

# SENIOR SUBJECT HANDBOOK

*for the 2026 school year*



**Pathways**

**DECEPTION BAY  
STATE HIGH SCHOOL**

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# ABOUT THIS HANDBOOK

## Purpose of the Senior Subject Handbook

The Senior Subject Handbook is designed to support students and parents/carers make informed choices about subjects for Years 10–12. Its purpose is to:

- Provide information about the range of subjects available at Deception Bay State High School.
- Explain subject pathways and how they connect to Queensland Certificate of Education (QCE) requirements, ATAR eligibility, vocational pathways, and future career options.
- Outline the learning experiences, assessment types, and workload involved in each subject.
- Assist families in matching student interests, strengths, and future goals with appropriate subjects.

## Important Notes and Disclaimers

### Subject availability

Deception Bay State High School makes every effort to offer the full range of subjects listed. However, subject availability each year depends on a range of factors within and beyond the School's control and is therefore subject to change. Not all subjects included in this Handbook are available to all year levels each year.

### External courses

Some subjects and vocational education and training (VET) courses are offered in partnership with external providers. These courses may involve additional eligibility requirements, application processes, and costs. Several courses are advertised with short notice and may be revoked by the provider. Availability is not guaranteed and subject to change.

### Student responsibility

Subject selection should be made carefully, with consideration of interests, abilities, and career aspirations. Students must follow the School's subject change process and acknowledge changes after selections may be limited due to class sizes, timetable structures or pathway prerequisites.

### QCE/ATAR information

While the Handbook refers to requirements of the QCE, ATAR and other policies, parents/carers and students should note this information is complementary to School policies and information may change. It is advised to consult the Head of Senior Schooling with any specific questions.

# SUBJECT LIST

## General subjects

Biology  
Business  
Chemistry  
English  
General Mathematics  
Health  
Legal Studies  
Literature  
Mathematical Methods  
Modern History  
Music  
Physical Education  
Physics  
Psychology  
Specialist Mathematics

## Applied subjects

Drama in Practice  
Essential English  
Essential Mathematics  
Media Arts in Practice  
Social & Community Studies  
Sport & Recreation  
Visual Arts in Practice

## Short Course subjects

Literacy Short Course  
Numeracy Short Course

## VET subjects

AHC20422 Certificate II in Horticulture  
AHC21624 Certificate II in Landscaping  
BSB30120 Certificate III in Business  
CHC30121 Certificate III in Early Childhood Education and Care  
CPC20220 Certificate II in Construction Pathways  
CUA20225 Certificate II in Creative Industries  
CUA30120 Certificate III in Dance  
CUA30920 Certificate III in Music  
FSK20119 Certificate II in Skills for Work and Vocational Pathways  
HLT33115 Certificate III in Health Services Assistance  
ICT30120 Certificate III in Information Technology  
MEM20422 Certificate II in Engineering Pathways  
MSL30122 Certificate III in Laboratory Skills  
SIS30321 Certificate III in Fitness  
SIT30622 Certificate III in Hospitality

*External Courses (note: this is not an exhaustive list)*

# FROM THE PRINCIPAL

Dear students,

Welcome to the Senior Phase of Learning. This is an exciting time, full of opportunity, growth, and important decisions. Whether you already have a clear plan for the future or are still figuring things out, this handbook is here to help guide your selections and ensure you're on the right path – whatever that looks like for you.

We offer a broad range of subjects at our school and are proud of the three pathways that support students across the Senior Phase of Learning, because we know that success looks different for everyone. You can read more about the Senior Pathway Options in the infographic below.

As you go through this handbook, take your time to read about each subject, think about where each could lead you, and talk to your teachers and parents. Most importantly, choose subjects that suit your strengths, interests and future goals. The next couple of years will challenge you, but they'll also shape you. Stay curious, work hard, and back yourself.

Wishing you all the best as you take this next step towards *graduating with dignity, purpose and options*.

**Goldy Sodhi**

Principal

## Senior Pathway Options

### ATAR

**for a student who is very committed to academic success and will invest time in schoolwork outside of class**

The highly academic, competitive pathway emphasises academic excellence and commitment. It provides a rank (ATAR) crucial for direct entry into university, requiring intensive study in the five selected General subjects.

**5x General subjects plus  
1x Certificate III in Year 10  
and continuation of this subject  
structure across Years 11–12**

### Tertiary

**for a student interested in some academic subjects and the option to pursue tertiary study**

This pathway combines academic subjects with vocational qualifications to prepare students for post-school study, including university. It focuses on equipping students with a range of important skills but does not provide an ATAR.

**Up to 3x General subjects in total  
with 1+ Certificate III in Year 10  
and continuation of this subject  
structure across Years 11–12**

### Work ready

**for a student who enjoys hands-on learning and may be interested in an apprenticeship or traineeship**

This pathway prioritises vocational qualifications and practical skills for entry into the workforce. It does not involve academic subjects nor provide an ATAR, focusing instead on literacy and numeracy requirements and workplace standards.

**Applied and/or VET subjects only  
including 1+ Certificate III in Year 10  
and continuation of this subject  
structure across Years 11–12**

**All pathways allow students to gain their  
Queensland Certificate of Education (QCE) and graduate  
at our school with *Dignity, Purpose and Options***



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# QCAA SUBJECTS

## General subjects

- General subjects prepare students for tertiary study, further education and training and work.
- They may contribute up to **4 credits** per subject towards the QCE.
- General subjects may also contribute to an ATAR (see ATAR information on Page #).
- General subjects are recommended for students who are academically motivated and for those pursuing the **ATAR** or **Tertiary** pathways.

## Applied subjects

- Applied subjects focus on practical skills and prepare students for further education, training and work.
- They may contribute up to **4 credits** per subject towards the QCE.
- Applied subjects are recommended as a complement to General and/or VET subjects for students pursuing the **Tertiary** or **Work ready** pathways.

## Vocational Education and Training (VET) subjects

- VET subjects prepare students for tertiary study, further education and training and work.
- Certificate II subjects may contribute up to **4 credits** per subject towards the QCE.
- Certificate III subjects may contribute up to **8 credits** per subject towards the QCE.
- All students at DBSHS are encouraged to complete a Certificate III (see Senior Pathway Options).
- It is important to note that some VET subjects duplicate learning with others and therefore QCE credits may be reduced.
- Several VET subjects are recommended for students who enjoy practical learning, as a complement to other subjects, and for those pursuing the **Tertiary** or **Work ready** pathways.
- The **ATAR** pathway includes one Certificate III.

Some VET courses, school-based apprenticeships and school-based traineeships are available to students via external Registered Training Organisations in conjunction with Deception Bay State High School. These opportunities are designed to complement a student's regular timetable. Available courses are subject to change without notice, have strict eligibility requirements, and may incur a fee. In some cases, participation may also impact a student's subject selections. Students interested in applying for an external VET course must be on, or be willing to move to, the **Tertiary** or **Work ready** pathway and must apply with the Head of VET – Pathways.

## Short Course subjects

- Short Courses provide a foundation for further learning in a range of areas.
- They may contribute **1 credit** per course towards the QCE.
- Successful completion of both the Literacy and Numeracy Short Courses satisfy the literacy and numeracy QCE requirements.
- Short Courses do not contribute to ATAR calculations.

# QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Working towards a Queensland Certificate of Education gives students the skills they need for the future whether they plan to do further study, learn a trade, or find a job after Year 12.

*The QCE is internationally recognised and a sign of personal and academic success.*

QCE students can choose from a wide range of study options: QCAA General and Applied subjects, QCAA Short Courses, Vocational Education and Training courses, school-based apprenticeships and traineeships, and other courses like university subjects studied at school.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

How students are assessed in QCAA subjects depends on what they study. QCAA General subjects have three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, the external exam contributes 25% to the final subject result. In Mathematics and Science subjects it's 50%.

QCAA Applied subjects have four internal assessments (set and marked by schools), except Essential English and Essential Mathematics, which have three internal assessments (set and marked by schools) and one common internal assessment (set by the QCAA and marked by schools).

QCAA Short Courses have two internal assessments (set and marked by schools) while assessment in Vocational Education and Training subjects varies depending on the certificate or course.

The QCAA has processes in place to quality assure internal and external assessment so students, parents/carers and schools can be confident that results are reliable and comparable across schools.

Students' final subject results are published in their learning account in December along with their Senior Statement and QCE.

# AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank, commonly known as the ATAR, is a crucial component in the tertiary education journey. It serves as a ranking system that reflects a student's overall academic performance in their final years of secondary education, providing a standardised measure for university admissions.

The ATAR (Australian Tertiary Admission Rank) is a percentile rank rather than a mark, indicating a student's position relative to their peers within the same age group for a given year.

It provides a standard measure of a student's overall academic achievement in comparison to other students who may have studied different subject combinations. The ATAR helps tertiary institutions select applicants for their courses by indicating each student's position relative to their peers.

It is expressed on a 2000-point scale, ranging from 99.95 at the highest to 0.00, with increments of 0.05. ATAR scores are reported in descending order, starting from 99.95 and decreasing by 0.05 down to 0.00. Scores below 30 are reported as "30.00 or less."

Your ATAR is calculated based on an aggregate of scaled results from your five best ATAR eligible inputs. At Deception Bay State High School, we strongly encourage students to complete five General subjects plus one completed Certificate III to maximise ATAR calculations while also ensuring QCE attainment.

The key steps in the ATAR calculation process are:

- QCAA provides QTAC with the student's subject results (Units 3 and 4 only) and completed VET qualification/s.
- The subject scaling process is undertaken.
- The best five scaled subject results (from eligible inputs) are added together.
- Students are placed in a descending order of merit based on their best subject aggregate.
- Determine how many students are to be in each of the 2000 ATAR bands (based on the Queensland Year 12 population). For example, if the Queensland Year 12 population is approximately 60,000 students, then approximately 30 students will be placed in each ATAR band.
- Assign students to each ATAR band. The top 30 students are assigned ATAR 99.95, the next 30 students are assigned 99.90, and so on.

***In order to receive your ATAR, students must register in the ATAR Portal through QTAC. This needs to be completed prior to the end of Year 12.***

At Deception Bay State High School, our ATAR students access the curriculum in the **compression model**. Details of this model are on the following page.

# COMPRESSED CURRICULUM MODEL

## (REFERRED TO AS 'COMPRESSION')

The compressed curriculum model, often referred to as 'compression', is relevant to Years 11 and/or 12 students on the **ATAR** or **Tertiary** pathways. An overview of the model is below. For more information, please speak with the Head of Senior Schooling.

## Compressed curriculum

At Deception Bay State High School, students on an ATAR pathway study **5x General subjects** and **1x Certificate III** across Years 11 and 12 in a compressed curriculum model.

	Line 1 <small>3 lessons per week</small>	Line 2 <small>3 lessons per week</small>	Line 3 <small>3 lessons per week</small>	Line 4 <small>3 lessons per week</small>	Line 5 <small>3 lessons per week</small>	Line 6 <small>3 lessons per week</small>
Year 11	Elective 1	Elective 1	English	Maths	Elective 2	Elective 2
Year 12	Elective 3	Elective 3	English	Maths	Elective 4	Elective 4



Better focus and engagement with four subjects per year instead of six



Less assessment intensity with some external exams completed in Year 11



Ability to evaluate performance across Year 11 and prior to Year 12



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# BIOLOGY

## General subject

Up to 4 QCE points

### Summary

Biology examines the study of living things and their interactions with the environment, focusing on cells, genetics, evolution, and ecosystems. It prepares students for science, health and sports science-related careers. Biology operates in the compressed curriculum model in 2026 (and again in 2028) for both Year 11 and 12 students and concludes with an external assessment worth 50% of the overall subject result.

### Topics Studied

#### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

#### Unit 1 (Year 11 or 12)

##### Cells and multicellular organisms

- Topic 1: Cells as the basis of life
- Topic 2: Exchange of nutrients and wastes
- Topic 3: Cellular energy, gas exchange and plant physiology

#### Unit 2 (Year 11 or 12)

##### Maintaining the internal environment

- Topic 1: Homeostasis
- Topic 2: Infectious disease and epidemiology

#### Unit 3 (Year 11 or 12)

##### Biodiversity and the interconnectedness of life

- Topic 1: Biodiversity and populations
- Topic 2: Functioning ecosystems and succession

#### Unit 4 (Year 11 or 12)

##### Heredity and continuity of life

- Topic 1: Genetics and heredity
- Topic 2: Continuity of life on Earth

### Assessment

- Internal assessment 1: Data test (10%)
- Internal assessment 2: Student experiment (20%)
- Internal assessment 3: Research investigation (20%)
- External assessment: Examination — combination response (50%)

### Head of Department

Miriam Pearce – [mkiss7@eq.edu.au](mailto:mkiss7@eq.edu.au)

# BUSINESS

## General subject

Up to 4 QCE points

### Summary

Business is a dynamic subject which examines how individuals and groups manage resources to achieve goals in a technology and innovation-focused world. Business operates in the compressed curriculum model in 2026 (and again in 2028) for both Year 11 and 12 students and concludes with an external assessment worth 25% of the overall subject result.

### Topics Studied

#### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study. These include case studies of businesses in each stage of the business life cycle.

#### Unit 1 (Year 11 or 12)

##### Business creation

- Topic 1: Fundamentals of business
- Topic 2: Creation of business ideas

#### Unit 2 (Year 11 or 12)

##### Business growth

- Topic 1: Establishment of a business
- Topic 2: Entering markets

#### Unit 3 (Year 11 or 12)

##### Business diversification

- Topic 1: Competitive markets
- Topic 2: Strategic development

#### Unit 4 (Year 11 or 12)

##### Business evolution

- Topic 1: Repositioning a business
- Topic 2: Transformation of a business

### Assessment

- Internal assessment 1: Examination — combination response (25%)
- Internal assessment 2: Business report (25%)
- Internal assessment 3: Feasibility report (25%)
- External assessment: Examination — combination response (25%)

### Head of Department

Danica Kelly – [djkel1@eq.edu.au](mailto:djkel1@eq.edu.au)

# CHEMISTRY

## General subject

Up to 4 QCE points

### Summary

Chemistry explores the structure, properties, and reactions of materials and chemicals in our world. It develops analytical skills and is beneficial to science-, health- and engineering-related careers. Chemistry operates in the compressed curriculum model in 2027 for both Year 11 and 12 students and concludes with an external assessment worth 50% of the overall subject result.

### Topics Studied

#### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

#### Unit 1 (Year 11 or 12)

##### Chemical fundamentals — structure, properties and reactions

- Topic 1: Properties and structure of atoms
- Topic 2: Properties and structure of materials
- Topic 3: Chemical reactions — reactants, products and energy change

#### Unit 2 (Year 11 or 12)

##### Molecular interactions and reactions

- Topic 1: Intermolecular forces and gases
- Topic 2: Aqueous solutions and acidity
- Topic 3: Rates of chemical reactions

#### Unit 3 (Year 11 or 12)

##### Equilibrium, acids and redox reactions

- Topic 1: Chemical equilibrium systems
- Topic 2: Oxidation and reduction

#### Unit 4 (Year 11 or 12)

##### Structure, synthesis and design

- Topic 1: Properties and structure of organic materials
- Topic 2: Chemical synthesis and design

### Assessment

- Internal assessment 1: Data test (10%)
- Internal assessment 2: Student experiment (20%)
- Internal assessment 3: Research investigation (20%)
- External assessment: Examination — combination response (50%)

### Head of Department

Miriam Pearce – [mkiss7@eq.edu.au](mailto:mkiss7@eq.edu.au)

# ENGLISH

**General subject**  
*Up to 4 QCE points*

## Summary

English focuses on developing communication, analytical, and creative skills through engagement with a wide range of texts. English does not operate in the compressed curriculum model and concludes in Year 12 with an external assessment worth 25% of the overall subject result.

## Topics Studied

### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

### Unit 1 (Year 11)

#### Perspectives and texts

- Topic 1: Youth In The Media Analysis. Patriot Act Episodes (Netflix)
- Topic 2: Film comparison unit on the representation of teenagers in The Breakfast Club directed by John Hughes and The Perks of Being a Wallflower directed by Stephen Chobsky (Film)

### Unit 2 (Year 11)

#### Texts and culture

- Topic 1: Study of Aspirational Poetry by a variety of writers
- Topic 2: Study of First Nations history in the play 7 Stages of Grieving by Wesley Enoch

### Unit 3 (Year 12)

#### Textual connections

- Topic 1: Conversations about current issues and their representation in the media – Patriot Act (TV Series)
- Topic 2: Conversations about dystopian concepts in texts through Nineteen Eighty-Four by George Orwell (Novel) and Blade Runner directed by Ridley Scott (Film)

### Unit 4 (Year 12)

#### Close study of literary texts

- Topic 1: Study of Hidden Figures by Theodore Melfi (Film) and Episodes of Australian Story (TV Series) to write/inspire a personal creative story.
- Topic 2: Analytical response to and study of Twelfth Night by William Shakespeare

## Assessment

- Internal assessment 1: Spoken persuasive response (25%)
- Internal assessment 2: Written response for a public audience (25%)
- Internal assessment 3: Examination — extended response (25%)
- External assessment: Examination — extended response (25%)

## Heads of Department

Chrystal Carseldine – [carmi18@eq.edu.au](mailto:carmi18@eq.edu.au) and Kimberly Byrne – [kbyrn94@eq.edu.au](mailto:kbyrn94@eq.edu.au)

# GENERAL MATHEMATICS

**General subject**  
*Up to 4 QCE points*

## Summary

General Maths builds on practical mathematical skills in finance, statistics, and networks to solve everyday problems. It is less complex than Maths Methods. General Maths does not operate in the compressed curriculum model and concludes in Year 12 with an external assessment worth 50% of the overall subject result.

## Topics Studied

### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

### Unit 1 (Year 11)

#### Money, measurement, algebra and linear equations

- Topic 1: Consumer arithmetic
- Topic 2: Shape and measurement
- Topic 3: Similarity and scale
- Topic 4: Algebra
- Topic 5: Linear equations and their graphs

### Unit 2 (Year 11)

#### Applications of linear equations and trigonometry, matrices and univariate data analysis

- Topic 1: Applications of linear equations and their graphs
- Topic 2: Applications of trigonometry
- Topic 3: Matrices
- Topic 4: Univariate data analysis 1
- Topic 5: Univariate data analysis 2

### Unit 3 (Year 12)

#### Bivariate data and time series analysis, sequences and Earth geometry

- Topic 1: Univariate data analysis 1
- Topic 2: Univariate data analysis 2
- Topic 3: Time series analysis
- Topic 4: Growth and decay in sequences
- Topic 5: Earth geometry and time zones

### Unit 4 (Year 12)

#### Investing and networking

- Topic 1: Loan, investments and annuities 1
- Topic 2: Loan, investments and annuities 2
- Topic 3: Graphs and networks
- Topic 4: Networks and decision mathematics 1
- Topic 5: Networks and decision mathematics 2

## Assessment

- Internal assessment 1: Problem-solving and modelling task (20%)
- Internal assessment 2: Examination — short response (15%)
- Internal assessment 3: Examination — short response (15%)
- External assessment: Examination — combination response (50%)

## Head of Department

Grant Dale – [gdale1@eq.edu.au](mailto:gdale1@eq.edu.au)

# HEALTH

## General subject

Up to 4 QCE points

### Summary

Health explores the development of personal and community health strategies to improve individual and societal wellbeing. Health operates in the compressed curriculum model in 2027 for both Year 11 and 12 students and concludes with an external assessment worth 25% of the overall subject result.

### Topics Studied

#### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

#### Unit 1 (Year 11 or 12)

##### Resilience as a personal health resource

- Topic 1: PERMA+ Resilience

#### Unit 2 (Year 11 or 12)

##### Peers and family as resources for healthy living

- Topic 1: Alcohol and other drugs

#### Unit 3 (Year 11 or 12)

##### Community as a resource for healthy living

- Topic 1: Transport safety

#### Unit 4 (Year 11 or 12)

##### Respectful relationships in the post-schooling transition

- Topic 1: Post-school transition

### Assessment

- Internal assessment 1: Action research (25%)
- Internal assessment 2: Examination — extended response (25%)
- Internal assessment 3: Investigation (25%)
- External assessment: Examination — extended response (25%)

### Heads of Department

Tessa Power – [tepow0@eq.edu.au](mailto:tepow0@eq.edu.au) and Trent Flanders – [trfla0@eq.edu.au](mailto:trfla0@eq.edu.au)

# LEGAL STUDIES

## General subject

Up to 4 QCE points

### Summary

Legal Studies explores the role and development of law in response to current issues and the rights and responsibilities of individuals and groups. Legal Studies operates in the compressed curriculum model in 2027 for both Year 11 and 12 students and concludes with an external assessment worth 25% of the overall subject result.

### Topics Studied

#### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study. These include Criminology, current issues in criminal law and renting and buying.

#### Unit 1 (Year 11 or 12)

##### Beyond reasonable doubt

- Topic 1: Legal foundations
- Topic 2: Criminal investigation process
- Topic 3: Criminal trial process
- Topic 4: Punishment and sentencing

#### Unit 2 (Year 11 or 12)

##### Balance of probabilities

- Topic 1: Civil law foundations
- Topic 2: Contractual obligations
- Topic 3: Negligence and the duty of care

#### Unit 3 (Year 11 or 12)

##### Law, governance and change

- Topic 1: Governance in Australia
- Topic 2: Law reform within a dynamic society

#### Unit 4 (Year 11 or 12)

##### Human rights in legal contexts

- Topic 1: Human rights
- Topic 2: Australia's legal response to international law and human rights
- Topic 3: Human rights in Australian contexts

### Assessment

- Internal assessment 1: Examination — combination response (25%)
- Internal assessment 2: Investigation — inquiry report (25%)
- Internal assessment 3: Investigation — analytical essay (25%)
- External assessment: Examination — combination response (25%)

### Head of Department

Danica Kelly – [djkel1@eq.edu.au](mailto:djkel1@eq.edu.au)

# LITERATURE

## General subject

Up to 4 QCE points

### Summary

Literature challenges students to critically engage with a range of literary texts through analytical and creative responses. Literature does not operate in the compressed curriculum model and concludes in Year 12 with an external assessment worth 25% of the overall subject result.

### Topics Studied

#### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

#### Unit 1 (Year 11)

##### Introduction to literary studies

- Topic 1: Study of Persuasion by Jane Austen and an anthology of feminist poetry.
- Topic 2: Study of the play A Doll's House to inspire a reimagined modern adaptation.

#### Unit 2 (Year 11)

##### Intertextuality

- Topic 1: Edgar Allan Poe's poetry and short stories to inspire the writing of a gothic or crime short story.
- Topic 2: In-depth study and analysis of Knives Out directed by Ryan Johnson (Film) to respond to an unseen question.

#### Unit 3 (Year 12)

##### Literature and identity

- Topic 1: In-depth study and analysis of Heart of Darkness by Joseph Conrad (Novel) to respond to another critique of the novel in a new way.
- Topic 2: Study of Only The Animals by Ceridwen Dovey (Novel) and a collection of poetry.

#### Unit 4 (Year 12)

##### Independent explorations

- Topic 1: Study of Death of a Salesman by Arthur Miller (play) and Shutter Island by Martin Scorsese (Film).
- Topic 2: Analytical response to and study of Hamlet by William Shakespeare.

### Assessment

- Internal assessment 1: Examination — extended response (25%)
- Internal assessment 2: Imaginative response (25%)
- Internal assessment 3: Imaginative response (25%)
- External assessment: Examination — extended response (25%)

### Heads of Department

Chrystal Carseldine – [carmi18@eq.edu.au](mailto:carmi18@eq.edu.au) and Kimberly Byrne – [kbyrn94@eq.edu.au](mailto:kbyrn94@eq.edu.au)



# MATHEMATICAL METHODS

**General subject**  
Up to 4 QCE points

## Summary

Maths Methods develops advanced mathematical reasoning, focusing on algebra, calculus, and probability. It is more complex than General Maths. Maths Methods does not operate in the compressed curriculum model and concludes in Year 12 with an external assessment worth 50% of the overall subject result.

## Topics Studied

### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

### Unit 1 (Year 11)

#### Surds, algebra, functions and probability

- Topic 1: Surds and quadratic functions
- Topic 2: Binomial expansion and cubic functions
- Topic 3: Functions and relations
- Topic 4: Trigonometric functions
- Topic 5: Probability

### Unit 2 (Year 11)

#### Calculus and further functions

- Topic 1: Exponential functions
- Topic 2: Logarithms and logarithmic functions
- Topic 3: Introduction to differential calculus
- Topic 4: Applications of differential calculus
- Topic 5: Further differentiation

### Unit 3 (Year 12)

#### Further calculus and introduction to statistics

- Topic 1: Differentiation of exponential and logarithmic functions
- Topic 2: Differentiation of trigonometric functions and differentiation rules
- Topic 3: Further applications of differentiation
- Topic 4: Introduction to integration
- Topic 5: Discrete random variables

### Unit 4 (Year 12)

#### Further calculus, trigonometry and statistics

- Topic 1: Further integration
- Topic 2: Trigonometry
- Topic 3: Continuous random variables and normal distribution
- Topic 4: Sampling and proportions
- Topic 5: Interval estimates for proportions

## Assessment

- Internal assessment 1: Problem-solving and modelling task (20%)
- Internal assessment 2: Examination — short response (15%)
- Internal assessment 3: Examination — short response (15%)
- External assessment: Examination — combination response (50%)

## Head of Department

Grant Dale – [gdale1@eq.edu.au](mailto:gdale1@eq.edu.au)

# MODERN HISTORY

## General subject

Up to 4 QCE points

### Summary

Modern History develops students' understanding of key events, ideas and developments that have shaped the world, enhancing critical thinking and analysis of evidence. Modern History operates in the compressed curriculum model in 2026 (and again in 2028) for both Year 11 and 12 students and concludes with an external assessment worth 25% of the overall subject result.

### Topics Studied

#### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study. These include World War II, the Vietnam War and apartheid in South Africa.

#### Unit 1 (Year 11 or 12)

##### Ideas in the Modern World

- Topic 1: Russian Revolution, 1905–1920s

#### Unit 2 (Year 11 or 12)

##### Movements in the Modern World

- Topic 1: Empowerment of First Nations Australians since 1938

#### Unit 3 (Year 11 or 12)

##### National experiences in the Modern World

- Topic 1: Soviet Union under the leadership of Joseph Stalin
- Topic 2: China under the leadership of Mao Zedong

#### Unit 4 (Year 11 or 12)

##### International experiences in the Modern World

- Topic 1: September 11
- Topic 2: Cold War and its aftermath, 1945–2014

### Assessment

- Internal assessment 1: Examination — extended response (25%)
- Internal assessment 2: Investigation (25%)
- Internal assessment 3: Investigation (25%)
- External assessment: Examination — short response (25%)

### Head of Department

Danica Kelly – [djkel1@eq.edu.au](mailto:djkel1@eq.edu.au)

# MUSIC

## General subject

Up to 4 QCE points

### Summary

Music develops students' performance, composition, and analytical skills through practical and theoretical studies. Music operates in the compressed curriculum model in 2027 for both Year 11 and 12 students and concludes with an external assessment worth 25% of the overall subject result.

### Topics Studied

Year 10
Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.
Unit 1 (Year 11 or 12)
<b>Designs</b> <ul style="list-style-type: none"><li>• Topic 1: Performance</li><li>• Topic 2: Composition</li></ul>
Unit 2 (Year 11 or 12)
<b>Identities</b> <ul style="list-style-type: none"><li>• Topic 1: Project</li><li>• Topic 2: Exam</li></ul>
Unit 3 (Year 11 or 12)
<b>Innovations</b> <ul style="list-style-type: none"><li>• Topic 1: Performance</li><li>• Topic 2: Composition</li></ul>
Unit 4 (Year 11 or 12)
<b>Narratives</b> <ul style="list-style-type: none"><li>• Topic 1: Project</li><li>• Topic 2: External Exam</li></ul>

### Assessment

- Internal assessment 1: Performance (20%)
- Internal assessment 2: Composition (20%)
- Internal assessment 3: Project (35%)
- External assessment: Examination — extended response (25%)

### Head of Department

Sarah Crone – [sccro0@eq.edu.au](mailto:sccro0@eq.edu.au)

# PHYSICAL EDUCATION

**General subject**  
*Up to 4 QCE points*

## Summary

Physical Education examines the science behind movement, performance, and participation in physical activity. Physical Education operates in the compressed curriculum model in 2026 (and again in 2028) for both Year 11 and 12 students and concludes with an external assessment worth 25% of the overall subject result.

## Topics Studied

### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

### Unit 1 (Year 11 or 12)

#### Motor learning, functional anatomy and biomechanics in physical activity

- Topic 1: Motor learning in physical activity
- Topic 2: Functional anatomy and biomechanics in physical activity

### Unit 2 (Year 11 or 12)

#### Sport psychology and equity in physical activity

- Topic 1: Sport psychology in physical activity
- Topic 2: Equity — barriers and enablers

### Unit 3 (Year 11 or 12)

#### Tactical awareness and ethics in physical activity

- Topic 1: Tactical awareness in physical activity
- Topic 2: Ethics and integrity in physical activity

### Unit 4 (Year 11 or 12)

#### Energy, fitness and training in physical activity

- Topic 1: Energy, fitness and training integrated in physical activity

## Assessment

- Internal assessment 1: Project — folio (25%)
- Internal assessment 2: Investigation — report (25%)
- Internal assessment 3: Project — folio (25%)
- External assessment: Examination — combination response (25%)

## Heads of Department

Tessa Power – [tepow0@eq.edu.au](mailto:tepow0@eq.edu.au) and Trent Flanders – [trfla0@eq.edu.au](mailto:trfla0@eq.edu.au)

# PHYSICS

## General subject

Up to 4 QCE points

### Summary

Physics investigates the fundamental principles of energy, motion, and matter, preparing students for science, engineering, and technology careers. Physics operates in the compressed curriculum model in 2026 (and again in 2028) for both Year 11 and 12 students and concludes with an external assessment worth 50% of the overall subject result.

### Topics Studied

#### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

#### Unit 1 (Year 11 or 12)

##### Thermal, nuclear and electrical physics

- Topic 1: Heating processes
- Topic 2: Ionising radiation and nuclear reactions
- Topic 3: Electrical circuits

#### Unit 2 (Year 11 or 12)

##### Linear motion and waves

- Topic 1: Linear motion and force
- Topic 2: Waves

#### Unit 3 (Year 11 or 12)

##### Gravity and electromagnetism

- Topic 1: Gravity and motion
- Topic 2: Electromagnetism

#### Unit 4 (Year 11 or 12)

##### Revolutions in modern physics

- Topic 1: Special relativity
- Topic 2: Quantum theory
- Topic 3: The Standard Model

### Assessment

- Internal assessment 1: Data test (10%)
- Internal assessment 2: Student experiment (20%)
- Internal assessment 3: Research investigation (20%)
- External assessment: Examination — combination response (50%)

### Head of Department

Miriam Pearce – [mkiss7@eq.edu.au](mailto:mkiss7@eq.edu.au)

# PSYCHOLOGY

**General subject**  
*Up to 4 QCE points*

## Summary

Psychology focuses on the scientific study of human behaviour and mental processes, preparing students for health, sport, education, social work and business careers. Psychology operates in the compressed curriculum model in 2027 for both Year 11 and 12 students and concludes with an external assessment worth 50% of the overall subject result.

## Topics Studied

### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

### Unit 1 (Year 11 or 12)

#### Individual development

- Topic 1: The role of the brain
- Topic 2: Cognitive development
- Topic 3: Consciousness, attention and sleep

### Unit 2 (Year 11 or 12)

#### Individual behaviour

- Topic 1: Intelligence
- Topic 2: Diagnosis
- Topic 3: Psychological disorders and treatments
- Topic 4: Emotion and motivation

### Unit 3 (Year 11 or 12)

#### Individual thinking

- Topic 1: Brain function
- Topic 2: Sensation and perception
- Topic 3: Memory
- Topic 4: Learning

### Unit 4 (Year 11 or 12)

#### The influence of others

- Topic 1: Social psychology
- Topic 2: Interpersonal processes
- Topic 3: Attitudes
- Topic 4: Cross-cultural psychology

## Assessment

- Internal assessment 1: Data test (10%)
- Internal assessment 2: Student experiment (20%)
- Internal assessment 3: Research investigation (20%)
- External assessment: Examination — combination response (50%)

## Head of Department

Miriam Pearce – [mkiss7@eq.edu.au](mailto:mkiss7@eq.edu.au)

# SPECIALIST MATHEMATICS

**General subject**  
Up to 4 QCE points

## Summary

Specialist Maths extends students' knowledge in mathematical proofs, vectors, and complex numbers, and must be studied in conjunction with Maths Methods. Specialist Maths operates in the compressed curriculum model in 2027 for both Year 11 and 12 students and concludes with an external assessment worth 50% of the overall subject result. *Due to its level of complexity, Specialist Maths is offered to students by recommendation only.*

## Topics Studied

### Year 10

Students engage with foundational concepts aligned with Units 1–4 in preparation for Year 11 or 12, and assessment tasks are modified to ensure a developmental course of study.

### Unit 1 (Year 11 or 12)

#### Combinatorics, proof, vectors and matrices

- Topic 1: Combinatorics
- Topic 2: Introduction to proof
- Topic 3: Vectors in the plane
- Topic 4: Algebra of vectors in two dimensions
- Topic 5: Matrices

### Unit 2 (Year 11 or 12)

#### Complex numbers, further proof, trigonometry, functions and transformations

- Topic 1: Complex numbers
- Topic 2: Complex arithmetic and algebra
- Topic 3: Circle and geometric proofs
- Topic 4: Trigonometry and functions
- Topic 5: Matrices and transformations

### Unit 3 (Year 11 or 12)

#### Further complex numbers, proof, vectors and matrices

- Topic 1: Further complex numbers
- Topic 2: Mathematical induction and trigonometric proofs
- Topic 3: Vectors in two and three dimensions
- Topic 4: Vector calculus
- Topic 5: Further matrices

### Unit 4 (Year 11 or 12)

#### Further calculus and statistical inference

- Topic 1: Integration techniques
- Topic 2: Applications of integral calculus
- Topic 3: Rates of change and differential equations
- Topic 4: Modelling motion
- Topic 5: Statistical inference

## Assessment

- Internal assessment 1: Problem-solving and modelling task (20%)
- Internal assessment 2: Examination — short response (15%)
- Internal assessment 3: Examination — short response (15%)
- External assessment: Examination — combination response (50%)

## Head of Department

Grant Dale – [gdale1@eq.edu.au](mailto:gdale1@eq.edu.au)

# DRAMA IN PRACTICE

**Applied subject**  
Up to 4 QCE points

## Summary

Drama in Practice focuses on practical performance skills, stagecraft, and dramatic storytelling for real-world contexts. Drama in Practice does not operate in the compressed curriculum model, however, is delivered in alternate sequence creating a composite class of Year 11 and 12 students. The subject does not contribute to ATAR calculations. The subject includes only internal assessment.

## Units Studied

Year 10			
In <b>Year 10</b> , students engage with foundational concepts aligned with Units 1–4 in preparation for Years 11–12.			
Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit A:</b> Collaboration	<b>Unit B:</b> Community	<b>Unit C:</b> Contemporary	<b>Unit D:</b> Commentary

## Assessment Types

- A1: Directorial project — Collaboration
- A2: Performance — Collaboration
- B1: Devising project — Community
- B2: Performance — Community
- C1: Directorial project — Contemporary
- C2: Performance — Contemporary
- D1: Devising project — Commentary
- D2: Performance — Commentary

## Head of Department

Sarah Crone – [sccro0@eq.edu.au](mailto:sccro0@eq.edu.au)



# ESSENTIAL ENGLISH

**Applied subject**  
Up to 4 QCE points

## Summary

Essential English focuses on everyday literacy skills required for life and work. Essential English does not operate in the compressed curriculum model and does not contribute to ATAR calculations. The subject includes only internal assessment.

## Units Studied

### Year 10

In **Year 10**, students engage with foundational concepts aligned with Units 1–4 in preparation for Years 11–12.

### Unit 1 (Year 11)

#### Language that works

- Topic 1: Study and Comparison of Sitcom Bosses from a variety of television series.
- Topic 2: Study of three consecutive episodes of a workplace sitcom to write journal entries that chronicle the character across the episodes.

### Unit 2 (Year 11)

#### Texts and human experiences

- Topic 1: Study of *The Happiest Refugee* by Anh Do (Novel) to create a Webinar review of the book.
- Topic 2: Study of the theme of the underdog and how it is represented in *Eddie the Eagle* directed by Dexter Fletcher (Film).

### Unit 3 (Year 12)

#### Language that influences

- Topic 1: IA1 – Independent research task around a topic to present a persuasive speech.
- Topic 2: CIA – Study of language features, text structures and text deconstruction to sit the Common Internal Assessment.

### Unit 4 (Year 12)

#### Representations and popular culture texts

- Topic 1: IA3 – Study of *Next Goal Wins* directed by Taika Waititi to create a multimodal presentation.
- Topic 2: IA4 – Study of episodes of *Australian Story* TV Series by Australian Broadcasting Corporation (ABC) to write a series of three blog posts.

## Assessment Types

- Internal assessment 1: Spoken response
- Internal assessment 2: Common internal assessment
- Internal assessment 3: Multimodal response
- Internal assessment 4: Written response

## Heads of Department

Chrystal Carseldine – [carmi18@eq.edu.au](mailto:carmi18@eq.edu.au) and Kimberly Byrne – [kbyrn94@eq.edu.au](mailto:kbyrn94@eq.edu.au)

# ESSENTIAL MATHEMATICS

**Applied subject**  
*Up to 4 QCE points*

## Summary

Essential Maths develops everyday maths skills for budgeting, measurement, and data. Essential Maths does not operate in the compressed curriculum model and does not contribute to ATAR calculations. The subject includes only internal assessment.

## Units Studied

### Year 10

In **Year 10**, students engage with foundational concepts aligned with Units 1–4 in preparation for Years 11–12.

### Unit 1 (Year 11)

#### Number, data and money

- Topic 1: Number
- Topic 2: Representing data
- Topic 3: Managing money

### Unit 2 (Year 11)

#### Data and travel

- Topic 1: Data collection
- Topic 2: Graphs
- Topic 3: Time and motion

### Unit 3 (Year 12)

#### Measurement, scales and chance

- Topic 1: Measurement
- Topic 2: Scales, plans and models
- Topic 3: Probability and relative frequencies

### Unit 4 (Year 12)

#### Graphs, data and loans

- Topic 1: Bivariate graphs
- Topic 2: Summarising and comparing data
- Topic 3: Loans and compound interest

## Assessment Types

- Internal assessment 1: Problem-solving and modelling task
- Internal assessment 2: Common internal assessment
- Internal assessment 3: Problem-solving and modelling task
- Internal assessment 4: Examination — short response

## Head of Department

Grant Dale – [gdale1@eq.edu.au](mailto:gdale1@eq.edu.au)

# MEDIA ARTS IN PRACTICE

**Applied subject**  
Up to 4 QCE points

## Summary

Media Arts in Practice focuses on digital media creation and analysis for practical applications. Media Arts in Practice does not operate in the compressed curriculum model and does not contribute to ATAR calculations. The subject includes only internal assessment.

## Units Studied

Year 10			
In <b>Year 10</b> , students engage with foundational concepts aligned with Units 1–4 in preparation for Years 11–12.			
Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit A:</b> Personal viewpoints	<b>Unit B:</b> Representations	<b>Unit C:</b> Community	<b>Unit D:</b> Persuasion

## Assessment Types

- A1: Project — Personal viewpoints
- A2: Media artwork — Personal viewpoints
- B1: Project — Representations
- B2: Media artwork — Representations
- C1: Project — Community
- C2: Media artwork — Community
- D1: Project — Persuasion
- D2: Media artwork — Persuasion

## Head of Department

Sarah Crone – [sccro0@eq.edu.au](mailto:sccro0@eq.edu.au)

# SOCIAL & COMMUNITY STUDIES

## *Applied subject* *Up to 4 QCE points*

### Summary

Social & Community Studies (SACS) focuses on developing knowledge and skills for participating effectively in work, community, and family life. SACS does not operate in the compressed curriculum model and does not contribute to ATAR calculations. The subject includes only internal assessment.

### Units Studied

Year 10			
In <b>Year 10</b> , students engage with foundational concepts aligned with Units 1–4 in preparation for Years 11–12.			
Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit D:</b> Legal and digital citizenship	<b>Unit E:</b> Australia and its place in the world	<b>Unit C:</b> Relationships and work environments	<b>Unit A:</b> Lifestyle and financial choices

### Assessment Types

- D1: Extended response — Law matters
- D2: Project — Digital technology and wellbeing
- E1: Extended response — Contemporary society
- E2: Project — Australia as global citizen
- C1: Project — Relationships
- C2: Investigation — World of work
- A1: Project — Contemporary lifestyles
- A2: Extended response — Money management

### Head of Department

Danica Kelly – [djkel1@eq.edu.au](mailto:djkel1@eq.edu.au)

# SPORT & RECREATION

**Applied subject**  
Up to 4 QCE points

## Summary

Sport & Recreation develops practical skills in sport, fitness, and community recreation activities. Sport & Recreation does not operate in the compressed curriculum model and does not contribute to ATAR calculations. The subject includes only internal assessment.

## Units Studied

Year 10			
In <b>Year 10</b> , students engage with foundational concepts aligned with Units 1–4 in preparation for Years 11–12.			
Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit E:</b> Community recreation	<b>Unit D:</b> Coaching and officiating	<b>Unit F:</b> Emerging trends in sport, fitness and recreation	<b>Unit H:</b> Fitness for sport and recreation

## Assessment Types

- E1: Performance
- E2: Project
- D1: Project
- D2: Performance
- F1: Performance
- F2: Project
- H1: Project
- H2: Performance

## Heads of Department

Tessa Power – [tepow0@eq.edu.au](mailto:tepow0@eq.edu.au) and Trent Flanders – [trfla0@eq.edu.au](mailto:trfla0@eq.edu.au)

# VISUAL ARTS IN PRACTICE

**Applied subject**  
Up to 4 QCE points

## Summary

Visual Arts in Practice develops practical visual arts skills through design, drawing, painting, and digital media. Visual Arts in Practice does not operate in the compressed curriculum model and does not contribute to ATAR calculations. The subject includes only internal assessment.

## Units Studied

Year 10			
In <b>Year 10</b> , students engage with foundational concepts aligned with Units 1–4 in preparation for Years 11–12.			
Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit A:</b> Looking inwards (self)	<b>Unit B:</b> Looking outwards (others)	<b>Unit C:</b> Clients	<b>Unit D:</b> Transform and extend

## Assessment Types

- A1: Project — Looking inwards (self)
- A2: Resolved artwork — Looking inwards (self)
- B1: Project — Looking outwards (others)
- B2: Resolved artwork — Looking outwards (others)
- C1: Project — Clients
- C2: Resolved artwork — Clients
- D1: Project — Transform and extend
- D2: Resolved artwork — Transform and extend

## Head of Department

Sarah Crone – [sccro0@eq.edu.au](mailto:sccro0@eq.edu.au)

# LITERACY

## Short Course subject

Up to 1 QCE point

### Summary

The Literacy Short Course empowers students to comprehend, interpret, and create a variety of texts (written, spoken, and multimodal) for different purposes, audiences, and contexts. Successful completion of the Literacy Short Course provides 1 credit towards and meets the minimum literacy requirement of the QCE.

### Topics Studied

#### Literacy Short Course

- Topic 1: Personal identity
- Topic 2: Workplace contexts

### Assessment

- Internal assessment 1: Written response (50%)
- Internal assessment 2: Spoken response (50%)

### Heads of Department

Chrystal Carseldine – [carmi18@eq.edu.au](mailto:carmi18@eq.edu.au) and Kimberly Byrne – [kbyrn94@eq.edu.au](mailto:kbyrn94@eq.edu.au)

# NUMERACY

## Short Course subject

Up to 1 QCE point

### Summary

The Numeracy Short Course builds students' capacity to identify, interpret, apply, and communicate mathematical ideas and information in real-world contexts. Successful completion of the Numeracy Short Course provides 1 credit towards and meets the minimum numeracy requirement of the QCE.

### Topics Studied

#### Numeracy Short Course

- Topic 1: Personal identity and community
- Topic 2: Workplace and employment

### Assessment

- Internal assessment 1: Project – Personal identity and community (50%)
- Internal assessment 2: Examination – Workplace and employment (50%)

### Head of Department

Grant Dale – [gdale1@eq.edu.au](mailto:gdale1@eq.edu.au)

# AHC20422 CERTIFICATE II IN HORTICULTURE

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 4 QCE points

## Training Product Description

This course is a practical course designed to prepare students for work in a wide range of horticulture environments. Job roles include gardener, groundskeeper, nursery hand, horticultural consultant, horticultural technician, farmer or horticulturist. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements, however, a keen interest in working outdoors, gaining practical skills and gardening is beneficial.

## Duration and location

This is a two-year course delivered in Years 10 and 11 at Deception Bay State High School.

## Delivery modes

The teaching and learning of this qualification is delivered face-to-face.

## Fees

There are no fees for this course.

## Assessment

Assessment is competency-based and completed in a simulated workplace environment. Assessment techniques include observation, folios of work, questioning, projects and written or practical tasks.

## Work placement

This is not a requirement of this course.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all fifteen units of competency will be awarded a Qualification and a Record

of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

To attain AHC20422 Certificate II in Horticulture, 15 units of competency must be achieved:

Unit code	Title
AHCPM201	Recognise plants
AHCPMG201	Treat Weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL203	Assist with soil or growing media sampling and testing
AHCPGD207	Plant trees and shrubs
AHCWHS202	Participate in Workplace health and safety processes
AHCMOM203	Operate basic machinery and equipment
AHCMOM204	Undertake operational maintenance of machinery
AHCNSY206	Care for nursery plants
AHCNSY207	Undertake propagation activities
AHCNSY205	Pot up plants
AHCWRK211	Participate in environmentally sustainable work practices
AHCNSY208	Maintain indoor plants
AHCWRK212	Work effectively in industry
AHCWRK216	Provide information on products and services

## Pathways

This qualification may lead to further vocational training. See other qualifications at [training.gov.au](http://training.gov.au).

## Head of Department

Angela Woodward – [axwoo11@eq.edu.au](mailto:axwoo11@eq.edu.au)



# AHC21624 CERTIFICATE II IN LANDSCAPING

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 4 QCE points

## Training Product Description

This is a practical course designed to prepare students for work in a wide range of horticulture and landscaping occupations. Job roles include gardener, groundskeeper, nursery hand, horticultural consultant, horticultural technician or farmer, landscape contractor, landscape worker, landscape trades assistant, garden and nursery labourer, and landscape and supply retail worker. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

It is expected that students enrolling in this course will have completed AHC20422 Certificate II in Horticulture in Years 10 and 11.

## Duration and location

This one-year course is delivered in Year 12 onsite at Deception Bay State High School and builds on skills acquired studying Horticulture.

## Delivery modes

The teaching and learning of this qualification is delivered face-to-face.

## Fees

There are no fees for this course.

## Assessment

Assessment is competency-based and completed in a simulated workplace environment. Assessment techniques include observation, folios of work, questioning, projects and written or practical tasks.

## Work placement

This is not a requirement of this course.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all sixteen units of competency will be awarded a Qualification and a

Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

To attain AHC21624 Certificate II in Landscaping, 16 units of competency must be achieved:

Unit code	Title
AHCLSC207	Construct low-profile timber or modular retaining walls
AHCLSC208	Install aggregate paths
AHCLSC209	Lay Paving
AHCPGD207*	Plant trees and shrubs
AHCMOM213	Operate and maintain chainsaws
AHCLSC206	Assist with Landscape Construction work
AHCPGF209	Prune shrubs & small trees
AHCPGD208	Prepare and maintain plant displays
AHCIRG219	Assist with low volume irrigation operations
TLIDOO20	Shift materials using manual handling techniques
AHCMOM203*	Operate basic machinery and equipment
AHCPCM204*	Recognise plants
AHCWHS202*	Participate in work health and safety processes
AHCMOM204*	Undertake operational maintenance of machinery
AHCPMG201*	Treat weeds
AHCWRK216*	Provide information on products and Services

Competencies marked with an \* may be awarded as a credit transfer through full completion of Certificate II in Horticulture. AHCMOM213 Operate and maintain chainsaws is an optional competency in which students can choose to participate.

## Pathways

This qualification may lead to further vocational training. See other qualifications at [training.gov.au](http://training.gov.au).

## Head of Department

Angela Woodward – [axwoo11@eq.edu.au](mailto:axwoo11@eq.edu.au)



# BSB30120 CERTIFICATE III IN BUSINESS

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 8 QCE points

## Training Product Description

This is an entry-level qualification that reflects the roles of individuals in a variety of business services jobs. It is likely that these individuals are establishing their own work performance. Individuals in these roles conduct a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment, and relevant theoretical knowledge. They may provide technical advice and support a team. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

Nil entry requirements.

## Duration and location

This three-year course is delivered on site at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning, and online training.

## Fees

There are no fees for this course.

## Assessment

Assessment is competency-based and completed in a simulated business environment. Assessment techniques include observation, folios of work, questioning, projects and written or practical tasks.

## Work placement

This is not a requirement of this course.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all thirteen units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

To attain BSB30120 Certificate III in Business, 13 units of competency must be achieved.

Unit code	Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBTEC201	Use Business software applications
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBWRT311	Write simple documents
BSBPEF301	Organise personal work priorities
BSBOPS303	Organise schedules
BSBTWK201	Work effectively with others

## Pathways

This qualification may articulate into:

- BSB40120 Certificate IV in Business
- Work in Business/office administration
- See other Business qualifications at [training.gov.au](http://training.gov.au)

## Head of Department

Angela Woodward – [axwoo11@eq.edu.au](mailto:axwoo11@eq.edu.au)



# CHC30121 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 8 QCE points

## Training Product Description

This is an entry-level qualification for anyone wishing to commence a career in the early childhood sector. It provides students with an understanding of fundamental skills and knowledge relating to the care of children. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

Students must have a blue card for Working with Children prior to enrolment or commencement of training and have a desire to work with children.

## Duration and location

This three-year course is delivered on site at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning and online training.

## Fees

There are no fees for this course.

## Assessment

Assessment is competency-based, with units of competency clustered and assessed together to mirror real workplace practices in a childcare centre. Assessment methods include direct observation, compilation of work folios, and questioning.

## Work placement

Students must complete 160 hours of structured workplace learning in a regulated education and care setting. Some units require mandatory placement hours before competency can be awarded. The school will help organise placements, though students may arrange their own with RTO approval.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all 17 units of competency will be awarded a Qualification and a Record of

Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

Unit code	Title
CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	CHCECE032 Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples culture
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT025	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an Education and Care Setting
HLTAID009	Provide Cardiopulmonary Resuscitation
HLTWHS001	Participate in workplace health and safety
CHCPRP003	Reflect on and improve own professional practice

## Pathways

This qualification may articulate into: Diploma in Early Childhood Education and Care; or work in the industry as an educator, nanny or after school hours care worker. See other community services qualifications at [training.gov.au](http://training.gov.au).

## Head of Department

Angela Woodward – [axwoo11@eq.edu.au](mailto:axwoo11@eq.edu.au)



# CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 4 QCE points

## Training Product Description

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this training product.

## Duration and location

This is an 18-month course delivered in Years 10 and 11 at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning and online training.

## Fees

There are no additional costs involved in this course.

## Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible. Assessment techniques include observation, folios of work and questioning.

## Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real office environment.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

Unit code	Title
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCPD2012	Use painting and decorating tools and equipment
CPCCJN2001	Assemble Components
CPCCJN3100	Process materials to produce components using static machines
CPCCCM2004	Handle construction materials
CPCCCA2002	Use carpentry tools and equipment
CPCCWHS1001 *	Prepare to work safely in the construction industry *

**\*Please note, CPCCWHS1001 is an optional unit offering students their General Construction Induction Training Card. To be awarded this, students must provide a form of Government ID.**

## Pathways

This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship. Please see information on pathways at [training.gov.au](http://training.gov.au)

## Head of Department

Mia Righetti – [ajrig0@eq.edu.au](mailto:ajrig0@eq.edu.au)



# CUA20225 CERTIFICATE II IN CREATIVE INDUSTRIES

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 4 QCE points

## Training Product Description

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production. Individuals complete tasks with limited complexity and with required actions clearly defined. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this training product.

## Duration and location

This is a 3 year course delivered in years 10, 11 and 12 at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning and online training.

## Fees

There are no additional costs involved in this course.

## Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible. Assessment techniques include observation, folios of work and questioning.

## Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real office environment.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not

guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

Unit code	Title
BSBWT201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
CUALGT211	Develop basic lighting skills
CUAFOH211	Undertake routine front of house duties
CUAFOH212	Usher patrons
CUASTA212	Assist with bump in and bump out of shows
CUASOU211	Develop basic audio skills and knowledge
CUAPRP201	Develop basic prop construction skills
CUAACD101	Use basic drawing techniques

## Pathways

The job roles that relate to this qualification may include Venue Attendant, Usher, Production Assistant (Film and Television), Junior Production Crew, Trainee Production Crew, Radio Production Assistant, Program Seller, Merchandise Seller, Stagehand, Runner, Dresser, Crewing Employee, Sound Assistant, Bump in/Bump out Loader, Wardrobe Assistant. See other Engineering pathways at [training.gov.au](http://training.gov.au).

## Head of Department

Mia Righetti – [ajrig0@eq.edu.au](mailto:ajrig0@eq.edu.au)



# CUA30120 CERTIFICATE III IN DANCE

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 8 QCE points

## Training Product Description

This qualification reflects the role of individuals working as entry level dancers in the live performance industry. Individuals are expected to demonstrate application of foundational skills and knowledge for routine activities expected for dance and live performance contexts. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

Individuals must complete an audition or provide another form of evidence which demonstrates their competence in at least one dance style equivalent to Australian Qualifications Framework (AQF) level 2 or above.

## Duration and location

This is an 3 year course delivered in years 10, 11 and 12 at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning and online training.

## Fees

There are no additional costs involved in this course.

## Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible. Assessment techniques include observation, folios of work and questioning.

## Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real office environment.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

Unit code	Title
CUACHR311	Develop basic dance composition skills
CUADAN331	Integrate rhythm into movement activities
CUAIND311	Work effectively in the creative arts industry
CUAPRF317	Develop performance techniques
CUAWHS311	Condition body for dance performance
CUADAN314	Develop dance improvisation skills
CUADAN315	Increase depth of jazz dance techniques
CUADAN318	Increase depth of contemporary dance techniques
CUADAN319	Increase depth of street dance techniques
CUAPRF316	Develop basic musical theatre techniques
CUAWHS406	Interact appropriately with children in performing arts environments
CUADTM311	Assist with dance teaching
CUAWHS211	Develop a basic level of physical fitness for dance performance

## Pathways

Ensemble dancer; Assistant dance teacher; Cert IV in Dance; Diploma in Dance. Please see information on pathways at [training.gov.au](http://training.gov.au).

## Head of Department

Mia Righetti – [ajrig0@eq.edu.au](mailto:ajrig0@eq.edu.au)





# CUA30920 CERTIFICATE III IN MUSIC

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 7 QCE points

## Training Product Description

This qualification reflects the role of individuals who apply a broad range of competencies in various work contexts in the music industry. They use some discretion, judgement and theoretical knowledge, and may undertake routine activities and provide support to a team or work group. They may work in music performance, sound production, music creation and composition, music business. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this training product.

## Duration and location

This is a 3 year course delivered in years 10, 11 and 12 at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning and online training.

## Fees

There are no additional costs involved in this course.

## Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible. Assessment techniques include observation, folios of work and questioning.

## Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real office environment.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

Unit code	Title
CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry Negotiate contract
CUAIND314	Plan a career in the creative arts industry
CUAMPF212	Incorporate music technology into performance
CUAMPF213	Perform simple repertoire in ensembles
CUAMPF311	Develop technical skills for musical performances
CUAMPF312	Prepare for musical performances
CUASOU211	Develop basic audio skills and knowledge
CUAMKG311	Assist with marketing and promotion
CUAIND211	Develop and apply creative arts industry knowledge
CUAMPF211	Perform simple musical pieces

## Pathways

- Assistant sound technician
- Assistant music manager
- Musician
- Sound assistant and road crew
- Cert IV Music
- Cert IV Music Industry

Please see information on pathways at [training.gov.au](http://training.gov.au)

## Head of Department

Mia Righetti – [ajrig0@eq.edu.au](mailto:ajrig0@eq.edu.au)



# FSK20119 CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 4 QCE points

## Training Product Description

This course is aimed at students wanting to improve their reading, writing, numeracy and oral communication skills. It is designed to provide foundation skills development to prepare for workforce entry or vocational training. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements.

## Duration and location

This is a one-year course delivered at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, and online training.

## Fees

There are no fees for this course.

## Assessment

Assessment is competency-based and completed in a simulated workplace environment. Assessment techniques include observation, folios of work, questioning, projects and written or practical tasks.

## Work placement

This is not a requirement of this course.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all fourteen units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit

of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

To attain FSK20119 Certificate II in Skills for Work and Vocational pathways, 14 units of competency must be achieved:

Unit code	Title
FSKLRG011	Use routine strategies for work-related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM030	Use common functions of a scientific calculator for work
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKOCM006	Use oral communication skills to participate in workplace teams
FSKRDG010	Read and respond to routine workplace information
BSBPEF101	Plan and prepare for work readiness
BSBOPS201	Work effectively in business environments
BSBTEC203	Research using the internet
BSBTEC101	Operate digital devices

## Pathways

This qualification may lead to further vocational training. See other qualifications at [training.gov.au](http://training.gov.au).

## Head of Department

Angela Woodward – [axwoo11@eq.edu.au](mailto:axwoo11@eq.edu.au)





# HLT33115 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 8 QCE points

## Training Product Description

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this training product.

## Duration and location

This is a three-year course delivered in Years 10, 11 and 12 at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning and online training.

## Fees

There are no additional costs involved in this course.

## Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible. Assessment techniques include observation, folios of work and questioning.

## Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real office environment.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification

## AQF documentation

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record

of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

Unit code	Title
BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR301	Organise personal work priorities and development
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAAP001	Recognise healthy body systems
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety
CHCCCS002	Assist with movement
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS012	Prepare and maintain beds
HLTAID011	Provide first aid
HLTFSE001	Follow basic food safety practices
HLTHSS003	Perform general cleaning tasks in a clinical setting
BSBMED303	Maintain patient records
CHCCOM001	Provide first point of contact

## Pathways

This qualification may articulate into:

- Health services assistant in hospitals, aged care, or community health assistant music manager
- Cert IV Allied Health Assistance
- Diploma of Nursing

Please see information on pathways at [training.gov.au](http://training.gov.au)

## Head of Department

Mia Righetti – [ajrig0@eq.edu.au](mailto:ajrig0@eq.edu.au)



# ICT30120 CERTIFICATE III IN INFORMATION TECHNOLOGY

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 8 QCE points

## Training Product Description

This qualification provides skills and knowledge in general information and communications technology (ICT) and as an advanced ICT user. Potential job roles include supporting information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification however a keen interest in computers and technology is recommended.

## Duration and location

This three-year course is delivered on site at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, and online training.

## Fees

There are no fees for this course.

## Assessment

Assessment is competency-based and completed in a simulated information technology environment. Assessment techniques include observation, folios of work, questioning, projects and written or practical tasks.

## Work placement

This is not a requirement of this course.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all twelve units of competency will be awarded a Qualification and a Record

of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

To attain ICT30120 Certificate III in Information Technology, 12 units of competency must be achieved:

Unit 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
ICTICT303	Connect internal hardware components
ICTICT213	Use computer operating systems and hardware
ICTICT215	Operate digital media technology package
ICTICT309	Create ICT user documentation
ICTSAS211	Develop solutions for basic ICT malfunctions and problems
ICTSAS308	Run standard diagnostic tests
BSBCRT301	Develop and extend critical and creative thinking skills

## Pathways

This qualification may lead into:

- Further study in the information, digital media and communications fields
- Entry level positions in information technology support
- See other ICT qualifications at [training.gov.au](http://training.gov.au)

## Head of Department

Angela Woodward – [axwoo11@eq.edu.au](mailto:axwoo11@eq.edu.au)



# MEM20422 CERTIFICATE II IN ENGINEERING PATHWAYS

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 4 QCE points

## Training Product Description

This qualification develops trade-like skills and is not intended to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level theory and practice of welding; it is about being introduced to welding, how it can be used to join metal with the opportunity to weld some metal together. Similarly, with machining the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner including people near the learner. Refer to training.gov.au for specific information about the qualification

## Entry requirements

There are no entry requirements for this training product.

## Duration and location

This is an 18-month course delivered in Years 11 and 12 at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning and online training.

## Fees

There are no additional costs involved in this course.

## Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible. Assessment techniques include observation, folios of work and questioning.

## Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real office environment.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not

guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

Unit code	Title
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE004	Use fabrication equipment
MSMSUP106	Work in a team

## Pathways

- Certificate III in Engineering – Mechanical Trade
- Certificate III in Engineering – Fabrication Trade
- Certificate III in Engineering – Technical
- Certificate III in Automotive or Construction

Please see information on pathways at [training.gov.au](http://training.gov.au)

## Head of Department

Mia Righetti – [ajrig0@eq.edu.au](mailto:ajrig0@eq.edu.au)



# MSL30122 CERTIFICATE III IN LABORATORY SKILLS

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 8 QCE points

## Training Product Description

This is an entry level qualification for laboratory personnel. It covers the knowledge and skills to perform laboratory operations across a range of industries including Biological Environmental, Biomedical, Materials, Food, Water Quality. Job roles include laboratory technicians, technical assistants, instrument operators and similar personnel. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements, however a keen interest in gaining practical skills to work in a laboratory is beneficial.

## Duration and location

This course is delivered over one line (three lessons per week), however, due to the course work requirements, students will also be required to attend full days during the week 10 block week (each term), to get through the course content within the one year.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, and online training.

## Fees

There are no fees for this course.

## Assessment

Assessment is competency-based and completed in a simulated laboratory environment. Assessment techniques include observation, folios of work, questioning, projects and written or practical tasks.

## Work placement

This is not a requirement of this course.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all thirteen units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

To attain MSL30122 Certificate III in Laboratory Skills, all 13 units of competency must be achieved:

Unit code	Title
BSBCMM211	Apply communication skills
MSL912002	Work within a laboratory/field workplace
MSL913004	Plan and conduct laboratory/field work
MSL922002	Record and present data
MSL933005	Maintain the laboratory/field workplace fit for purpose
MSL933009	Contribute to the achievement of quality objectives
MSL943004	Participate in laboratory or field workplace safety
MSL973015	Prepare culture media
MSL973026	Prepare working solutions
MSL973027	Perform techniques that prevent cross-examination skills
AHCWRK211	Participate in environmentally sustainable work practices
MSL974031	Prepare, standardise and use solutions
MSL974035	Prepare tissues or cell cultures

## Pathways

This qualification may lead into further studies in Laboratory Skills or assistant roles in a range of laboratory workplaces. See other ICT qualifications at [training.gov.au](http://training.gov.au)

## Head of Department

Angela Woodward – [axwoo11@eq.edu.au](mailto:axwoo11@eq.edu.au)



# SIS30321 CERTIFICATE III IN FITNESS

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 8 QCE points

## Training Product Description

This qualification reflects the role of group and gym fitness instructors. These fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. They work in predictable environments under general supervision. When instructing groups or interacting with clients, they use discretion and judgment to solve routine issues within the parameters of clearly defined organisational policies and procedures. This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this training product.

## Duration and location

This is a three-year course delivered in Years 10, 11 and 12 at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning and online training.

## Fees

There are no additional costs involved in this course.

## Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible. Assessment techniques include observation, folios of work and questioning.

## Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real office environment.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification

## AQF documentation

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

Unit code	Title
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information
BSBXTW301	Work in a team
SISXIND009	Respond to interpersonal conflict
SISXPLD002	Deliver recreation sessions
SISXPLD003	Plan recreation programs

## Pathways

This qualification may articulate into:

- Group Fitness Instructor
- Certificate IV in Fitness

Please see information on pathways at [training.gov.au](http://training.gov.au)

## Head of Department

Mia Righetti – [ajrig0@eq.edu.au](mailto:ajrig0@eq.edu.au)



# SIT30622 CERTIFICATE III IN HOSPITALITY

RTO 30380 DECEPTION BAY STATE HIGH SCHOOL

**VET subject**  
Up to 8 QCE points

## Training Product Description

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under supervision using plans, policies and procedures to guide work activities. Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this training product.

*However, students should have a willingness and availability to complete 7am Bay Cafe shifts and other functions outside of class hours.*

## Duration and location

This is a three-year course delivered in Years 10, 11 and 12 at Deception Bay State High School.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction, work-based learning, guided learning and online training.

## Fees

There are no additional costs involved in this course.

## Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible. Assessment techniques include practical tasks observation, folios of work and questioning.

## Work placement

Students must complete **36 shifts of work experience** at external venues and through a regular rotation of DBSHS industry standard functions.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

## AQF documentation

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Course units

Unit code	Title
SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXHRM007	Coach others in job skills
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITXINV006	Receive, store and maintain stock
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage
SITHASC021	Prepare Asian appetisers and snacks

## Pathways

This certificate gives pathways to hospitality industries such as:

- Restaurants
- Hotels
- Pubs and clubs
- Cafes and coffee shops
- Cert IV Hospitality
- Cert III Kitchen Operations
- Diploma of Hospitality Management

Please see information on pathways at [training.gov.au](http://training.gov.au)

## Head of Department

Mia Righetti – [ajrig0@eq.edu.au](mailto:ajrig0@eq.edu.au)









