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Introduction

Senior Education Profile (SEP Planning)

Students and their parent/guardian will be asked to attend a SEP Planning interview to:

- assist with subject choices
- ensure their learning meets the requirements to be awarded a QCE
- discuss the requirements for tertiary studies/post schooling options.

Parents and students will be advised of the process for SEP Planning interviews and online subject selections by the end of Term 2.

Senior Education Profile

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

- statement of results;
- Queensland Certificate of Education (QCE);
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see:

https://www.qcaa.qld.edu.au/senior/certificates and qualifications/sep/sep for year 12 students

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Seniorsubjects

The QCAAdevelopsfour types of senior subject syllabuses— General,Applied, Senior External Examinationsand ShortCoursesResultsin Generaland Appliedsubjectscontributeto the awardof a QCEand may contribute to an AustralianTertiary AdmissionRank(ATAR)calculation,although no more than one result in an Appliedsubjectcanbe usedin the calculationof a student'sATAR.

Extensionsubjectsare extensionsof the related Generalsubjectsand are studiedeither concurrently with, or after, Units3 and4 of the Generalcourse.

Typically,it is expectedthat most studentswill completethese coursesacrossYears11 and 12. All subjectsbuild on the P–10AustralianCurriculum.

Generalsyllabuses

Generalsubjectsare suited to studentswho are interested in pathwaysbeyond senior secondary schoolingthat leadprimarilyto tertiary studiesandto pathwaysfor vocationaleducationand training andwork. GeneralsubjectsincludeExtensionsubjects.

Applied syllabuses

Applied subjectsare suited to studentswho are primarily interested in pathwaysbeyond senior secondaryschoolingthat leadto vocationaleducationand trainingor work.

SeniorExternalExamination

The Senior External Examination consists of individual subject examinations provided across Queenslandin Octoberand Novembereachyearby the QCAA.

ShortCourses

ShortCoursesare developedto meet a specificcurriculumneedand are suitedto studentswho are interested in pathwaysbeyond senior secondaryschoolingthat lead to vocational education and training and establisha basisfor further education and employment. They are informed by, and articulateclosely with, the requirementsof the AustralianCoreSkillsFramework(ACSF)A gradeof C in ShortCoursesalignswith the requirementsfor ACSFLevel3.

For more information about the ACSFsee: https://www.education.gov.au/australiancore skillsr framework.

Underpinningfactors

All seniorsyllabusesare underpinnedby:

- literacy—the setof knowledgeandskillsaboutlanguageandtextsessentialfor understandingand conveyingcontent
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematicsin a wide rangeof situations,to recogniseandunderstandthe role of mathematicsin the world, andto developthe dispositionsandcapacitiesto usemathematicalknowledgeandskills purposefully.

General syllabuses and Short Courses

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

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

Applied syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real r world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real r world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non t technical skills that underpin successful participation in work.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject

Specialist

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof x Combinatorics x Vectors in the plane x			

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs x Fundamental topic: Calculations x Number x Representing data x Graphs	Money, travel and data x Fundamental topic: Calculations x Managing money x Time and motion x Data collection	Measurement, scales and data x Fundamental topic: Calculations x Measurement x Scales, plans and models x Summarising and comparing data	Graphs, chance and loans x Fundamental topic: Calculations x Bivariate graphs x Probability and relative frequencies x Loans and compound interest

Assessment

Summative assessments

In Units 3 and 4 students complete four summative assessments. Schools develop three summative

Numeracy

Short Course

Short Course

Numeracy is a one unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real life contexts, use mathematical

Economics

General senior subject

General

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real world science or environmental problems and participate in government

Geography

General senior subject

General

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

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data and use of spatial technologies. Fieldwork is central to the study of Geography.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency

x developan ability to authenticallydialoguewith others about

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice x Experiencing design x Design process x Design styles	Commercial design x Explore — client needs and wants x Develop — collaborative design	Human centred design x Designing with empathy	Sustainable design x Explore — sustainable design

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code x Understanding digital problems x User interfaces x Algorithms and programming techniques x Programmed solutions	Application and data solutions x Data r		

Engineering

General senior subject

General

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A7 0 Td( )Tj 0.004392 Tc/R53 10197.7602 Td(environmental)Tj 0 Tc/R55 10.98 Tf 666inability

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society x Engineering history x The problem solving process in Engineering x Engineering communication x Introduction to engineering mechanics x Introduction			

Structure

TheFashioncourseis designedaroundcoreand

Health

General senior subject

General

Health provides students with a contextualised strengths based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the

Physical Education

General senior subject

General

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

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

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals			

Psychology

General senior subject

General

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

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual			

Dramain Practice

Applied senior subject

Applied

Dramain Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

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

Objectives

By the conclusion of the course of study, students

Structure

TheDramain Practicecourseis designedaroundcore andelectivetopics.

Core	Electives	
x Dramatic principles x Dramatic practices	x Acting(stageandscreen) x Careerpathways(includingarts entrepreneurship) x Communitytheatre x Contemporarytheatre x Directing	x Playbuilding x Scriptwriting x Technicaldesignandproduction x Thetheatre industry x Theatrethroughthe ages x World theatre

Assessment

For Dramain Practice,assessmentfrom Units 3 and 4 is usedto determinethe student'sexit result, andconsistsof four instruments,including:

- at leastone project,arisingfrom communityconnections
- at leastone

Music in Practice

Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

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

Pathways

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

Objectives

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

- identify and explain music principles and

Visual Arts in Practice

Applied senior subject

Applied

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

Students explore and apply the materials, technologies and techniques used in art r making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on

Vocational Education and Training (VET) Courses

BSB50120 DIPLOMA OF BUSINESS

Delivered through a partnership between Stuartholme School and Barrington College	CRICOS	03552K
	Barrington College	RTO Number 45030
	Website	www.barringtoncollege.edu.au
	Phone Number	(07) 55625700

COURSE DETAILS

The Diploma of Business provides students with a broad understanding of contemporary business practices. Barrington College is

BSB50120 DIPLOMA OF BUSINESS COURSE STRUCTURE – 12 UNITS

Unit Code	Unit
BSBCRT511	Develop critical thinking

CHC30121 CERTIFICATE III EARLY CHILDHOOD EDUCATION AND CARE

Pending Training Package Endorsement & being added to CTA's Scope of Registration

Delivered through a partnership between Stuartholme School and Cairns Training Academy. Results will be issued by Cairns Training Academy.	Cairns Training Academy	RTO Number 30857
	Website	www.cta.qld.edu.au
	Phone	07 40545511

Course Details

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge and must apply discretion and judgement to the application of these when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au. All persons (Employees and Volunteers) will require a Blue Card: https://bluecard.qld.gov.au/

To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role
Student Intake	November, 2022

Units (15 Coreunits plus 2 Electiveunits)

Unit Code	Unit Title	
CHCECE030	Support,Inclusion	