Maximum 8 QCE Credits

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> Introduction to the Sport, Fitness and Recreation (SFR) Industry Introduction to Coaching Programs, Laws and Legislation
TERM 2	PROGRAMS
	<ul style="list-style-type: none"> Assist with Delivering Coaching Sessions (Supervisor Delivery) Plan and Deliver Coaching Sessions (Student Delivery)
TERM 3	TOPICS
	<ul style="list-style-type: none"> Introduction to Community Programs Introduction to Conditioning Programs
TERM 4	PROGRAMS
	<ul style="list-style-type: none"> Community SFR Program (Student Delivery) Participate in Conditioning Sessions (Supervisor Delivery)
TERM 5	TOPICS
	<ul style="list-style-type: none"> Working in the SFR Industry - WHS and Provide Quality Service Introduction to Anatomy and Physiology - The Cardiovascular System
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> Plan and Deliver Group Conditioning Sessions Plan and Deliver a One-on-one Cardio Program
TERM 7	TOPICS
	<ul style="list-style-type: none"> Introduction to Anatomy and Physiology - The Musculoskeletal System First Aid Course: HLTAID011 Provide First Aid
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 9	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology - Body Systems and Exercise Health and Nutrition Consultations
TERM 10	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Gym Program (Adolescent Client) Plan and Conduct Sessions (Scenario Clients)
TERM 11	TOPICS
	<ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients (Including Older Adults)
TERM 12	PROGRAMS
	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Group Training Program: Plan and Conduct a Group Session
TERM 13	TOPICS
	<ul style="list-style-type: none"> N/A (Practical Term)
TERM 14	PROGRAMS
	<ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One and Group Sessions: Female and Male Adults aged 18+; and Older adults aged 55+

UNITS OF COMPETENCY			
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISKCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISORLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/its

HUMANITIES AND SOCIAL SCIENCES

Ancient History

General senior subject

General

Ancient History is concerned with studying people, societies and civilizations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Pathways

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

Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Prerequisites

Year 10 History – B or better.

Recommendations for Success

Independent learning as class will be generally composite

Additional Costs

Excursion fees may apply throughout the course.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World <ul style="list-style-type: none"> Digging up the past Features of ancient societies – Beliefs, rituals and funerary practices 	Personalities in their time <ul style="list-style-type: none"> Personality from the Ancient World 1 – Akhenaten Personality from the Ancient World 2 – Alexander the Great 	Reconstructing the Ancient World <ul style="list-style-type: none"> Fifth Century Athens (BCE) Pompeii and Herculaneum 	People, power and authority <ul style="list-style-type: none"> Ancient Rome — Civil War and the breakdown of the Republic Augustus

Assessment

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

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

Summative Assessments

Unit	Unit Outline	Assessment Summary
3	Examination — extended response	Summative internal assessment 1 (IA1): 25%
	Investigation	Summative internal assessment 2 (IA2): 25%
4	Investigation	Summative internal assessment 3 (IA3): 25%
	Examination — short response	Summative external assessment (EA): 25%

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and

capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

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

Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Prerequisites

Year 10 Business – B or better.

Recommendations for Success

Independent learning as class will be generally composite

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Assessment

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

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

Summative assessments

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

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

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Prerequisites

Year 10 History or Geography - B or better

Recommendations for Success

Independent learning as class will be generally composite

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Assessment

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

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

Summative assessments

Unit	Unit Outline	Assessment Summary
3	Examination – combination response	Summative internal assessment 1 (IA1): 25%
	Field report	Summative internal assessment 2 (IA2): 25%
4	Data report	Summative internal assessment 3 (IA3): 25%
	Examination – combination response	Summative external assessment (EA): 25%

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Pathways

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

Objectives

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

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

Prerequisites

Year 10 Civics or English - B or better

Recommendations for Success

Independent Learning as class will be generally composite

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Assessment

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

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

Summative assessments

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

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them

to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Prerequisites

Year 10 History - B or better

Recommendations for Success

Independent learning as class will be generally composite

Additional Costs

Excursion fees may apply throughout the course

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World <ul style="list-style-type: none"> Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) 	Movements in the Modern World <ul style="list-style-type: none"> Women’s movement since 1893 (Women’s suffrage in New Zealand becomes law) African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered) 	National experiences in the Modern World <ul style="list-style-type: none"> Australia since 1901 (Federation of Australia) Germany since 1914 (World War I begins) 	International experiences in the Modern World <ul style="list-style-type: none"> Genocides and ethnic cleansings since the 1930s (Holocaust begins) Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) <i>Aspect of the topic:</i> Reasons for the end of the Soviet Union, 1980s–1990s

Assessment

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

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

Summative assessments

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

Social & Community Studies

Applied senior subject

Applied

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Prerequisites

Nil

Recommendations for Success

- An ability to work independently on projects, extended responses and investigations.
- Year 10 English, History or Geography – C or better.

Structure

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

Unit option	Unit title
Unit option B	Healthy choices for mind and body
Unit option E	Australia and its place in the world
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	Item of communication One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 4 minutes, or signed equivalent• Written: up to 600 words Evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words

Certificate II in Retail Services – SIR20216 (QIR)

Vocational Education and Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

The aim of this course is for students to obtain the VET Certificate II. Students will have the opportunity to work with retail equipment in a simulated environment. Topics covered include Customer Service, Merchandising, Workplace Health and Safety, Register Reconciliation and Security.

PATHWAYS

This course can lead to further study through the Certificate III in Retail Services from an external provider or entry level employment in the Retail Industry.

PREREQUISITES

Nil

RECOMMENDATIONS FOR SUCCESS

A keen interest to work in the retail industry.

UNITS OF COMPETENCY

Code	Title
SIRXCOM001	Communicate in the workplace to support team and customer outcomes
SIRXIND001	Work effectively in a service environment
SIRXIND003	Organise personal work requirements
SIRXPDK001	Advise on products and services
SIRXRSK001	Identify and respond to security risks
SIRXWHS002	Contribute to Workplace health and safety
SIRRMER001	Produce visual merchandise displays
SIRXCEG001	Engage the customer
SIRXSLS002	Follow point-of-sale procedures
SIRRINV001	Receive and handle retail stock
SIRXSLS001	Sell to the retail customer
SIRRRTF001	Balance and secure point-of-sale terminal

ASSESSMENT

Students will be assessed using a variety of techniques including:

- Project Work
- Observations
- Written Questioning

ADDITIONAL COSTS

Students may have opportunities to attend excursions and events as relevant to the units of study.

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

Certificate III in Business – BSB30120 (CBU)

Vocational Education and Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

The aim of this course and qualification is for students to obtain the VET Certificate III Business over two years. It reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance. Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills in an Events Planning business. They apply a broad range of competencies using some discretion, judgment, and relevant theoretical knowledge. They may provide technical advice and support to a team.

PATHWAYS

This course can lead to further study through the Certificate IV Business or Diploma of Business from an external provider or entry level employment in an office environment.

PREREQUISITES

Nil

RECOMMENDATIONS FOR SUCCESS

A keen interest to work in office administration.

UNITS OF COMPETENCY

Code	Title	Core/Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBTWK301	Use inclusive work practices	Core
BSBWHS311	Assist with maintaining workplace safety	Core
BSBXCM301	Engage in workplace communication	Core
BSBTEC301	Design and produce business documents	Elective
BSBTEC303	Create electronic presentations	Elective
BSBTEC302	Design and produce spreadsheets	Elective
BSBPEF301	Organize personal work priorities	Elective
BSBOPS304	Deliver and monitor a service to customers	Elective
BSBOPS305	Process customer complaints	Elective
FNSACC313	Perform financial calculations	Elective

SIMULATED BUSINESS

Events4U Job Role: Assistant Events Planner

ASSESSMENT

Students will be assessed using a variety of techniques including:

- Observations/Demonstrations
- Written Questioning
- Activity Sheet
- Assignment Sheet
- Role Play/Case Studies

ADDITIONAL COSTS

No added costs. However, students may have opportunities to attend excursions and events as relevant to the units of study.

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Certificate IV in Justice Studies – 39292QLD (CJS)

Vocational Education and Training (External RTO) (10971NAT)



VET

RTO: Unity College, Provider No. 32123



Duration: 2 years

OVERVIEW

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

The Certificate IV in Justice Studies course is designed to

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

ENTRY REQUIREMENTS

Academic – There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Attitude – students need to demonstrate independent learning skills.

Qualification Packaging Rules - To attain this Certificate, 10 units of competency must be completed.

UNITS OF COMPETENCY

Code	Title	Core/Elective
NAT10971001	Provide information and referral advice on justice-related issues	Core
NAT10971002	Prepare documentation for court proceedings	Core
NAT1097003	Analyse social justice issues	Core
BSBXCM401	Apply communication strategies in the workplace	Core
PSPREG003	Apply Regulatory Powers	Core
BSBLEG421	Apply understanding of the Australian Legal System	Core
BSBPEF402	Develop personal work priorities	Elective
BSBLEG523	Apply legal principles in tort law matters	Elective
PSPREG010	Prepare a brief of evidence	Elective
PSPREG012	Gather Information through interviews	Elective

LEARNING EXPERIENCES

Content is delivered in a classroom environment Online via QLearn Platform. As negotiated with MLP School or with Morayfield State High School (online tutorial sessions available upon request). Training is available at **Morayfield State High School** 70 Visentin Rd, Morayfield QLD 4506

ASSESSMENT

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

PATHWAYS

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

ADDITIONAL COSTS

Subject Fee: \$100 approximately for MBNTA Alliance Schools

Technology required: Access to the internet

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MATHEMATICS

General Mathematics

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and

adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Additional Costs

Nil

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none">• Problem-solving and modelling task			
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — short response	15%	Summative internal assessment 3 (IA3): Examination — short response	15%
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination — combination response			

Mathematical Methods

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their

graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problem

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Up to two assessments may be administered per unit.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none">• Problem-solving and modelling task			
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — short response	15%	Summative internal assessment 3 (IA3): Examination — short response	15%
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination — combination response			

Specialist Mathematics

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and

reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

Structure

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

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none">• Problem-solving and modelling task			
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — short response	15%	Summative internal assessment 3 (IA3): Examination — short response	15%
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination — combination response			

Essential Mathematics

Applied senior subject

Applied

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

Prerequisites

Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money <ul style="list-style-type: none">Fundamental topic: CalculationsNumberRepresenting dataManaging money	Data and travel <ul style="list-style-type: none">Fundamental topic: CalculationsData collectionGraphsTime and motion	Measurement, scales and chance <ul style="list-style-type: none">Fundamental topic: CalculationsMeasurementScales, plans and modelsProbability and relative frequencies	Graphs, data and loans <ul style="list-style-type: none">Fundamental topic: CalculationsBivariate graphsSummarising and comparing dataLoans and compound interest

Assessment

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

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

Summative assessments

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

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. Numeracy is considered integral to a person's ability to function effectively in society. When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

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

Objectives

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

- Identify and interpret mathematical information
- Use and apply mathematical knowledge
- Communicate and represent mathematical knowledge.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and community	Topic 2: Workplace and employment
<p>One assessment (IA1) from the following options:</p> <ul style="list-style-type: none"> • Internal assessment option A: Project — Personal identity and community • Internal assessment option B: Examination — Personal identity and community 	<p>One assessment (IA2) from the following options:</p> <ul style="list-style-type: none"> • Internal assessment option C: Project — Workplace and employment • Internal assessment option D: Examination — Workplace and employment

SCIENCES

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of

qualitative and quantitative data and the interpretation of evidence

- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Prerequisites

Year 10 Science – B or better.

Recommendations for Success

Year 10 Maths – B or better
Year 10 English – C or better

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions

- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Prerequisites

Year 10 Science – B or better.

Recommendations for Success

Year 10 Maths – B or better. Year 10 English – C or better.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis

of qualitative and quantitative data, and the interpretation of evidence

- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Prerequisites

Year 10 Science – B or better.

Recommendations for Success

Year 10 Maths – B or better. Year 10 English – C or better.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Prerequisites

Year 10 Science – B or better.

Recommendations for Success

Year 10 Maths – B or better. Year 10 English – C or better.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Certificate II in Horticulture - AHC20416 (AHC)

Vocational Education Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

This qualification is based around hands on experiences aimed to teach students how to recognise plants and prepare plant specimens. Students will carry out the fundamentals of planting, potting and maintaining trees shrubs and plants. Students will also conduct soil testing and understand how to treat weeds, pest and diseases. Graduates will know how to work effectively in the industry and adhere to work health and safety practices.

PATHWAYS

Graduates will have the knowledge on how to work effectively in this industry and obtain a pathway to further education and career opportunities such as: conservation, horticulture, landscaping, grounds keeping, turf management, and parks and gardens works.

PREREQUISITES

Nil

ENTRY REQUIREMENTS

Year 10 Science – C or better recommended.

UNITS OF COMPETENCY

Code	Title
AHPCPM201	Recognise plants
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL202	Assist with soil or growing media sampling and testing
AHCWHS201	Participate in work health and safety processes
AHCCHM201	Apply chemicals under supervision
AHCNSY201	Pot up plants
AHCNSY202	Care for nursery plants
AHCWRK207	Collect and record production data
AHCWRK209	Participate in environmentally sustainable work practices
AHCMOM203	Operate basic machinery and equipment
AHCPGD207	Plant trees and shrubs
AHPCPM202	Collect, prepare and preserve plant specimens
AHCPGD208	Prepare and maintain plant displays
AHCNSY207	Undertake propagation activities

ASSESSMENT

Units of competency are assessed using a variety of techniques. These include:

- Observation of relevant tasks with oral questioning on underpinning knowledge.
- Work booklets with written questioning on underpinning knowledge.
- Training journals, work products/folios and third-party reports.

ADDITIONAL COSTS

Excursion fees may apply throughout the course.

ADDITIONAL INFORMATION

Nil

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

Certificate III in Laboratory Skills - MSL30118 (LBS)

Vocational Education Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

This qualification covers the skills and knowledge required to perform a limited range of laboratory operations across all industry sectors and is the entry level required for laboratory personnel across all industry sectors.

PATHWAYS

Employment outcomes targeted by this qualification include laboratory technicians, instrument operators and similar personnel. Laboratory technicians perform straightforward laboratory work. They follow set procedures and recipes, and apply well developed technical tasks in the field or within production plants. They may also perform a range of laboratory maintenance and office tasks.

PREREQUISITES

Nil

ENTRY REQUIREMENTS

Year 10 Science – C or better recommended.

UNITS OF COMPETENCY

Code	Title
BSBCMM211	Apply communication skills
MSL913004	Plan and conduct laboratory/field work
MSL922001	Record and present data
MSL933006	Contribute to the achievement of quality objectives
MSL943004	Participate in laboratory/field workplace safety
MSL953003	Receive and prepare samples for testing
MSL973013	Perform basic tests
MSL973014	Prepare working solutions
MSL973019	Perform microscopic examination
MSL912001	Work within a laboratory or field workplace
MSL972002	Take routine site measurements
MSL924003	Process and interpret data
MSL933008	Perform calibration checks on equipment and assist with its maintenance

ASSESSMENT

Units of competency are assessed using a variety of techniques. These include:

- Observation of relevant tasks with oral questioning on underpinning knowledge.
- Work booklets with written questioning on underpinning knowledge.
- Training journals, work products/folios and third-party reports.

ADDITIONAL COSTS

Students may have opportunities to attend excursions and events as relevant to the units of study.

ADDITIONAL INFORMATION

This subject contains activities that have been assessed as high risk.

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TECHNOLOGIES

Building & Construction Skills

Applied senior subject

Applied

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

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan,

evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Prerequisites

Nil

Recommendations for Success

- Ability to work both individually and within a team.
- Ability to adhere to WHS protocols including following SOPs and the use of PPE.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Unit option	Unit title
Unit option A	Site preparation and foundations
Unit option B	Framing and cladding
Unit option C	Fixing and finishing
Unit option D	Construction in the domestic building industry
Unit option E	Construction in the commercial building industry
Unit option F	Construction in the civil construction industry

Assessment

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

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

Nil

Recommendations for Success

- Ability to work both individually and within a team.
- Ability to adhere to WHS protocols including following SOPs and the use of PPE.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

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

Assessment

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

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

Additional Information

This subject contains activities that have been assessed as high risk.

Footwear must be sturdy leather upper with slip resistant sole and toe cap will be required.

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices;

interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

Prerequisites

Nil

Recommendations for Success

A strong interest in fashion, textiles, making and designing clothes.

Work consistently in every lesson.

An ability to work on independent projects.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	Fashion product Product: fashion garment/s Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	Unit-specific product Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

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

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

and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Prerequisites

Nil

Recommendations for Success

- Ability to work both individually and within a team.
- Ability to adhere to WHS protocols including following SOPs and the use of PPE.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

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

Assessment

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

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

Additional Information

This subject contains activities that have been assessed as high risk.

Footwear must be sturdy leather upper with slip resistant sole.

Certificate III in Early Childhood Education & Care – CHC30121 (ZCS)

Vocational Education and Training (External RTO)



VET

RTO: Deception Bay State High School Provide No. 30380



OVERVIEW

This course is for those students who wish to gain employment in the childcare sector and to begin real-life qualifications whilst at school. Please note, this course is run in partnership with Deception Bay State High as the RTO (RTO Code 30380).

DURATION: 2 years

PREREQUISITES

A keen interest in childcare; ability to follow school policies, procedures and values; must be able to obtain a Blue Card.

PLACEMENT

Students **MUST** complete a minimum of **160** hours of vocational work placement in a regulated education and care service to successfully complete this course.

BLUE CARD APPLICATION

All students enrolled in this qualification are required to hold a valid Blue Card prior to commencing child-related work or activities. Applications will be processed through the school. Enrolment in the course is not finalised until the Blue Card has been issued.

Obtaining a Blue Card

Queensland Department of Transport and Main Roads (TMR) will verify your identification, issue a Customer Reference Number (CRN) and take your photo which will be used on your blue card. There is no fee for the CRN or photo.

Identification and Residential Documents

To get a CRN you will need to prove your identity and your residential address.

Identification Documents

- Birth Certificate
- Passport
- Student ID
- Health care Card
- Drivers Licence or Learners Permit
- Medicare Card
- Bank Card and Bank Statement

Proof of Queensland Residency

- Declaration by parent living in same house who holds an Open Queensland Drivers Licence
- OR**
- Letter from the school with student ID. Please Contact the Industry Liaison Officer for a letter When you have your CRN from TMR, you can apply for a blue card through the school by:
 - creating an online account at <https://my.bluecard.qld.gov.au/account/registration/privacy-notice>

NB: You must allow enough time to receive your blue card before you begin vocational placement for Childcare.

UNITS OF COMPETENCY

Code	Title	Core/Elective
CHCECE030	Support inclusion and diversity	Core
CHCECE031	Support children's health, safety and wellbeing	Core
CHCECE032	Nurture babies and toddlers	Core
CHCECE033	Develop positive and respectful relationships with children	Core
CHCECE034	Use an approved learning framework to guide practice	Core
CHCECE035	Support the holistic learning and development of children	Core
CHCECE036	Provide experiences to support children's play and learning	Core
CHCECE037	Support children to connect with the natural environment	Core
CHCECE038	Observe children to inform practice	Core
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	Core
CHCECE055	Meet legal and ethical obligations in children's education and care	Core
CHCECE056	Work effectively in children's education and care	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HTLAID012	Provide an emergency first aid response in an education and care setting	Core
HLTWHS001	Participate in workplace health and safety	Core
CHCPRP003	Reflect on and improve own professional practice	Elective
HLTFSE001	Follow basic food safety practices	Elective

Total number of units: 15 Core units and 2 Elective units

ASSESSMENT

Assessment is competency based. Units of competency are clustered and assessed in this way to replicate what occurs in a childcare centre as closely as possible. Assessment techniques include:

- observation
- folios of work
- questioning
- third party reports from vocational placement
- written and practical tasks.

ADDITIONAL COSTS

Total course cost - \$250.00

DISCLAIMER: All information contained is accurate at the time of publication but subject to change

Certificate II in Hospitality – SIT20322 (VHS)

Vocational Education and Training (External RTO) (30978)



VET



RTO: Blueprint Career Development

Ph: 1300 851 550

Website: www.blueprintcd.com.au

Duration: 18 months

Qld Government funds Vocational and Educational Training in Schools Career Ready funding

The VET investment budget provides students with funding to complete one VETiS qualification whilst attending school (grades 10,11,12). Blueprint Career Development is an approved supplier under this agreement and offers training to eligible students under this funding program, **free of charge**. You can still enroll in the course if you have used your VETiS funding or do not meet the eligibility criteria. The cost is \$500.

Eligibility criteria

You are an Australian citizen or a New Zealand citizen permanently residing in Queensland. If you are a permanent resident, you are eligible upon presenting immigration documents.

Please refer to the Queensland Government's student fact sheet explicitly developed for the VETiS program:

<https://desbt.qld.gov.au/training/providers/funded/vetis>.

OVERVIEW

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

This course includes SITHFAB021 - Provide responsible service of alcohol (**RSA**) which can help you gain employment. The cost of the RSA is covered by VETiS funding if accessing this, or included in the full fee cost of the course if choosing this option.

QCE points: Successful completion of the Certificate II in Hospitality could contribute four (4) credits towards QCE points

PATHWAYS

Career Pathways include café attendant, catering assistant, food and beverage attendant, and apprentice chef. Further study could occur in Certificate III in Hospitality (SIT30622), Certificate III in Commercial Cookery (SIT30821) or a Bachelor of Business (Hospitality & Tourism Management).

PREREQUISITES

There are no pre-requisites for this qualification.

RECOMMENDATIONS FOR SUCCESS

A keen interest to work in the hospitality industry

UNITS OF COMPETENCY

Code	Title	Core/Elective
BSBTWK201	Work effectively with others	Core
SITHIND007	Use hospitality skills effectively	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXCCS011	Interact with customers	Core
SITXCCS011	Interact with customers	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygiene practices for food safety	Core
SITHIND006	Source and use information of the hospitality industry	Core
SITHFAB021	Provide responsible service of alcohol	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Provide and serve expresso coffee	Elective
SITHCC024	Prepare simple dishes	Elective
SITHGAM022	Provide responsible gambling services	Elective

12 units must be completed.

ASSESSMENT

The assessment will be competency-based, and clustered units may be part of the assessment to reflect actual work scenarios and activities. Students will participate in various assessment tasks, including observation with checklists, products resulting from an activity, questioning (written, oral or portfolio), and reports from the workplace supervisor.

Assessment may be conducted at the school using a simulated work environment. Functions will occur, and these may occur out of class time at times.

WORK PLACEMENT

Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 Industry Service Periods that need to be done at local venues, some during school hours and some outside school hours. You may be on vocational placement during any part of this semester as approved by the school and upon completing VETiS Vocational Placement insurance forms (available from the school).

HOSPITALITY EXPERIENCES

The Blueprint Hospitality Experience Program has been developed to allow year 12 students to develop a deeper understanding of the hospitality industry with hands-on exposure to front and back-of-house operations.

Highlights include:

- 1 night's accommodation (twin-share)
- 1 buffet breakfast
- 2 Lunches in the staff cafeteria and a graduation lunch on the final day
- 1 Dinner in the hotel restaurants
- Hotel tour, welcome and induction
- 3 service periods of 3.5 hours in selected departments

ADDITIONAL INFORMATION

Clothing requirements

- White shirt, black pants or skirt and black covered footwear.
- Footwear must be sturdy leather upper with slip resistant sole.

School point of contact: Deputy Senior School

Certificate III In Information Technology - ICT30120 (VIT)

Vocational Education and Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

The aim of this course is for students to obtain the VET Certificate III Information Technology during senior study. In accomplishing this task, students will be working with a variety of software packages. These packages will include the Adobe Creative Cloud suite (Photoshop, InDesign, Illustrator, and After Effects), the Microsoft Office suite (Word, Excel, PowerPoint, and Outlook) and the Python IDE. Topics covered include games coding with Python graphic creation and manipulation, desktop publishing animation and photo editing.

PATHWAYS

This course can lead to further study through Certificate III in Information Technology or entry level employment in the digital design industry.

PREREQUISITES

Nil

RECOMMENDATIONS FOR SUCCESS

A keen interest to work in the IT industry.

UNITS OF COMPETENCY

Code	Title
BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
CUAANM301	Create 2D digital animations
CUAANM302	Create 3D digital animations
ICTPRG430	Apply introductory object-oriented language skills
ICTWEB304	Build simple web pages
ICPPRP2250	Produce graphics using graphics applications
ICTWEB444	Create responsive website layouts

ASSESSMENT

- Students will be assessed using a variety of techniques including:
- Project work
- Written questioning
- Observations

ADDITIONAL COSTS

Students may have the opportunities to attend excursions and events as relevant to the units of study.

ADDITIONAL INFORMATION

Nil

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THE ARTS

Dance in Practice (DIP)

Applied senior subject

Applied

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

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

Objectives

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

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

Prerequisites

Nil

Recommendations for Success

- Studied dance or dance extension in any years from 7-10.
- A genuine interest in Dance.
- A willingness to perform in front of others.
- Motivated to learn and succeed.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	Choreography of dance Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	Choreography of dance/dance work Choreography (live or recorded): up to 4 minutes Planning and evaluation of choreography One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project.	Performance of dance, dance work/s Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	Performance of dance Performance (live or recorded): up to 4 minutes Planning of choreography and evaluation of performance One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Assessment techniques include:

Techniques	Descriptions
Choreography Project	A folio of work including: planning of choreography work, creation of a dance work and evaluative artist statement.
Performance	A technique that assesses the physical demonstration of technical and expressive skills.
Performance Project	A folio of work including: a physical demonstration of technical and expressive skills, planning of an adapted dance work and an evaluation of choreographic choices.
Choreography	A technique where students create a dance work or sequence in response to a stimulus.

Drama in Practice (DRP)

Applied senior subject

Applied

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

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

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Objectives

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

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

Prerequisites

Nil

Recommendations for Success

- Studied drama in any years from 7-10.
- A genuine interest in Drama
- A willingness to perform in front of others.
- Motivated to learn and succeed.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	Devised scene Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words• Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words• Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	Performance Performance (live or recorded): up to 4 minutes

Media Arts in Practice (MAP)

Applied senior subject

Applied

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

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks

Prerequisites

Nil

Recommendations for Success

- Studied media in any years from 7-10.
- A genuine interest in Media.
- A willingness / ability to film in external locations where required.
- Motivated to learn and succeed.

Additional Costs

Excursion fees may apply throughout the course.

Structure

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

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	Design product Design product must represent: <ul style="list-style-type: none">• Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). Planning and evaluation of design product One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words• Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	Media artwork One of the following: <ul style="list-style-type: none">• Audio: up to 3 minutes• Moving image: up to 3 minutes• Still image: up to 4 media artwork/s

- Evaluate arts works

Written evaluations may be presented as a series of annotations or labels associated with media artworks, essays, graphic organisers, lists, reflective articles or reviews – spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings – multimodal evaluations involve at least two modes of response, which may include recorded or live voice, gestural or physical responses, film clips, sketches or words.

Assessment techniques include:

Technique	Description
Project	A folio of work including: planning of a media artwork, design product and evaluation of the design product.
Media artwork	Creation of media artwork.

Certificate II in Music - CUA20620 (CMU)

Vocational Education Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

Students will explore the broad range of skills needed in the Music Industry. The course is based around real-world practical projects such as students creating their own gig and recording a CD. Students will learn live and recorded production skills in our own recording studio, auditorium and other music venues. They will have the opportunity to complete work experience with local music industry companies and organisations and explore current industry practices, relevant theoretical concepts, Workplace Health and Safety and techniques related to their instrument or voice.

The course will be split into the following units:

- I could be a musician – developing singing or playing an instrument.
- I can be a musician – performance studies
- Safety as a musician – workplace health and safety in the music studio.
- Working as a musician – industry and employment studies.
- We can be musicians – group performances.

PATHWAYS

The study of this subject may lead students to the following future pathways:

- Professional Musician
- Music Teacher
- Composer
- Arts Administration
- Event Management

PREREQUISITES

Nil

ENTRY REQUIREMENTS

- Studied music in any year 7-10.
- A genuine interest in music.
- A willingness to perform in front of others.
- Motivated to learn and succeed.

UNITS OF COMPETENCY

Code	Title
BSBWHS211	Contribute to health and safety of self and others
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAMLT211	Develop musical ideas and knowledge
CUAMPF111	Develop skills to play or sing music
CUAMPF211	Perform simple musical pieces
CUAMPF213	Perform simple repertoire in ensembles
CUAMPF214	Perform music from simple written notation

ASSESSMENTS

Students will be assessed through the following modes:

- Products
- Observation checklists
- Projects
- Performances
- Verbal Questioning
- Product Checklist
- Short response questions

ADDITIONAL COSTS

There are no additional costs outside of the SRS.

Excursion fees may apply throughout the course.

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

Certificate III in Dance CUA30120 (CDA)

Vocational Education Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

Certificate III in Dance (Dance Extension) is designed to extend and nurture students who have a genuine talent in the area of dance and prepare them for careers in the dance and entertainment industry. Students must be successful in a practical audition to be enrolled in the course.

The course will be split into the following units:

1. Preparing the body – fitness and body conditioning
2. Refining the body – ballet, jazz, contemporary, lyrical, hip hop and musical theatre technique studies
3. Experimenting with the body – choreography and composition
4. Performing with the body – dance performance studies
5. Employing the body – industry, audition and career studies
6. Preparing the body II- fitness and body conditioning
7. Refining the body II – ballet, jazz, contemporary, lyrical, hip hop and musical theatre technique studies
8. Experimenting with the body II– choreography and composition
9. Performing with the body II– dance performance studies

PATHWAYS

The study of this subject may lead students to the following future pathways:

- Professional Dancer
- Dance Teacher
- Dance Choreographer
- Occupational Therapist

PREREQUISITES

A successful practical audition as observed by Miss Wells (please check for audition details).

RECOMMENDATIONS

Motivated to learn and succeed.

ENTRY REQUIREMENTS

A successful audition.
Submission of current report card.

UNITS OF COMPETENCY

Code	Title
CUACHR311	Develop basic dance composition skills
CUADAN202	Incorporate artistic expression into basic dance performances
CUADAN331	Integrate rhythm into movement activities
CUAIND311	Work effectively in the creative arts industry
CUAPRF317	Develop performance techniques
CUAWHS311	Condition the body for dance performance
CUADAN315	Increase depth of jazz dance techniques
CUADAN318	Increase depth of contemporary dance techniques
CUADAN322	Increase depth of lyrical dance techniques
CUADMT311	Assist with dance teaching
CUAIND314	Plan a career in the creative arts industry
CUAMUP311	Prepare personal appearance for performances
CUAPRF314	Develop audition techniques
CUAPRF316	Develop basic musical theatre techniques

ASSESSMENT

Students will be assessed through the following modes:

- Practical technique-based exams.
- Practical performance assessment
- Choreographic Tasks
- Folios of work
- Observation Checklists
- Verbal Questioning
- Product Creation

ADDITIONAL COSTS

If a student is successful as a member of the Dance Performance Team, a fee will apply to cover costs of eisteddfod entries, bus travel and video costs. This fee is approx. \$250.00

Students will be offered opportunities to attend live performances which will incur a cost. Costuming will be required for dance performances and events.

ADDITIONAL INFORMATION

Students will be expected to regularly perform in this subject at an elite level.

Due to the physical nature of this subject, students with long- or short-term injuries may need to supply medical certificates.

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

Certificate IV in Dance CUA40120 (CDA)

Vocational Education Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

Certificate IV in Dance (Dance Extension) is designed to extend and nurture students who have a genuine talent in the area of dance and prepare them for careers in the dance and entertainment industry. Students must be successful in a practical audition to be enrolled in the course (at a level 3 or higher).

The course will be split into the following projects:

- 1) **CUAD4PROJ1- A DANCER'S DNA** - exploring the skills and knowledge required by dancers to apply principles associated with kinesiology, biomechanics and human behaviour to their physical conditioning regime.
- 2) **CUAD4PROJ2- A DANCER'S TECHNIQUE** - explores the skills and knowledge required to add range and depth to performance skills in the styles of ballet, jazz, contemporary, lyrical, hip hop and musical theatre.
- 3) **CUAD4PROJ3- THE DANCER DESIGNS** - explores the skills and knowledge required to create and present choreography in a variety of dance styles for informal presentation with a focus on applying elements of shape, space, time and dynamics to movement and dance.
- 4) **CUAD4PROJ4- THE DANCER PERFORMS** - explores the skills and knowledge required to develop movement skills to prepare for and perform in a live performance context.
- 5) **CUAD4PROJ5- A DANCERS WELL-BEING** - explores a range of self-care strategies to support sustainability of own practice and actively implement mental wellbeing and self-care in the creative industries.
- 6) **CUAD4PROJ6- THE DANCER DEVELOPS** - explores the skills and knowledge required to add range and depth to performance skills in the styles of ballet, jazz, contemporary, lyrical, hip hop and musical theatre.
- 7) **CUAD4PROJ7- THE DANCERS DISCOVERS** - develops the technical and conceptual skills required to work in any area of arts practice. It involves refining practice skills, developing an individual artistic style and evaluating own work to identify and pursue business opportunities.
- 8) **CUAD4PROJ8- THE DANCER AUDITIONS** - prepares students for their final graduation dance performance and their entry into the professional dance industry.
- 9) **CUAD4PROJ9- THE DANCER GRADUATES** - prepares students for their final graduation dance performance and their entry into the professional dance industry.

PATHWAYS

The study of this subject may lead students to the following future pathways:

- Professional Dancer
- Dance Teacher
- Dance Choreographer
- Occupational Therapist

PREREQUISITES

A successful practical audition as observed by dance staff at a level 3 or a higher.

RECOMMENDATIONS

Motivated to learn and succeed.

ENTRY REQUIREMENTS

A successful audition.

Submission of current report card.

UNITS OF COMPETENCY

Code	Title	Group/Group
CUACHR413	Develop choreography skills	Core
CUADAN313	Develop and apply dance partnering techniques	Core
CUADAN417	Develop expertise in dance performance techniques	Core
CUAPRF414	Develop movement skills for performance	Core
CUAPRF415	Rehearse for performances	Core
CUAWHS411	Apply movement and behavioural principles to conditioning	Core
CUAMWB401	Develop and implement own self-care plan in the creative industries	Group A
CUAPPR414	Develop self as artist	Group A
BSBCRT413	Collaborate in creative processes	Group A
CUAPRF412	Develop conceptual and expressive skills as a performer	Group A
CUAPRF420	Develop on-camera performance skills	Group A
CUAPRF314	Develop audition techniques	Group B
CUAMUP311	Prepare personal appearance for performances	Group B

ASSESSMENT

Students will be assessed through the following modes:

- Practical technique-based exams.
- Practical performance assessment
- Choreographic Tasks
- Folios of work
- Observation Checklists
- Verbal Questioning
- Product Creation

ADDITIONAL COSTS

Fee cost of \$1000.00.

If a student is successful as a member of the Dance Performance Team, an additional fee will apply to cover costs of eisteddfod entries, bus travel and video costs. This fee is approx. \$270.00

Students will be offered opportunities to attend live performances throughout the year which will incur a cost. Costuming will be required for dance performances and events.

ADDITIONAL INFORMATION

Students will be expected to regularly perform in this subject at an elite level.

Due to the physical nature of this subject, students with long- or short-term injuries may need to supply medical certificates.

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

Certificate III in Visual Arts - CUA31120 (CVA)

Vocational Education Training



VET

RTO: Tullawong State High School, Provider no. 30447

OVERVIEW

A Certificate III Visual Arts provides students with the opportunity to explore art media, styles and techniques in areas such as Drawing, Painting, Printmaking, Ceramics and Digital Printing, through a range of modules in Visual Art Studies and Contemporary Craft.

The course will be split into the following units:

- Welcome to the Art Studio
- My Voice – Drawing
- My Style – Ceramics
- My Dreams – Painting
- My Space – Photography
- My World – Art Appreciation
- My Vibe – Jewellery Making
- My Work – Exhibition

PATHWAYS

The study of this subject may lead students to the following future pathways:

- Professional Artist
- Art Teacher
- Graphic Designer
- Cartoonist
- Arts Management
- Event Management
- Designer

PREREQUISITES

Nil

ENTRY REQUIREMENTS

- Studied visual art in any years 7-10.
- A genuine interest in Visual Art.
- Motivated to learn and succeed.

UNITS OF COMPETENCY

Code	Title
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
CUACER311	Produce ceramic works
CUADRA311	Produce drawings
CUAIND311	Work effectively in the creative arts industry
CUAJWL311	Produce jewellery
CUAPAI311	Produce paintings
CUAPHI312	Capture photographic images
CUAPPR312	Document the creative work progress
CUAPRI312	Produce prints

ASSESSMENT

Students will be assessed through the following modes:

- Products – creation of art works.
- Folios of work
- Observation Checklists
- Verbal Questioning

ADDITIONAL COSTS

Students will be offered an opportunity to attend an excursion to the Gallery of Modern Art in Brisbane City which will incur a cost.

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

Certificate II Skills for Work & Vocational Pathways – FSK20119 (XSW)

Vocational Education Training

Mandatory Subject



VET

RTO: Tullawong State High School, Provider no. 30447

The aim of this course is for students to have obtained the VET Certificate II Skills for Work & Vocational Pathways over two years. In accomplishing this task, students will have knowledge of workplace competencies.

PATHWAYS

This course provides students with knowledge to support their construction of a Resume and knowing legislative workplace knowledge for employment.

PREREQUISITES

Nil

ENTRY REQUIREMENTS

Nil

UNITS OF COMPETENCY

Code	Title
FSKDIG003	Use digital technology for routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG011	Use routine strategies for work-related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in a business environment
BSBWS211	Contribute to health and safety of self and others
FSKRDG009	Read and respond to routine standard operating procedures
FSKLRG01	Use routine strategies for career planning
FSKOCM006	Use oral communication skills to participate in workplace teams.
FSKNUM015	Estimate, measure and calculate routine metric measurements for work
FSKOCM007	Interact effectively with others at work

ASSESSMENT

- Students will be assessed using a variety of techniques including:
- Project work/Folio of work
- Written questioning
- Observations/Demonstrations

ADDITIONAL COSTS

There are no additional costs outside of the SRS.

DISCLAIMER: All information contained is accurate at the time of publication but subject to change

MORETON BAY NORTH TRAINING ALLIANCE

MBNTA | 2026 Course Overview | Version: April 2025

2026 COURSE LIST



VET Certificate Courses held at:

Caboolture State High School Trade Training Centre
Lee Street, Caboolture QLD 4510

Burpengary State Secondary College
196 Pitt Road, Burpengary QLD 4505

Morayfield State High School
Visentin Road, Morayfield QLD 4506

Tullawong State High School
Del Ross Road, Caboolture QLD 4510

Contact:

Moreton Bay North Training Alliance (MBNTA)

Phone: **(07) 5498 0188**

Email: rscul11@eq.edu.au

Course List

Moreton Bay North Training Alliance (MBNTA) is offering the following courses to Years 11 & 12 students to study on campus at Caboolture State High School Trade Training Centre, Burpengary State Secondary College, Morayfield State High School and Tullawong State High School premises during 2026.

Career - Ready VET in Schools funded Qualifications for 2026

Enrolment in the vocational qualifications and accredited courses below will be subject to final publication of the 2026 Career Ready VETiS Funded Qualifications list and any delivery restrictions determined by the Department of Trade, Employment and Training.

Moreton Bay North Training Alliance (MBNTA) will then finalise its delivery partnerships with Skills Assure Suppliers before confirming enrolments for 2026.

Course commencement is also subject to enrolment numbers. Please note that proposed training days below are subject to change.

AUTOMOTIVE		PATHWAYS
AUR20720 Certificate II in Automotive Vocational Preparation		Certificate II in Automotive Vocational Preparation prepares students for entry level roles or apprenticeships in the Automotive industry performing tasks relating to identifying and inspecting mechanical and electrical components/systems of light vehicles, heavy vehicles, outdoor power equipment and minor maintenance and repairs of vehicle bodies.
Delivery	1 day per week 4 Terms Term 1 – Term 4 2026	
Suitability	Years 11 & 12	
Training Days	MONDAY (Subject to enrolments)	
Training Premises	Caboolture State High School Trade Training Centre, Lee Street, Caboolture QLD 4510	
QCE credits	Up to 4 QCE credits available upon completion	
Work Placement	80 hours	
Uniform	Black Long Pants & Black Polo Shirt, Steel Capped Boots, MTAI PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents.	
HEALTH		PATHWAYS
HLT23221 Certificate II in Health Support Services		Certificate II in Health Support Services provides the foundational knowledge for students to use as a basis for further study, education, and employment in the fields of nursing, medical administration, ward/hospital orderly, pathology courier, support services worker, assistant in nursing (AIN), patient service attendant, and operating theatre technician.
Delivery	1 day per week 4 Terms Term 1 – Term 4 2026	
Suitability	Years 11 & 12	
Training Days	FRIDAY - CSHS TTC HEALTH HUB TUESDAY - MSHS HEALTH HUB 7:45am to 11:10am (Subject to change)	
Training Premises	Caboolture State High School Trade Training Centre, Lee Street, Caboolture QLD 4510 And Morayfield State High School Health Hub Visentin Road, Morayfield QLD 4510	
Work Placement	80 hours	
QCE credits	Up to 4 QCE credits upon completion	
Uniform	Scrub Uniform Top and Long pants to be purchased by parents.	

PLUMBING 1105NAT Certificate II in Plumbing Services		PATHWAYS
Delivery	1 day per week 4 Terms Term 1 - 4 2026	Certificate II in Plumbing Services provides students with exposure to the industry, including but not limited to: effective work practices, technical fabrication and joinery skills, levelling, restricted height and scaffolding techniques, safe use of hand and power tools, ready for further training and employment.
Suitability	Years 11 & 12	
Training Days	TUESDAY WEDNESDAY THURSDAY (Subject to enrolments)	
Training Premises	Morayfield State High School Trade Training Centre 70 Visentin Rd, Morayfield QLD 4506	
Work Placement	80 hours	
QCE credits	Up to 4 QCE credits available upon completion	
Uniform	Polo shirt, navy work shorts, navy work socks, steelcapped boots, PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents	

ELECTROTECHNOLOGY UEE22020 Certificate II in Electrotechnology (Career Start)		PATHWAYS
Delivery	1 day per week 4 Terms Term 1 – Term 4 2026	Certificate II in Electrotechnology (Career Start) provides a foundation for further education and employment in the fields of electrical and electronics, engineering, renewable energy, refrigeration and airconditioning, and computer-aided design operations.
Suitability	Years 11 & 12	
Training Days	WEDNESDAY & THURSDAY (Subject to enrolments)	
Training Premises	Morayfield State High School Trade Training Centre Visentin Road, Morayfield QLD 4506	
Work Placement	80 hours	
QCE credits	Up to 4 QCE credits available upon completion	
Uniform	Polo shirt, navy work shorts, navy work socks, steelcapped boots, PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents	

RURAL OPERATIONS AHC21216 Certificate II in Rural Operations		PATHWAYS
Delivery	1 day per week 7 Terms Term 1 2026 – Term 3 2027	Certificate II in Rural Operations provides an occupational outcome for industries and agencies in rural and regional Australia. Students gain skills and knowledge to understand industry work health and safety requirements, understanding and perform livestock health and care and perform livestock handling.
Suitability	Years 11 & 12	
Training Day	TUESDAY (Subject to change)	
Training Premises	Caboolture State High School TTC and Farm University of Queensland Gatton Campus	
QCE credits	Up to QCE 4 credits available upon completion	
Cost	\$250.00 approx. Camp/Meals/Accommodation/Buses	
Uniform	Jeans/Long sleeve shirt, work socks, steel-capped boots, broad-brim hat, PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents.	

SALON/HAIRDRESSING SHB20216 Certificate II in Salon Assistant		PATHWAYS
Delivery	1 day per week 4 Terms Term 1 - 4 2026	Certificate II in Salon Assistant is a preparatory course, developing student capabilities in client services and skills in basic repetitive tasks, that will best prepare them for further training in multiple hair dressing and beauty services traineeships and employment in hair and beauty industries.
Suitability	Years 11 & 12	
Training Days	WEDNESDAY/FRIDAY (Subject to enrolments)	
Training Premises	Morayfield State High School 70 Visentin Rd, Morayfield QLD 4506	
Work Placement	80 hours	
QCE credits	Up to 4 QCE credits available upon completion	
Cost	\$300 approx. for MBNTA Alliance Schools	
Uniform	Black tunic top, black long pants to be purchased by parents.	

TIMBER – Nursery Production FWP20122 Certificate II in Forest Operations		PATHWAYS
Delivery	1 day per week 4 Terms Term 1 - 4 2026	Get started in the Australian Forestry industry with the FWP20122 Certificate II in Forest Operations. This nationally recognised certificate is an excellent introduction to timber and forestry work and qualifies you for forest nursery assistant and forest hand positions.
Suitability	Years 11 & 12	
Training Days	FRIDAY (Subject to enrolments)	
Training Premises	Tullawong State High School 22-70 Del Rosso Rd, Caboolture QLD 4510	
Work Placement	80 hours	
QCE credits	Up to 4 QCE credits available upon completion	
Uniform	Polo shirt, navy work shorts, navy work socks, steelcapped boots, navy broad-brim hat, PPE kit (safety glasses, safety gloves, ear plugs) to be purchased by parents	

AEROSPACE SYSTEMS – General Subject		PATHWAYS
Delivery	Must be able to commit to 3 x 60 min lessons a week (Wed-Fri 7:30am – 8:30am)	Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry.
Suitability	Years 11 & 12	
Training Days	Wed-Fri	
Training Premises	Tullawong State High School (Remote Learning) 22-70 Del Rosso Rd, Caboolture QLD 4510	
Workplacement	N/A	
QCE credits	Up to 4 QCE credits available upon completion	
Uniform	Normal school uniform	

AUTONOMOUS TECHNOLOGIES 10935NAT Certificate II in Autonomous Technologies		PATHWAYS
Delivery	1 day per week 4 Terms Term 1 - 4 2026	<p>10935NAT Certificate II in Autonomous Technologies introduces participants to the skills required for the emerging field of autonomous technologies. This qualification covers foundational knowledge in software, hardware, and supporting systems, emphasising innovative thinking and problem solving skills. Students will gain expertise in information communication technologies such as networking, programming, and the Internet of Things (IoT), as well as autonomy and robotics, including electrical control circuits, fluid power, and Programmable Logic Controllers (PLC). The course also provides essential training in safety, technical communication, and industry requirements, preparing students for diverse career opportunities. With hand-on experience and a focus on lifelong learning, this program offers pathways to further education in technical, engineering, trade, and ICT fields, aligning with the demands of the rapidly evolving autonomous technologies sector.</p>
Suitability	Years 11 & 12	
Training Days	FRIDAY (<i>Subject to enrolments</i>)	
Training Premises	Burpengary State Secondary College 196 Pitt Road, Burpengary QLD 4505	
QCE credits	10935NAT qualification Up to 4 QCE credits available upon completion	
Uniform	Polo shirt, long black pants and closed in shoes to be purchased by parents.	

Fee-for-Service Qualifications for 2026

HEALTH		PATHWAYS
HLT33115 Certificate III in Health Services Assistance		Certificate III in Health Services Assistance provides you with the skills required to work at an entry level position within a variety of health services assistance roles in the fields listed above in Cert II. During this qualification, you will increase your skills in the area of infection prevention, healthy body systems, working with the elderly and transporting clients, as well as First Aid and WH&S.
Delivery	1 day per week 4 Terms Term 1 – Term 3 2027	
Prerequisites	Students must have already completed Certificate II in Health Support Services	
Suitability	Years 11 & 12	
Training Days	FRIDAY - CSHS TTC TUESDAY - MSHS HEALTH HUB 7:45am to 11:10am (Subject to change)	
Training Premises	Caboolture State High School Trade Training Centre, Lee Street, Caboolture QLD 4510 And Morayfield State High School Health Hub Visentin Road, Morayfield QLD 4510	
QCE credits	Up to 2 additional QCE credits upon completion	
Cost	\$550 for continuing students (subject to change) and Scrub Uniform Top and Long Pants to be purchased by parents.	
JUSTICE STUDIES		PATHWAYS
1971NAT Certificate IV in Justice Studies		Certificate IV in Justice Studies provides specialist skills and knowledge required to interpret and apply legislation in the justice system; work effectively in the crime and justice sector within legal and regulatory frameworks; apply principals of law enforcement and natural justice. This qualification offers direct pathways into law enforcement or further tertiary studies at a range of Australian Universities.
Delivery	Online QLearn Platform 2 years 2026-2027	
Prerequisites	Students in Year 11 with 'sound' Year 10 English Achievement or above	
Suitability	Year 11	
Training Days	As negotiated with MLP School or with MSHS (online tutorial sessions available upon request)	
Training Premises	Morayfield State High School 70 Visentin Rd, Morayfield QLD 4506	
QCE credits	Up to 8 QCE credits available upon completion	
Cost	\$100.00 approx. for MBNTA Alliance Schools	

Expressions of Interest

All interested students are required to complete the attached Expression of Interest form and return to their VET Coordinator, Head of Department or Senior Schooling team, as soon as possible.

Please note:

Course availability is subject to details and restrictions of the DTET Career Ready Program and published funded qualification list. Places are limited in each course and course commencement and training days are subject to enrolment numbers.

Enquiries

For further course enquiries or details, please contact MBNTA on (07) 5498 0 (Mon-Fri) or email us on rscul11@eq.edu.au

AEROSPACE SYSTEMS

General senior subject

General

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in a problematic aerospace systems situation and propose solutions.

Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school

pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Objectives

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

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information
- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to aerospace systems and structures <ul style="list-style-type: none"> • Solving aerospace problems • The evolving aerospace industry • Introduction to aerodynamics • Introduction to aircraft systems • Introduction to aviation weather systems 	Emerging aerospace technologies <ul style="list-style-type: none"> • Operational assets • Operational environments • Operational control systems • Future applications 	Aerospace operational systems <ul style="list-style-type: none"> • International and national operational and safety systems • Airspace management • Safety management systems • Operational accident and incident investigation processes • Airport and airline operation systems 	Aircraft performance systems and human factors <ul style="list-style-type: none"> • Aircraft performance • Aircraft navigation • Advanced navigation and radio communication technologies • Human performance and limitations

Assessment

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

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

Summative assessments

Unit	Unit Outline	Assessment Summary
3	Project – folio	Summative internal assessment 1 (IA1): 25%
	Examination	Summative internal assessment 2 (IA2): 25%
4	Project – folio	Summative internal assessment 3 (IA3): 25%
	Examination	Summative external assessment (EA): 25%

Additional information

- This subject is offered by remote learning through Aviation State High School.
- Enrolments close **4 September, 2025**.
- See Mr Sellen for enrolment information.
- Students intending to enrol in the course must select six (6) subjects and engage in the subject change process (into a Study class) when enrolment is confirmed.

Moreton Bay North Training Alliance (MBNTA)

Semester 1, 2026 Expression of Interest

Select your preferred course and training day (circle/highlight). Select a 2 nd option if desired (number 1 & 2)		Proposed Training Day (subject to change)
<input type="checkbox"/>	AUTOMOTIVE AUR20720 Certificate II in Automotive Vocational Preparation	MONDAY (Caboolture SHS TTC)
<input type="checkbox"/>	HEALTH HLT23221 Certificate II in Health Support Services	FRIDAY (Caboolture SHS TTC) (Morayfield Health Hub)
<input type="checkbox"/>	HEALTH HLT33115 – Certificate III in Health Services Assistance *Student must have completed Cert II in Health Support Services	FRIDAY (Caboolture TTC) TUESDAYS (Morayfield Health Hub)
<input type="checkbox"/>	RURAL OPERATIONS AHC21216 Certificate II in Rural Operations	TUESDAY (CABOOLTURE SHS TTC)
<input type="checkbox"/>	ELECTROTECHNOLOGY UEE22020 Certificate II in Electrotechnology	WEDNESDAY/THURSDAY (Morayfield SHS TTC)
<input type="checkbox"/>	JUSTICE STUDIES 10971NAT Certificate IV in Justice Studies	ONLINE/QLEARN PLATFORM (Morayfield SHS)
<input type="checkbox"/>	PLUMBING 11054NAT Certificate II in Plumbing Services	TUESDAY/WEDNESDAY/ THURSDAY (Morayfield SHS TTC)
<input type="checkbox"/>	SALON/HAIRDRESSING SHB20216 Certificate II in Salon Assistant	WEDNESDAY/FRIDAY (Morayfield SHS)
<input type="checkbox"/>	TIMBER – NURSERY PRODUCTION FWP20122 Certificate II in Forest Operations	FRIDAY (Tullawong SHS)
<input type="checkbox"/>	AUTONOMOUS TECHNOLOGIES 10935NAT Certificate II in Autonomous Technologies	TBC (Burpengary State Secondary College)

Please note: Course commencement and days subject to enrolment numbers. Attendance during EQ school terms. Return completed form to your Senior Schooling Office. **Course availability is subject to details and restrictions of the DTET Career Ready Program and published funded qualification List.**

Student Details

First Name: _____ Surname Name: _____
 Residential Address: _____ Postcode: _____
 Current School: _____ Year Level 2026: _____ Current Age: _____
 Date of Birth: ____/____/____ Mobile: _____ LUI No: _____
 Email: _____ USI No: _____

You **MUST have a USI number** to proceed with your enrolment. If you do not have one yet, get a USI here: <https://www.usi.gov.au/students/get-a-usi>

Student has already completed a VETiS funded course and been awarded the qualification: Yes ☐ No ☐

Aboriginal and/or Torres Strait Islander: Yes ☐ No ☐ Non-English Speaking Background: Yes ☐ No ☐

Medical: Yes ☐ No ☐ (if Yes, list details/medication) _____

Disability: Yes ☐ No ☐ (if Yes, an additional form will be sent for completion for further information)

Parent/Guardian Details

(A) Parent/Guardian Name & (Relationship to student): _____
 Home/Mobile No.: _____ Email: _____
 (B) Parent/Guardian Name & (Relationship to student): _____
 Home/Mobile No.: _____ Email: _____

Parent/Guardian Approval	School Approval – School Coordinator
(A) Parent/Guardian Name: _____	Position of School Approval: _____
(B) Parent/Guardian Name: _____	Name of School Approver: _____
_____ Signature	_____ Signature

Students undertaking courses at the Trade Training Centre gain skills using a range of tools and equipment whilst undertaking learning tasks. Some equipment has inherent high risk levels such as the Metal Bandsaw, Cold Saw, Drill Press, Mill Drill, Metal Lathe, Milling Machine, MIG Welder, Electric Arc Welder, Oxy Acetylene Welding, Plasma Cutter, Angle Grinder, Circular Saw, Metal Cut-Off Saw, Jigsaw and Automotive Hoist. Parents are advised that the Department of Education does not have Personal Accident Insurance coverage for students. Education Queensland has public liability coverage for all approved school activities and proved compensation for students only when the Department is negligent. If this is not the case, then all costs associated with injury are the responsibility of the parent/caregiver. It is a personal decision for parents as to the type and level of private insurance cover for their student (if desired). Courses are funded by the Department of Trade, Employment & Training. Students are eligible to complete one VETiS funded course. For more information speak with the VET Coordinator at your school.