Emerald
STATE HIGH SCHOOL

Senior School
Subject Handbook
2026 - 2027

Contents

Introduction

At Emerald State High School our goal is to see all students graduate with a Queensland Certificate of Education (QCE) and have viable options for the transition post senior schooling. This handbook is for parents and students who will **commence Year 11 in 2026**. The handbook will provide you with important information regarding this next phase of your secondary schooling including legislative requirements regarding senior secondary schooling, expected qualifications, tertiary entrance requirements, career education and subject selection.

Taking time to familiarise yourself with the handbook is an important first step in planning your senior education. Subject selection should align to possible career pathways and any tertiary entrance requirements where applicable. You will need to base your career considerations on a good understanding of yourself, as well as on what you hope to gain from your desired pathway.

The subjects you study in Years 11 and 12 will provide one of the bases for your career and study directions after you leave school. During Year 10 you have had the opportunity to sample some of the subjects available in Years 11 and 12. The purpose of this preparation year is to assist you in deciding on what subjects you would most like to pursue in your final two years. The information provided in this book will help you in making this decision.

At Emerald State High School, students are expected to continue their subjects from Year 11 into Year 12. It is a requirement that students study Unit 3 and Unit 4 together, this means that there are NO subject changes in Year 12. Changes may be necessary if results in Year 11 subjects are not suitable for continuity.

Some questions you may ask yourself now and over the next year include:

➢ What are my short and long term goals in life?

➢ Do I know what job I would like to have? If not, how can I keep my options open?

➢ Which Year 11 and 12 subjects will I need as prerequisites for any tertiary courses I am interested in?

➢ Are my grades in Year 10 good enough for me to be able to cope with the work in my chosen Year 11 and 12 subjects?

When choosing subjects for Year 11 and 12, it is important to consider the following:

• Your Ability: What are you good at?

• Your Interests: What do you like?

• Your Motivation: Do you want to do it?

In Queensland, you must be "learning or earning":

• For two years after you complete Year 10 or turn 16 or

• Until you turn 17 or

• Complete a QCE, QCIA, Senior Statement or Certificate III or IV qualification.

Support Services

If you require guidance or further information regarding subject choices and career options please make contact with the following people:

Careers Guidance Team

Subject Selection/Changes and Career Advice:

Guidance Officer:

Valda Fitzgerald

School Based Traineeships/Apprenticeships:

Industry Liaison Officer:

Ellie Noy

Heads of Departments

If you require further information regarding specifics on subject choice, please make contact with:

Curriculum area	Head of Department	Email address
English	Graham Fandrich	gfand0@eq.edu.au
Maths	Rajiv Bhar	rxbha0@eq.edu.au
Science	Jaksen Brose	jbros33@eq.edu.au
Humanities	Kerrie-Ann Van Hees	kvanh4@eq.edu.au
HPE/Japanese	James Fitzpatrick	jfitz248@eq.edu.au
Arts	Amy Cochrane	acoch25@eq.edu.au
Technologies	Noel Cavanagh	ncavo8@eq.edu.au
VET	Tanya McIntosh	tmcin163@eq.edu.au
Student Services	Rebekah Pillay	rcomo3@eq.edu.au
Special Education Services	Sarah Somerville	ssome17@eq.edu.au

Supporting Resources

Queensland Curriculum and Assessment Authority (QCAA) has developed resources for school communities to support understanding of the new QCE system including QCE requirements. These resources can be found at:
https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/qce-resources-school-communities

Preparing for learning in Years 11 and 12

Senior schooling is an exciting time and an important step in planning for your future.

In Year 10, your school will work with you and your parents/carers to develop a plan to help you:

- think about your education, training and career goals after Year 12
- tailor your learning in Years 11 and 12 to your abilities, interests and ambitions
- map your pathway to a Queensland Certificate of Education (QCE).

Once your plan has been developed, your school will register you with the Queensland Curriculum and Assessment Authority (QCAA) and will open a learning account.

The Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification. It is internationally recognised and a sign of academic and personal success. The QCE is also flexible and allows you to design a pathway that's right for you — whether you plan to:

- study at university
- look for skilled work
- complete technical and further education (TAFE) or other training.

How does the QCE work?

To receive a QCE, you must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Set amount

20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
- vocational education and training qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

What can I study?

The QCE lets you choose from a wide range of subjects and courses. There are three categories of learning — Core, Preparatory and Complementary — and some subjects and courses are worth more credit than others. The table below lists the types of courses, their QCE category, credit values and Australian Tertiary Admission Rank (ATAR) eligibility. You can find a link to the list of 97 QCAA subjects on the myQCE website.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short courses Short courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short courses do not contribute
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by the QCAA	Check with QTAC depends on course

Vocational education and training

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

Example QCE pathways

There are hundreds of possible course combinations that may lead to a QCE. Your QCE pathway will depend on your goals, and the subjects and courses your school offers. These are just a few examples of subject combinations that meet QCE requirements:

Example 1 A student enrols in six General subjects (Core category) over four semesters.	Example 2 A student enrols in six Applied subjects (Core category) over four semesters and a short course (Preparatory category) for one semester.	Example 3 A student enrols in a combination of General and Applied subjects (Core and Preparatory categories) and completes learning as part of a school-based apprenticeship in Carpentry.
English	Essential English	Essential English
Mathematical Methods	Business Studies	General Mathematics
Psychology	Religion & Ethics	Certificate I in Engineering
Geography	Arts in Practice	Science in Practice
Philosophy & Reason	Information & Communication Technology	Certificate III in Carpentry 30% of certificate completed 50 days/year on-the-job (100 total)
Dance	Agricultural Practices	
	Short Course in Numeracy	

Where will your QCE take you?
Complete the QCE planner at the back of this guide and talk with your school.

Assessment and results

Assessment

How you will be assessed in Years 11 and 12 depends on what you study:

- **QCAA General subjects**

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

- **QCAA Applied subjects**

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

- **QCAA Short Courses**

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

- **VET**

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

- **Other courses**

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

Access arrangements and reasonable adjustments

If you have a disability, impairment and/or medical condition, or experience other circumstances that may be a barrier to your performance in assessment, you should talk to your school.

Results and reporting

Your final subject results and QCE can be accessed in the Student Portal via the myQCE website in December — at the end of Year 12. You will need your 10-digit LUI to access the Student Portal.

Tertiary entrance

ATAR

The Australian Tertiary Admission Rank will be used to select school leavers for tertiary entrance from 2020. It is used nationally and indicates a student's position relative to other ATAR-eligible students.

If you intend to go to university, your school can help you plan your senior studies to meet ATAR eligibility requirements and the QCE requirements.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for students at the end of Year 12. QTAC will calculate your ATAR based on your results in either:

- 5 General subjects, or
- 4 General subjects, plus one Applied subject, or
- 4 General subjects, plus one VET qualification at Certificate III or above.

To be eligible for an ATAR, you must successfully complete an English subject. In addition, the following subject combination rules apply:

- only General English subjects or Applied English subjects can be included in the ATAR, but not both
- only General mathematics subjects or Essential Mathematics can be included in the ATAR, but not both
- if you complete the same Language subject (e.g. Chinese) as both an internally-assessed subject and a Senior External Examination, only one result can be included in your ATAR.

You will find more information on QTAC's website: www.qtac.edu.au.

Other tertiary entrance pathways

Each university has its own policies regarding school leavers without an ATAR.

If you are not eligible for an ATAR but wish to gain entry to a tertiary course, check with QTAC and/or the relevant university. Depending on the university, you may be able to gain entry with other qualifications.

Your school guidance officer can also help you understand the different tertiary entrance pathways and the best options for you.

FAQs

I don't know what I want to do after Year 12. What subjects should I study?

If you are not sure what you want to do after Year 12, choose subjects you like or have an interest in, and in which you are likely to do well.

The myQCE website has lots of information and resources that may help you with your career pathway planning.

I want to do further study after Year 12. Which subjects should I take?

If you intend to do further study after completing Year 12, you should check how students are selected for your preferred course/s. You need to ensure you choose subjects that fulfil the prerequisites for the course/s you are considering. You should then choose subjects that interest you and in which you are likely to do well.

Your school can help you to plan your senior studies to ensure you meet eligibility requirements, subject prerequisites, and other course entry requirements.

I enjoy VET subjects. What if I decide to do further study after Year 12?

If you complete an AQF Certificate III or higher-level VET qualification while at school, you may be able to use this as the basis of admission to a higher education course. You may also be given credit at TAFE for units of competency or qualifications you have completed during Years 11 and 12.

I want to start a school-based traineeship/apprenticeship. What can I do when I leave Year 12?

School-based apprenticeships are unlikely to be completed while at school. If you start one, you may complete it as a full-time or part-time apprenticeship after Year 12. Once you have completed your training, you may use the apprenticeship to enter the workforce or continue with further study.

If you complete a school-based traineeship at school, you may use it to enter the workforce or continue with further study after Year 12.

Your school guidance officer can help you understand school-based traineeships/apprenticeships and help you investigate the best options for you.

I want to get a job after Year 12. Can I return to study later?

If you enter the workforce after completing Year 12, you can return to further study at any time. To be eligible for a course, you must have successfully completed any prerequisite subjects.

If you do not meet prerequisite subjects based on your senior school subjects, there may be other learning options that the institutions and courses you are applying to accept as equivalent.

Tertiary institutions welcome applications from mature age and other applicants who are not seeking entry to tertiary courses immediately following Year 12.

If you have one, your ATAR from senior schooling will still be relevant, and for many institutions so will other qualifications and experiences you have gained since leaving school.

Contact QTAC or the institution you are seeking entry to for specific advice, including upgrading pathways.

QCIA Pathway

The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling.

The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

Students eligible for a QCIA pathway should have a history of completing an individual learning program throughout their secondary schooling. Discussions about a QCIA learning pathway must begin before a student starts senior secondary schooling, as part of the senior education and training (SET) Plan process. A collaborative approach involving school staff, parents/carers and the student is needed to determine whether a QCIA pathway is in the student's best interest.

An individual learning program**:**

- is developed for students who have disability, as defined in Queensland's *Disability Discrimination Act 1992*, that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors
- is a school-developed program of study using curriculum organisers, learning focuses and learning goals from the *Guideline for individual learning (GIL)*
- is recorded in a QCIA curriculum plan developed using the software application QCIA Curriculum plan builder, accessed via the QCAA Portal
- does not contribute credit to the Queensland Certificate of Education (QCE)
- cannot duplicate learning in any areas of study contributing credit to the QCE, e.g. learning from General, Applied or Short Course syllabuses, or vocational education and training (VET) courses.

Senior subjects & additional subject costs

All costs are correct at the time of printing to give a general notion of fees.

Mathematics

General

- General Mathematics $0
- Mathematical Methods $0
- Specialist Mathematics $0

Applied

- Essential Mathematics $0

English

General

- English $0
- Literature $0 (subject to teacher availability)

Applied

- Essential English $0

Humanities

General

- Ancient History approx. $400-550 for non-compulsory excursion.
- Business $0
- Geography approx. $400-550 for grade 11 compulsory field trip.
- Legal Studies approx. $400-550 for non-compulsory excursion.
- Modern History approx. $400-550 for non-compulsory excursion.
- Tourism approx. $20 in Year 11 only for excursions.

Technologies

General

- Design $0
- Digital Solutions $0
- Food and Nutrition $180

Applied

- Engineering Skills $90
- Fashion $100
- Furnishing Skills $90
- Industrial Graphics Skills $0
- Information & Communication Technology $0

Health and Physical Education

General

- Physical Education $0

Applied

- Year 11 Sport and Recreation $40
- Year 12 Sport and Recreation $70
- Early Childhood Studies $0

Science

General

- Biology $30 plus approx. $350 for field trips & excursions.
- Chemistry $30
- Physics $0
- Psychology $0

Applied

- Science in Practice approx. $30 for field trips & excursions.

Languages

General

- Japanese $0

The Arts

General

- Music $0
- Visual Art $50

Applied

- Visual Arts in Practice $50
- Music in Practice $0
- Drama in Practice $0

VET

VETis Funded

- Cert II Salon Assistant $0
- Cert II Health Support Services $0
- Cert III Fitness TBC
- Cert II Automotive Vocational Preparation $0
- Cert III Business $0
- Cert IV in Justice Studies

School provider

- Cert II Hospitality $200 per Yr + $20 Apron/Cap (Apron/cap Yr 11 ONLY)
- Cert II Creative Industries

Prerequisites for Year 11 Subjects in 2026

Subject	Pre- requisite
General Mathematics	C in Year 10 Mathematics or Mathematics extension and English
Mathematical Methods	C in Year 10 Mathematics extension and English
Specialist Mathematics	C in Year 10 Mathematics extension and English
English	C in Year 10 Extension English. StudentF must have completed EXT and not ENG.
Literature (subject to teacher availability)	C in Year 10 Extension English. Student must have completed EXT and not ENG.
Ancient History	C in Year 10 Extension English or 10 History
Business	C in Year 10 English
Geography	C in Year 10 Extension English
Legal Studies	C in Year 10 Extension English
Modern History	C in Year 10 Extension English
Tourism	C in a Year 10 English
Design	C in Year 10 English
Digital Solutions	C in Year 10 English and studied either ICT or Digital Solutions
Food and Nutrition	C in Year 10 English and either Science or Food Specialisation
Physical Education	C in Year 10 English and C in Year 10 HPE
Sport and Recreation	C or higher for Effort in Year 10 HPE
Biology	C in Year 10 Science, Mathematics and English
Chemistry	C in Year 10 Science, Mathematics and English
Physics	C in Year 10 Science, Mathematics and English
Psychology	C in Year 10 Science, Mathematics and English
Science in Practice	C in Year 10 Science
Japanese	C in Year 10 Japanese
Drama in Practice	C in Year 10 English
Music	C in Year 10 English
Visual Art	C in Year 10 English
Visual Art in Practice	C in a Year 10 English
Certificate III in Fitness	C in Year 10 English

General Mathematics

General senior subject

General Mathematics' major domains are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the P–10 Australian Curriculum.

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

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

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

Pre-requisites

C in Year 10 Mathematics or Mathematics extension and English.

Required Technology

It is mandatory that students who study a general mathematics subject have a laptop in order to complete set assessment.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices

- comprehend mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

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

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

Summative assessments

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

Mathematical Methods

General senior subject

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pre-requisites

C in Year 10 Mathematics Extension and English

Required Technology

It is mandatory that students who study a general mathematics subject have a laptop in order to complete set assessment.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

Specialist Mathematics

General senior subject

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

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners.

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

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

Pre-requisites

C in Year 10 Mathematics extension and English

Required Technology

It is mandatory that students who study a general mathematics subject have a laptop in order to complete set assessment.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions, and prove propositions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

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

Summative assessments

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

Essential Mathematics

Applied senior subject

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

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

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

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

Pre-requisites

Nil

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

English

General senior subject

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

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

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

Pre-requisites

C in Year 10 Extension English. C in Year 10 English could be considered after a meeting with English HOD.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

- create and analyse perspectives and representations of concepts, identities, times and places

- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

- select and synthesise subject matter to support perspectives

- organise and sequence subject matter to achieve particular purposes

- use cohesive devices to emphasise ideas and connect parts of texts

- make language choices for particular purposes and contexts

- use grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Required Technology

It is mandatory that students who study a senior ATAR English have a laptop in order to complete set assessment.

Literature

General senior subject

Please note that this subject runs only if there are enough numbers and if there is teacher availability. The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts

- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms

- enjoyment and appreciation of literary texts and the aesthetic use of language

- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others

- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences

- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pre-requisites

C in Year 10 Extension English

Pathways

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

- create and analyse perspectives and representations of concepts, identities, times and places

- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

- select and synthesise subject matter to support perspectives

- organise and sequence subject matter to achieve particular purposes

- use cohesive devices to emphasise ideas and connect parts of texts

- make language choices for particular purposes and contexts

- use grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1: Examination — analytical written response (25%)	25%	Summative internal assessment 3: Extended response — imaginative written response (25%)	25%
Summative internal assessment 2: Extended response — imaginative spoken/multimodal response (25%)	25%	Summative external assessment: Examination — analytical written response (25%)	25%

Required Technology

It is mandatory that students who study a senior ATAR English subject like Literature have a laptop in order to complete set assessment.

Essential English

Applied senior subject

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

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

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

Pre-requisites

nil

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- use appropriate roles and relationships with audiences

- construct and explain representations of identities, places, events and concepts

- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning

- explain how language features and text structures shape meaning and invite particular responses

- select and use subject matter to support perspectives

- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts

- make mode-appropriate language choices according to register informed by purpose, audience and context

- use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

Required Technology

It is highly encouraged that students who study Essential English have a laptop in order to complete set assessment.

Ancient History

General senior subject – run as Alternative Sequence

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pre-requisites

C in Year 10 Extension English

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Costings

An opportunity to attend a humanities tour in Brisbane will be available to students in either Year 11 or Year 12. This is not compulsory, however it is an excellent opportunity to expand knowledge. Total cost is dependent on number of students and will be approximately $400-550

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Beliefs, rituals and funerary practices.	**Personalities in their time** • Akhenaten • Nero	**Reconstructing the ancient world** • Philip II and Alexander III of Macedon • Later Han Dynasty and the Three Kingdoms	**People, power and authority** Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Business

General senior subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pre-requisites

C in Year 10 English

Pathways

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

Objectives

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

- describe business environments and situations

- explain business concepts, strategies and processes

- select and analyse business data and information

- interpret business relationships, patterns and trends to draw conclusions

- evaluate business practices and strategies to make decisions and propose recommendations

- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Resources

It is mandatory that students who study this subject have a laptop in order to complete set assessment.

Geography

General senior subject

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.

Pre-requisites

C in Year 10 Extension English

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Costings

Students undertake fieldwork as a compulsory aspect of their studies in Year 11 and 12. Students complete their Year 11 field study at Brunswick Mall in Fortitude Valley, where they work with the Brisbane Urban outdoor education centre to examine planning challenges. In Year

12, the students will conduct their field report examining a land or water challenge at Nudgee Beach.

Excursions will incur a cost. Total cost is dependent on number of students and location of field site. Approx. $480-550. This trip occurs in Term 3 of Year 11.

Required Technology

It is mandatory that students who study a senior humanities subject have a laptop in order to complete set assessment.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia (field work) • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations (field work)	**Managing population change** • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies

General senior subject

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

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

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

Pre-requisites

C in Year 10 Extension English

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes

- select legal information from sources

- analyse legal issues

- evaluate legal situations

- create responses that communicate meaning.

Costings

An opportunity to attend a humanities tour in Brisbane will be available to students in either Year 11 or Year 12. This is not compulsory; however, it is an excellent real-life experience for the students to participate in or observe: court cases, jury selections, expert speakers such as a session with a judge, Parliament house visit, QUT tour, Police Museum and Boggo Road Jail tour. Total cost is dependent on number of students and will be approximately $480-550

Required Technology

It is mandatory that students who study a senior humanities subject have a laptop in order to complete set assessment.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Modern History

General senior subject

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pre-requisites

C in Year 10 Extension English

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Costings

An opportunity to attend a humanities tour in Brisbane will be available to students in either Year 11 or Year 12. This is not compulsory; however, it is an excellent opportunity to expand students' knowledge. The total cost is dependent on number of students and will be approximately $480-550

Required Technology

It is mandatory that students who study a senior humanities subject have a laptop in order to complete set assessment.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • French Revolution, 1789–1799 • Russian Revolution, 1905–1920s	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • African-American civil rights movement, 1954–1968	**National experiences in the modern world** • Germany,1914–1945 • Indonesia 1942-1975	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Cold War, 1945–1991

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Tourism

Applied senior subject

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

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

Pre-requisites

C in a Year 10 English

Pathways

A course of study in Tourism can establish a basis for employment in businesses and industries within the sector, including tourist attractions, cruising, government and industry organisations, meeting and events coordination, marketing, tour operations, cultural liaisons, transport and travel.

Objectives

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

1. Explain tourism principles, concepts and practices.

   – Students explain principles, concepts and practices related to tourism and use relevant terminology.

2. Examine tourism data and information.

   – Students select and use data and information to identify features of tourism situations. They draw meaning from the patterns, trends and relationships identified.

3. Apply tourism knowledge.

   – Students apply their knowledge to determine options. They consider positive implications and negative implications of opportunities and challenges to decide how to contribute to successful tourism.

4. Communicate responses.

   – Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. Evaluate projects.

   – Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

6. Consider explanations for tourism issues or opportunities

   – Draw informed evaluations of concepts and information within tourism and the tourism industry.

Costings

Approximately $20 (in Year 11 only for excursions.)

Required Technology

It is mandatory that students who study a senior humanities subject have a laptop in order to complete set assessment.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Tourism & Travel: • In this unit, students consider the types of tourism, the reasons for travel and why people choose destinations.	**Tourism Marketing:** • In this unit, students explore marketing principles, concepts and practices that are used by tourism businesses and organisations to promote their products to specific audiences.	**Tourism Industry & Careers:** • In this unit, students explore tourism as an industry that involves a wide range of tourism businesses.	**Tourism Trends & Patterns:** • In this unit, students investigate the influence of tourism trends and patterns.

Assessment

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understandings and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four semesters as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

Summative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Investigation — Written report	Formative internal assessment 3 (FIA3): • Investigation — Written report
Formative internal assessment 2 (FIA2): • Project – Traveller information package	Formative internal assessment 4 (FIA4): • Project — Magazine article

Unit 3	Unit 4
Summative internal assessment 1 (IA1):	Summative internal assessment 3 (IA3):

• Investigation — Written report	• Investigation — Written report
Summative internal assessment 2 (IA2): • Project – Storyboarded promotion	Summative internal assessment 4 (IA4): • Project — Recorded slideshow presentation

Digital Solutions

General senior subject

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

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

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

Pre-requisites

C in Year 10 English and have studied either year 10 ICT or Digital Solutions

Pathways

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

Objectives

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

recognise and describe elements, components, principles and processes

symbolise and explain information, ideas and interrelationships

analyse problems and information

determine solution requirements and criteria

synthesise information and ideas to determine possible digital solutions

generate components of the digital solution

evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

• Unit 1	• Unit 2	• Unit 3	• Unit 4
Creating with code Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions	**Application and data solutions** Data-driven problems and solution requirements Data and programming techniques Prototype data solutions	**Digital innovation** Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions	**Digital impacts** Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Assessment

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

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

Summative assessments

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

Fashion

Applied senior subject

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

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

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

Pre-requisites

Nil

Pathways

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

Objectives

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

- Demonstrate practices, skills and processes.
- Interpret briefs.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills, procedures and products.
- Adapt production plans, techniques and procedures.

Costing

Students will be charged a **$100 levy for each year studied** to cover the cost of materials used to produce projects. These projects will be taken home.

Structure

The Fashion course is designed around core topics embedded in at least four elective topics.

• **Unit B – Historical Fashion Influences**	• **Unit C – Slow Fashion**
In this unit, students explore the fashion industry through the context of historical fashion influences.	In this unit, students explore the fashion industry through the context of slow fashion.

• **Unit F – Adornment**	• **Unit E – Industry Trends**
In this unit, students explore the fashion industry through the context of adornment.	In this unit, students explore the fashion industry through the context of the fashion business and trends.

Assessment

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- Practical Demonstrations
- Projects

Resources

It is mandatory that students who study this subject have a laptop in order to complete set assessment.

Food & Nutrition

General senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pre-requisites

C in Year 10 English and either Science or Food Specialisation

Pathways

Food & Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training and employment. A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

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

Costings

$200 per year to cover the cost of all consumables and used ingredients.

Structure

Food & Nutrition is a course of study consisting of four units. Subject matter, learning experiences and assessment.

• Unit 1	• Unit 2	• Unit 3	• Unit 4
Food science of vitamins, minerals and protein Introduction to the food system Vitamins and minerals Protein Developing food solutions	**Food drivers and emerging trends** Consumer food drivers Sensory profiling Labelling and food safety Food formulation for consumer markets	**Food science of carbohydrate and fat** The food system Carbohydrate Fat Developing food solutions	**Food solution development for nutrition consumer markets** Formulation and reformulation for nutrition consumer markets Food development process

Assessment

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

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

Summative assessments

• Unit 3	• Unit 4
• Summative internal assessment 1 (IA1): Examination 20%	• Summative internal assessment 3 (IA3): Project – folio 30%
• Summative internal assessment 2 (IA2): Project – folio 25%	• Summative External assessment 4 (EA): • Examination 25%

Resources

It is mandatory that students who study this subject have a laptop in order to complete set assessment.

Engineering Skills

Applied senior subject

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

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pre-requisites

nil

Pathways

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

Objectives

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

describe industry practices in manufacturing tasks

demonstrate fundamental production skills

interpret drawings and technical information

analyse manufacturing tasks to organise materials and resources

select and apply production skills and procedures in manufacturing tasks

use visual representations and language conventions and features to communicate for particular purposes

plan and adapt production processes

create products from specifications

evaluate industry practices, production processes and products, and make recommendations.

Costing

Students will be charged a **$75 levy for each year studied** to cover the cost of materials and physical supplies used to produce projects. These projects will be taken home.

Structure

The Engineering Skills course is designed around elective topics.

Unit option A: Fitting and machining Unit option B: Welding and fabrication	Unit option C: Sheet metal working Unit option F: Production in the manufacturing engineering industry

Assessment

For Engineering Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

at least two projects

at least two practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
• A response to a single task, situation and/or scenario.	• A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	• A response that answers a number of provided questions, scenarios and/or problems.
• A project consists of a product component and at least one of the following components: written: 500–900 words product: continous class time.	• Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

Furnishing Skills

Applied senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pre-requisites

nil

Pathways

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

Objectives

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

describe industry practices in manufacturing tasks

demonstrate fundamental production skills

interpret drawings and technical information

analyse manufacturing tasks to organise materials and resources

select and apply production skills and procedures in manufacturing tasks

use visual representations and language conventions and features to communicate for particular purposes

plan and adapt production processes

create products from specifications

evaluate industry practices, production processes and products, and make recommendations.

Costing

Students will be charged a **$75 levy for each year studied** to cover the cost of materials and physical supplies used to produce projects. These projects will be taken home. This levy is separate to the Student Resource Scheme which covers the cost of instructional materials provided in class. Additional materials may be required depending on individual works.

Structure

The Furnishing Skills course is designed around.

1.	2.
Unit option A: Furniture-making Unit option C: Interior furnishing	Unit option D: Production in the domestic furniture industry Unit option F: Production in the bespoke furniture industry

Assessment

For Furnishing Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

at least two projects

at least two practical demonstration (separate to the assessable component of a project).

3. Project	4. Practical demonstration	5. Examination
• A response to a single task, situation and/or scenario.	• A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	• A response that answers a number of provided questions, scenarios and/or problems.
• A project consists of a product component and at least one of the following components: written: 500–900 words product: continous class time.	• Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

Industrial Graphics Skills

Applied senior subject

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Pre-requisites

nil

Pathways

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

Objectives

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

describe industry practices in drafting and modelling tasks

demonstrate fundamental drawing skills

interpret drawings and technical information

analyse drafting tasks to organise information

select and apply drawing skills and procedures in drafting tasks

use language conventions and features to communicate for particular purposes

construct models from drawings

create technical drawings from industry requirements

evaluate industry practices, drafting processes and drawings, and make recommendations.

Structure

The Industrial Graphics Skills course is designed around.

Unit option A: Drafting for residential building	Unit option F: Graphics for the furnishing industry
Unit option B: Computer-aided manufacturing drafting	Unit option E: Graphics for the engineering industry

Assessment

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

at least two projects

at least one practical demonstration (separate to the assessable component of a project).

7. Project	8. Practical demonstration	9. Examination
• A response to a single task, situation and/or scenario.	• A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	• A response that answers a number of provided questions, scenarios and/or problems.
• A project consists of a technical drawing (which incldues a model) component and at least one of the following components: written: 500–900 words product: continous class time.	• Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

Information & Communication Technology

Applied senior subject

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

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pre-requisites

nil

Pathways

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

Objectives

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

identify and explain hardware and software requirements related to ICT problems

identify and explain the use of ICT in society

analyse ICT problems to identify solutions

communicate ICT information to audiences using visual representations and language conventions and features

apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts

synthesise ICT concepts and ideas to plan solutions to given ICT problems

produce solutions that address ICT problems

evaluate problem-solving processes and solutions, and make recommendations.

Structure

The Information & Communication Technology course is designed around:

core topics integrated into modules of work

using a problem-solving process

three or more elective contexts.

1.	2.
Unit option A: Robotics Unit option B: App development	Unit option C: Audio and video production Unit option E: Digital imaging and modelling

Assessment

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

at least two projects

at least one extended response.

3. Project	4. Extended response
• A response to a single task, situation and/or scenario.	• A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
• A project consists of a product component and at least one of the following components: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.

Physical Education

General senior subject

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

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

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

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

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

Pre-requisites

C or higher in Year 10 English AND C or higher in Year 10 HPE.

Pathways

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

Objectives

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

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

Costing

Nil. It is compulsory for students to own a laptop to complete this subject.

Note: Practical performance is NOT weighted heavily (only attributes to approximately 20%) in assessment tasks across Units 1-4.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Practical performance is NOT weighted heavily (only attributes to 20%) in assessment across Units 1-4.

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Sport & Recreation

Applied senior subject

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

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pre-requisites

C or higher for Effort in Year 10 HPE

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Costing

Year 11 - $30 – to cover day trip to Fairbairn dam (Bus and Entry)

Year 12 - $70 subject fee to cover community month
Approximately $300 for possible Sport and Recreation camp (new).

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Athlete Development and Wellbeing • Improving athlete development • Nutrition in sport	**Leadership** • Leadership in the outdoors including orienteering and rogaining.	**Coaching and Officiating** • Officiating a sport of a student's choice • Coaching primary school aged students in sport	**Emerging Trends** • Global sporting trends and overcoming barriers. • Creation and instruction of a new sport

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)

- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.*	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 2–4 minutes*	• 60–90 minutes • 50–250 words per item

Early Childhood Studies

Applied senior subject

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

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

Pathways

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

Objectives

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

- Investigate the fundamentals and practices of early childhood learning.

- Plan learning activities.

- Implement learning activities.

- Evaluate learning activities.

Resources

It is mandatory that students who study this subject have a laptop in order to complete set assessment.

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

4 of the following units will be delivered in the course of work:

Unit A – Play and creativity	Unit B – Literacy and numeracy	Unit C – Children's development
In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning through the context of play and creativity.	In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning through the context of literacy and numeracy.	In this unit, students the fundamentals of early childhood and the practices of early childhood learning in the context of children's development.

Unit D – Children's wellbeing	Unit A – Indoor and outdoor environments	Unit F – The early childhood education and care sector
In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's wellbeing.	In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of indoor and outdoor environments.	In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of the childcare industry.

Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

Investigation

- Students investigate fundamentals and practices to devise a play or creativity learning activity. They evaluate the effectiveness of the play-based learning activity
- Multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media

Project

- Students investigate fundamentals and practices to devise a play or creativity learning activity. They implement and evaluate the effectiveness of the play-based learning activity.
- Play-based activity: up to 5 minutes
- Multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media

Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

Students learn and apply aspects of biological knowledge and science inquiry skills. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

Pre-requisites

C in Year 10 Science, Mathematics and English

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- Investigate phenomena

Costing

Approximately $350 for field trips and excursion

Required Technology

It is mandatory that students who study a senior science have a laptop in order to complete set assessment.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Chemistry

General senior subject

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

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

Pre-requisites

C in Year 10 Science, Mathematics and English

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- Investigate phenomena

Required Technology

It is mandatory that students who study a senior science have a laptop in order to complete set assessment.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

Summative assessments

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

Physics

General senior subject

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

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

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

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

Pre-requisites

C in Year 10 Science, Mathematics and English

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- Investigate phenomena

Required Technology

It is mandatory that students who study a senior science have a laptop in order to complete set assessment.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

Summative assessments

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

Psychology

General senior subject

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 sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

It is important to note that any studies the students undergo will be under the same ethical standards and regulations that a professional psychological study would undergo.

Pre-requisites

C in Year 10 Science, Mathematics and English

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- Investigate phenomena

Required Technology

It is mandatory that students who study a senior science have a laptop in order to complete set assessment.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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

Science in Practice

Applied senior subject

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

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pre-requisites

Nil

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe ideas and findings
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- Investigate phenomena

Costing

Approximately $50 for field trips and excursion

Required Technology

It is mandatory that students who study a senior science have a laptop in order to complete set assessment.

Structure

The Science in Practice course is designed around 4 units of

Transport	Ecology	Consumer Science	Sustainability
• Vehicle safety • Energy conversions • Aerodynamics	• Organisms and their environment • Natural Interdependencies	• Use and disposal of products • Microbes in food • Psychology of advertisements	• Energy and resources consumption • Energy efficiencies

Assessment

For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- Two investigations

- Two practical projects

Project	Investigation
Students use practical skills to complete a project in response to a scenario.	**Students investigate a research question by collecting, analysing and interpreting primary or secondary information.**

Choose from different components from the following:
• written: 500–900 words
  or
• spoken: 2½–3½ minutes
 	
The following aspects of the task may be completed as a group
• analysing and interpreting the scenario
• selecting a procedure to follow.
• executing the procedure
	Presented in one of the following modes:
	• written: 600–1000 words
	• spoken: 3–4 minutes
	• multimodal
	  – non-presentation: 10 A4 pages max (or equivalent)
	  – presentation: up to 7 minutes.

Japanese

General senior subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pre-requisites

C in Year 10 Japanese

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences

- identify tone, purpose, context and audience to infer meaning, values and attitudes

- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives

- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions

- structure, sequence and synthesise information to justify opinions, ideas and perspectives

- use strategies to maintain communication and exchange meaning in Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers and friends • Lifestyle and leisure • Education	私達のまわり **Exploring our world** • Travel • Technology and media • The contribution of Japanese culture to the world	私達の社会 **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	私の将来 **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Drama in Practice

Applied senior subject

Drama exists wherever people present their experiences, ideas and feelings through reenacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in. Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts. As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

Pre-requisites

C in Year 10 English

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

1. Use drama practices. When making, students use dramatic languages to devise, direct and perform drama works.

2. Plan drama works. When responding, students analyse key features of purpose and context to plan drama works. They make decisions, explore solutions and select strategies to achieve goals.

3. Communicate ideas. When making, students use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience. When devising and directing drama, students organise and synthesise dramatic languages and production elements and technologies to make drama works that convey ideas. When performing, they use skills of acting (performance skills, expressive skills) to interpret, manipulate and express ideas.

4. Evaluate drama works. When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for purpose and contexts. Students select and use drama terminology and language conventions when producing written, spoken or signed evaluations.

Structure

Unit 1 - Community	Unit 2 - Collaboration	Unit 3 - Contemporary	Unit 4 - Commentary
Students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community. Children's theatre	Students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance. Devising and collaborative theatre	Students develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre. Contemporary and new-age theatre	Students explore the power of drama in commenting on social issues. As theatre-makers, students explore and respond to the issues and events that affect our lives on a local, national and global scale. Documentary and Verbatim theatre
Unit objectives 1. Use dramatic languages. 2. Plan drama works for a community context. 3. Communicate ideas through creating and performing drama works for a community context. 4. Evaluate drama works for a community context.	**Unit objectives** 1. Use dramatic languages. 2. Plan a director's brief incorporating production design. 3. Communicate ideas through creating a director's brief and an ensemble performance. 4. Evaluate a director's brief and an ensemble performance.	**Unit objectives** 1. Use dramatic languages. 2. Plan a director's brief and contemporary performance work. 3. Communicate ideas for a director's brief and contemporary performance work. 4. Evaluate a director's brief and contemporary performance work.	**Unit objectives** 1. Use dramatic languages. 2. Plan drama works that comment on social issues. 3. Communicate ideas through creating and performing drama works that comment on social issues. 4. Evaluate drama works that comment on social issues.

Assessment

Unit 1 – Community	Unit 2 – Collaboration	Unit 3 - Collaboration	Unit 4 – Commentary
Devising Project Students plan, devise and evaluate a scene for an identified community issue, story or person of interest.	**Directorial Project** Students plan, make and evaluate a director's brief for an excerpt of a published script.	**Direcorial Project** Students plan, make and evaluate a director's brief for an excerpt of a published script for a contemporary performance.	**Devising Project** Students plan, devise and evaluate a scene that comments on a selected social issue that affects the community.
Devised scene Up to 4 minutes (rehearsed)	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages,	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5	**Devising project** Up to 4 minutes (rehearsed)

Planning and evaluation of devised scene One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent	or equivalent digital media **Planning and evaluation of the director's brief** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent	minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent	**Planning and evaluation of devised scene** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Performance Students perform a devised scene from Assessment 1.	**Performance** Students perform the excerpt of the published script from Assessment 1 in an ensemble.	**Performance** Students act in a scene for a contemporary performance from Assessment 1.	**Performance** Students perform a student-devised and teacher-directed collage drama from Assessment 1
Performance (live or recorded): up to 4 minutes	Performance (live or recorded): up to 4 minutes	Performance (live or recorded): up to 4 minutes	Performance (live or recorded): up to 4 minutes

***Units 1 – 4 can be undertaken in any order. The order will be decided upon by the subject teacher in consulataion with their Head of Department.

Music

General senior subject

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

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pre-requisites

C in Year 10 English

Satisfactory subject knowledge from either Year 9 or 10

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narratives when performing, composing and responding to music?

Assessment

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

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

Summative assessments

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

Music in Practice

Applied senior subject

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Pre-requisites

C in a Year 10 English

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of professional music practices and cultures, entertainment management and live music practices and legal and ethical issues.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Use music practices** - When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works.

2. **Plan music works** - When responding, students analyse key features of context and purpose to plan music works. They make decisions, explore solutions and choose strategies to achieve goals.

3. **Communicate ideas** - When making, students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context. When composing, they organise and synthesise music elements and concepts and compositional devices to make music works that communicate ideas. When performing, students use technical skills to interpret music elements and concepts and communicate ideas.

4. **Evaluate music works** - When responding, students evaluate strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use music terminology and language conventions when producing written, spoken or signed evaluations.

Structure

Unit A – Music of Today	Unit B – The Cutting Edge	Unit C – Building Your Brand	Unit D – 'Live' On Stage!
In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques. They engage with a range of contemporary music genres and styles through the use of virtual platforms. They collaborate with others through school or local community events.	In this unit, students develop their understanding of relevant and appropriate music technology. Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas.	In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician. They analyse music artists' brands across a range of eras and the approaches used to build brands.	In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. They make, perform, analyse and interpret commercial music and further develop the musical skills that are integral to performance and composition. They collaborate with other students and engage with a variety of music events in the form of live events and/or streaming platforms.
Unit Objectives: 1. Use music elements and concepts, compositional devices and technical skills. 2. Plan compositions of original contemporary music. 3. Communicate ideas through composing and performing contemporary music. 4. Evaluate contemporary music.	Unit Objectives: 1. Use music elements and concepts, compositional devices and technical skills. 2. Plan music works that use music technology. 3. Communicate ideas through composing and performing music works that use music technology. 4. Evaluate music works that use music technology.	Unit Objectives: 1. Use music elements and concepts, compositional devices and technical skills. 2. Plan performances of cover songs that reflect personal interests, skills and preferences. 3. Communicate ideas that reflect a developing brand when making and performing contemporary music. 4. Evaluate music works that reflect a musician's brand.	Unit Objectives: 1. Use media, technologies and skills. 2. Plan an original composition for a commercial context and purpose. 3. Communicate ideas through composing and performing commercial music. 4. Evaluate commercial music works.

***Units A – D can be undertaken in any order. The order will be decided upon by the subject teacher in consulataion with their Head of Department.

Assessment

Unit A – Music of Today	Unit B – The Cutting Edge	Unit C – Building Your Brand	Unit D – 'Live' On Stage!
Project Students plan, compose and evaluate contemporary music. Composition • Up to 3 minutes, or equivalent section of a larger work. Planning and evaluation of composition (one of the following): • Multimodal – up to 5 minutes, 8 A4 pages, or equivalent digital media. • Written – up to 600 words • Spoken – up to 4 minutes, or signed equivalent	**Project** Students perform a cover song, focusing on the use of music technology. They plan a performance and evaluate their own or others' performance of a cover song. Performance • Up to 4 minutes Planning and evaluation of performance (one of the following): • Multimodal – up to 5 minutes, 8 A4 pages, or equivalent digital media. • Written – up to 600 words • Spoken – up to 4 minutes, or signed equivalent	**Project** Students perform a cover of current contemporary song that reflects a developing brand and is suitable for a live event or online platform. They plan the performance and evaluate their own or others' performance of a current contemporary cover song. Performance • Up to 4 minutes Planning and evaluation of performance (one of the following): • Multimodal – up to 5 minutes, 8 A4 pages, or equivalent digital media. • Written – up to 600 words • Spoken – up to 4 minutes, or signed equivalent	**Project** Students plan, make and evaluate a composition for a commercial context. Composition • Up to 3 minutes, or equivalent section of a larger work. Planning and evaluation of composition (one of the following): • Multimodal – up to 5 minutes, 8 A4 pages, or equivalent digital media. • Written – up to 600 words • Spoken – up to 4 minutes, or signed equivalent
Performance Students perform contemporary music that has a connection to their school or local community. Performance • Up to 4 minutes	**Composition** Students use music technology and production techniques to make a composition that has a connection to their school or local community. Composition • Up to 3 minutes, or equivalent section of a larger work.	**Composition** Students make an original composition that reflects their developing brand and is suitable for their chosen music streaming platform. Composition • Up to 3 minutes, or equivalent section of a larger work.	**Performance** Students perform commercial music with a visual component that is connected to their school or local community. Performance • Up to 4 minutes

***Units A – D can be undertaken in any order. The order will be decided upon by the subject teacher in consulataion with their Head of Department.

Visual Art

General senior subject

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

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

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

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

Pre-requisites

C in Year 10 English

Pathways

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

Objectives

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

- implement ideas and representations

- apply literacy skills

- analyse and interpret visual language, expression and meaning in artworks and practices

- evaluate art practices, traditions, cultures and theories

- justify viewpoints

- experiment in response to stimulus

- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes

- realise responses to communicate meaning.

Costing

Students will be charged a **$50 levy for each year studied** to cover the cost of materials and physical supplies used to produce projects. These projects will be taken home. This levy is separate to the Student Resource Scheme which covers the cost of instructional materials provided in class. Additional materials may be required depending on individual works.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

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

Summative assessments

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

Visual Arts in Practice

Applied senior subject

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

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

Pre-requisites

C in a Year 10 English

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Use visual arts practices. When making, students use art-making modes, media, technologies and skills to create artworks. They develop independence across the course of study, selecting and refining use of visual arts practices according to their strengths and interests.

2. Plan artworks. When responding, students analyse key features of purpose and context to plan artworks. They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas. When making, students use visual language to create artworks for specific purposes and in specific contexts. They interpret existing stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans) and generate and express individualised ideas or ways of working. Artworks may communicate representations, thoughts, feelings, experiences or observations.

4. Evaluate artworks. When responding, students make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations and applying their learning to planning for future artworks. Students select and use visual arts terminology and language conventions when producing written, spoken or signed evaluations.

Costing

Students will be charged a **$60 levy for each year studied** to cover the cost of consumables and physical supplies. These projects will be taken home. This levy is separate to the Student Resource Scheme. Additional materials may be required depending on individual works.

Structure

Unit A – Looking Inwards (Self)	Unit B – Looking Outwards (Others)	Unit C - Clients	Unit D – Transform & Extend
In this unit, students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.	In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.	In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills.	In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner.
Unit Objectives: 1. Use media, technologies and skills. 2. Plan figurative and/or non-figurative artworks that represent self. 3. Communicate ideas that represent self. 4. Evaluate artworks that represent self.	Unit Objectives: 1. Use media, technologies and skills. 2. Plan artworks that represent local, national or global issues. 3. Communicate ideas about local, national or global issues in a social space. 4. Evaluate artworks that comment on local, national or global issues.	Unit Objectives: 1. Use media, technologies and skills. 2. Plan commissioned artworks. 3. Communicate ideas that meet client needs and specifications. 4. Evaluate artwork proposals that respond to client needs and specifications.	Unit Objectives: 1. Use media, technologies and skills. 2. Plan artworks that represent a developing style and/or practice and connections between the work of self and others. 3. Communicate ideas that show inspiration and developed style. 4. Evaluate artworks of a chosen practitioner and their influence on own works.

***Units A – D can be undertaken in any order. The order will be decided upon by the subject teacher in consulataion with their Head of Department.

Assessment

Unit A – Looking Inwards (Self)	Unit B – Looking Outwards (Others)	Unit C - Clients	Unit D – Transform & Extend
Project Students make and evaluate an experimental folio that explores representation of self. Students plan a resolved artwork.	**Project** Students make a prototype artwork that explores a local, national or global issue. They evaluate others' artworks and plan for a resolved artwork that represents a local, national or global issue in a social space.	**Project** Students make and evaluate a design proposal for a commissioned artwork in response to a client brief. Students plan a resolved artwork.	**Project** Students make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Students plan a resolved artwork.
Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) Written: up to 600 words	2D, 3D, digital (static): up to 4 artwork/s Written: up to 600 words	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) Written: up to 600 words	Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) Written: up to 600 words
Resolved Artwork Students make a resolved artwork that communicates representation of self.	**Resolved Artwork** Students make are resolved artwork that communicates about a local, national or global issue in a social space.	**Resolved Artwork** Students make a resolved artwork that addresses client needs and specifications.	**Resolved Artwork** Students make a resolved artwork that communicates a developed style and/or practice, and takes inspiration from an artist or artisan from Assessment D1.
2D, 3D, digital (static): up to 4 artwork/s	2D, 3D, digital (static): up to 4 artwork/s	2D, 3D, digital (static): up to 4 artwork/s	2D, 3D, digital (static): up to 4 artwork/s

***Units A – D can be undertaken in any order. The order will be decided upon by the subject teacher in consulataion with their Head of Department.

Film, Television and New Media

General senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and investigate and respond to moving-image media content and production contexts.

They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pre-requisites

C in Year 10 English

Pathways

Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

Design moving-image media products

Create moving-image media products

Resolve film, television and new media ideas, elements and processes.

Apply literacy skills

Analyse moving-image media products

Evaluate film, television and new media products, practices and viewpoints.

Costing

Students will be charged a **$50 levy for each year studied** to cover the cost of materials and physical supplies used to produce projects. These projects will be taken home. This levy is separate to the Student Resource Scheme which covers the cost of instructional materials provided in class. Additional materials may be required depending on individual works.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1: Foundation In Unit 1 students explore the foundational concepts of Film, Television and New Media. They learn about technical and symbolic codes and how moving-image products are constructed to create meaning.	**Unit 2: Stories** In Unit 2 students will Investigate the ways in which story takes different forms in different contexts across moving-image media platforms. Students focus on how representations and languages engage audiences in stories. Students explore narrative and non-narrative formats to learn how stories can be used in different ways.	**Unit 3: Participation** In Unit 3, students explore how audiences participate with moving-image media across multiple platforms. Students investigate how technologies and institutions benefit or limit audience participation.	**Unit 4: Artistry** In Unit 4 students will use moving-image media to express, explore and question their artistic identity. Students will examine historical forms, practices, cultures and ideas in order to understand contemporary moving-image media. They will develop their own identity and artistry as a filmmaker, through creating stylistic moving-image media products.

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Case Study Investigation — Unit 3	15%	Summative internal assessment 3 (IA3): Stylistic Production — Unit 4	35%
Summative internal assessment 2 (IA2): Multi-Platform Content Project — Unit 3	25%		
Summative external assessment (EA): 25% Examination			

Media Arts in Practice

Applied senior subject

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

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision making to justify their choices, reflecting and evaluating on the success of their own and others' art-making.

When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pre-requisites

C in a Year 10 English

Pathways

Media Arts in Practice offers creative, hands-on experiences in film, photography, and digital media. This subject can lead to careers in film, television, social media, marketing, design, or further study in creative industries.

Objectives

The syllabus objectives outline what students have the opportunity to:

1. Use media arts practices. When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.

2. Plan media artworks. When responding, students analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas. When making, students create media artworks that suit purpose and context. Students show making in both pre-production (e.g. design products) and production (e.g. media artworks) formats, and may use media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, observations).

4. Evaluate media artworks. When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use media arts terminology and language.

Costing

Students will be charged a **$60 levy for each year studied** to cover the cost of consumables and physical supplies. These projects will be taken home. This levy is separate to the Student Resource Scheme. Additional materials may be required depending on individual works.

Structure

Unit A – Personal Viewpoints	Unit B – Representations	Unit C - Community	Unit D – Persuasion
In this unit, students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs. They respond to a societal issue of choice, using media language to express a personalised viewpoint.	In this unit students investigate how other media artists alter, question or add to representations of reality. Students work individually to experiment with and explore representations and to plan a media artwork. They demonstrate creative thinking skills as they innovate and make the planned media artwork.	In this unit, students explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences. They respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences.	In this unit, students explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork.
Unit Objectives: 1. Use media technologies and media techniques. 2. Plan media artworks that express viewpoints about societal issues. 3. Communicate ideas about societal issues. 4. Evaluate media artworks that express viewpoints about societal issues	Unit Objectives: 1. Use media technologies and media techniques. 2. Plan media artworks for social media or gaming platforms. 3. Communicate ideas about representations. 4. Evaluate media artworks for social media or gaming platforms that include representations	Unit Objectives: 1. Use media technologies and media techniques. 2. Plan media artworks that celebrate or advocate for community or inform audiences. 3. Communicate ideas about a selected community. 4. Evaluate media artworks that celebrate or advocate for community or inform audiences.	Unit Objectives: 1. Use media technologies and media techniques. 2. Plan media artworks that follow marketing styles or trends for an identified purpose. 3. Communicate ideas through making persuasive media art works. 4. Evaluate media artworks in the specified context.

***Units A – D can be undertaken in any order. The order will be decided upon by the subject teacher in consulataion with their Head of Department.

Assessment

Unit A – Personal Viewpoints	Unit B – Representations	Unit C - Community	Unit D – Persuasion
Project A1 Students make and evaluate a design product and plan a media artwork that communicates a personal viewpoint about a societal issue.	**Project B1** Students make a design product and plan a media artwork that explores representations. They evaluate representations in social media or gaming platforms.	**Project C1** Students make and evaluate a design product and plan a media artwork that communicates ideas about a person, event, issue or other aspect in a community	**Project D1** Students make a design pitch for a media artwork that follows marketing styles or trends for an identified purpose. They evaluate their own or another student's design pitch.
Planning and Evaluation: One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. **Design product:** Design product that uses pre-production conventions to communicate ideas (e.g storyboard).	**Planning and Evaluation:** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. **Design product:** Design product that uses pre-production conventions to communicate ideas (e.g storyboard).	**Planning and Evaluation:** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. **Design product:** Design product that uses pre-production conventions to communicate ideas (e.g storyboard).	**Planning and Evaluation:** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. **Design product:** Design product that uses pre-production conventions to communicate ideas (e.g storyboard).
Project A2 – Media Artwork Students make a media artwork to express a personal viewpoint by implementing the design from Assessment A1	**Project B2- Media Artwork** Students make a media artwork for a social media or gaming platform by implementing the design from Assessment B1	**Project C2- Media Artwork** Students make a media artwork that celebrates, advocates for or informs audiences about a community by implementing the design from Assessment C1	**Project D2- Media Artwork** Students make a persuasive media artwork by implementing the design from Assessment D1.
One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s	One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s	One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s	One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

***Units A – D can be undertaken in any order. The order will be decided upon by the subject teacher in consulataion with their Head of Department.

VETiS Funding and Fee for Service

As per government funding for Vocational Education & Training in Schools (VETiS), each student has the opportunity to complete **ONE** certificate I or II qualification, with the fees covered by the government initiative.(Some Certificate III programs may be used under Vetis with a gap fee)

Fee for Service (FFS)

Learners who do not meet eligibility through Government funding arrangements have the opportunity to enrol through FFS arrangements. Where *funding is not offered or VETiS has been used*, learners are liable to make an upfront payment for the full fees of the cost of undertaking a course or qualification.

Vocational Education and Training in Schools (VETiS) focuses on delivering qualifications to provide students with the skills and knowledge required for specific industries. Students can undertake VETiS as part of their school studies, delivered by a school registered training organisation (RTO) or by enrolling in a course with an external RTO. Students can in addition undertake a qualification through a school-based apprenticeship or traineeship (SAT).

Some students undertake nationally recognised vocational education and training (VET) qualifications while they are still at school.

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job and offer the opportunity to gain:

- Practical hands-on training
- valuable skills for greater employability
- credit towards a Queensland Certificate of Education (QCE)
- real trade skills and qualifications while completing high school
- a competitive edge in the employment marketplace
- Some units may credit towards further study

To participate in the VETiS program, you must:

- Remain enrolled in, and attend, a Queensland school throughout the duration of the program.
- Be in year 11 or 12 to participate in most programs.
- Identify the VETiS program in your Senior Education and Training (SET) plan.
- Have attained a Sound achievement result in Year 10 numeracy and literacy subject or equivalent prior to enrolling in the program.
- If a gap fee is required students must have this paid at time of enrolment.

SIT20322 - Certificate II in Hospitality

Training Provider – Emerald State High School RTO No. 30383

Pre-requisites: Nil

Costing: $200 (per year) to cover the cost of all consumable and used ingredients. Students must have suitable footwear (covered in shoes) and black shirt, pants/skirt for functions. Students will have the opportunity to be involved in an excursion that may incur an added cost.

Duration: 2 years

Qualification Description: This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Course Requirements: It is mandatory that students who study this subject have a laptop in order to complete set assessment.

Qualification Packaging: There are 12 units of competency in the Certificate, 6 mandatory core units and 6 electives as shown below:

Core Units	
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
Elective Units	
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage
SITHFAB021	Provide responsible service of alcohol
SITHKOP009	Clean kitchen premises and equipment
SITHIND005	Use hygienic practices for hospitality service

It is a requirement for students to complete assessment outside school hours in this subject. Additional structured work placement may also be required to complete the 12-service period requirement.

Further Information
Contact the VET Head of Department, Mrs Tanya McIntosh, tmcin163@eq.edu.au
For information regarding support services and other general VET queries see Emerald State High School VET Student Handbook.

Correct at time of publication but subject to change.

SHB20216- Certificate II Creative Industries

Training Provider – Emerald State High School RTO No. 30383

Pre-requisites: Nil

Costing: Nil

Duration: 2 years

Qualification Requirements: Students must have industry-standard attire (plain black shirt, pants and shoes) for events. Students will have the opportunity to be involved in incursions that may incur an added cost.

Qualification 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 (but are not limited to): 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.

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.

Qualification Packaging Rules:
There are 10 Units of Competency in the Certificate, 3 mandatory core units and 7 electives as shown below:

Core Units	
BSBTWK201	Work effectively with others.
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
Elective Units	
CUAFOH211	Undertake routine front of house duties.
CUAFOH212	Usher patrons.
CUALGT211	Develop basic lighting skills
CUAPRP201	Develop prop construction skills
CUASCE201	Develop basic scenic art skills
CUASTA211	Develop basic staging skills
CUA STA212	Assist with bump-in and bump-out of shows.

Electives units/Training providers offered may vary.

It is a requirement for students to complete assessment outside school hours in this subject, and attend rehearsals for productions/events.

Further Information
Contact the VET Head of Department, Tanya McIntosh tmcin163@eq.edu.au

Correct at time of publication, but subject to change.

SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching

Training Provider – Binnacle Training RTO No: 31319

Pre-requisites: Pass in year 10 English & LLN

Costing: For additional information about fees and funding options please refer to relevant pages from the Binnacle Training Website - https://www.binnacletraining.com.au/for-schools/pricing/

Duration: 2 Years

Delivery: This program is delivered at Emerald State High School over 3 x lessons per week by a TAE approved trainer.

Qualification Description: This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.
Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).
Students facilitate programs within their school community including:

- Community fitness programs

- Strength and conditioning for athletes and teams

- on-1 and group fitness sessions with male adults, female adults and older adult clients

Qualification Packaging:

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	BSBOPS304	Deliver and monitor a service to customers
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXEMR003	Respond to emergency situations	SISFFIT035	Plan group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT036	Instruct group exercise sessions
SIRXWHS001	Work safely	SISFFIT032	Complete pre-exercise screening and service orientation
BSBSUS211	Participate in sustainable work practices	SISFFIT033	Complete client fitness assessments
SISSPAR009	Participate in conditioning for sport	SISFFIT052	Provide healthy eating information
SISSSCO001	Conduct sport coaching sessions with foundation level participants	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISSSCO002	Work in a community coaching role	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

Further information:

Contact the VET Head of Department, Tanya McIntosh tmcin163@eq.edu.au

Correct at time of publication but subject to change as offered by an external RTO.

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

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto

BSB30120 – Certificate III in Business

Training Provider – Binnacle Training RTO No: 31319

Pre-requisites: Nil

Costing: VETiS funded or Fee for Service if VETiS has been used

Duration: 2 years

Delivery: This program is delivered at Emerald State High School over 3 x lessons per week by a TAE approved trainer.

Qualification Description: This course allows students develop key enterprise skills – including leadership and innovation, customer service, personal management, teamwork and financial literacy – through project-based learning. Career pathways include: Customer Service Advisor, Payroll Officer, Administration Officer and Duty Manager.

Qualification Requirements: It is mandatory that students who study this subject have a laptop in order to complete set assessment.

Qualification Packaging: There are 13 units of competency in the Certificate, 6 mandatory core units and 7 electives as shown below:

Core Units	
BSBPEF201	Support personal wellbeing in the workplace
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBCRT311	Apply critical thinking skills in a team environment
Elective Units	
BSBPEF301	Organise personal work priorities
BSBXTW301	Work in a team
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers
FNSFLT311	Develop and apply knowledge of personal finances

Further Information
Contact the VET Head of Department, Mrs Tanya McIntosh, tmcin163eq.edu.au

Correct at time of publication but subject to change as offered by external RTO.

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

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AUR20720 – Certificate II in Automotive Vocational Preparation

Training Provider – CQ University RTO No. 40939

Pre-requisites: Nil

Costing: VETiS funded <u>or</u> Fee for Service if VETiS has been used

Duration: 1 year 1 x day per week on campus at CQU Emerald

Qualification Description: This course is a mechanical pathway that provides an introduction to the Automotive fields of heavy vehicles (diesel fitting), light vehicles and auto-electrical. Possible career outcomes could lead to a trades assistant, vehicle service assistant, automotive service assistant, trainee service person, automotive trainee.

Qualification Packaging: There are 12 units of competency in the Certificate, 7 mandatory core units and 5 electives as shown below:

Core Units	
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAFA103	Communicate effectively in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURAFA104	Resolve routine problems in an automotive workplace
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
Elective Units	
AURTTC001	Inspect and service cooling systems
AURETR115	Inspect, test and service batteries
AURTTE104	Inspect and service engines
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives
AURTTA127	Carry out basic vehicle servicing operations

Further Information
Contact the VET Head of Department, Mrs Tanya McIntosh, tmcin163@eq.edu.au

Correct at time of publication but subject to change as offered by external RTO.

10971NAT – Certificate IV in Justice Studies

Training Provider – Professional Investigators College of Australasia
RTO No: 40789

Pre-requisites: C in Year 10 English

Costing: $1800 to be paid prior to commencement of course

Duration: 12 months

Delivery: This program is a blended delivery of online & timetabled 3 lessons per week

Qualification Description: This qualification perfectly suits those wishing to enter role in the justice system, including police services, corrections, child protection, intelligence agencies, government compliance, youth justice, border force, court services, protective services, private and corporate investigations. Participants will learn how to identify and apply the legal framework, communicate effectively, analyse social justice issues, conduct investigations, gather information through interviews, among other topics.
This cert IV is a good foundational program and suitable for all ages and experience, including school students. Whilst not generally an essential requirement for roles (as above), it gives participants a nationally accredited qualification and the foundational skills related to the justice system.
Qualification Requirements: It is mandatory that students who study this subject have a laptop in order to complete set assessment.

Qualification Packaging: There are 10 units of competency in the Certificate, as shown below:

Core Units	
BSBLEG421	Apply understanding of the Australian legal system
NAT10971002	Prepare documentation for court proceedings
NAT10971001	Provide information and referral advice on justice related issues
NAT10971003	Analyse social justice issues
PSPREG033	Apply regulatory powers
BSBXCM401	Apply communication strategies in the workplace
PSPLEG002	Encourage compliance with legislation in the public sector
PSPETH007	Uphold and support the values and principles of public service
PSPREG035	Produce formal record of interview
PSPREG010	Prepare a brief of evidence

Further Information
Contact the VET Head of Department, Mrs Tanya McIntosh, tmcin163@eq.edu.au

Correct at time of publication but subject to change as offered by external RTO.

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

HLT23221 - Certificate II in Health Support Services
HLT37315 - Certificate III in Health Administration
Training Provider: The College of Health & Fitness RTO No. 30798

External

VET

Pre-requisites: C in Year 10 English and C in Mathematics or Extension Mathematics

Costing: This course is subsidised using student VETiS Funding or fee for service
Correct at time of publication but subject to change as offered by an external RTO.

Duration: **1 Year per certificate qualification**

Qualification Description: This course will give you the skills required to enter the role of a health industry worker, providing support for the effective functioning of health services. With access to and support from leading trainers.
You will walk away with knowledge, skills and experience in customer service. You will learn communication skills for health and community services, the ability to work with diverse people, compliance with infection prevention and control policies and procedures, and with workplace health and safety.

Upon successful completion you will be qualified for employment in health administration and reception roles across workplaces including medical practices, hospitals and private health care providers including allied health professionals.

The addition of the Certificate III:

This course will provide you the knowledge and skills you need to provide administration support in private or public health services, as well as essential business and team skills that are relevant across an extensive range of industries.
Develop a sound and practical knowledge of health administration, medical terminology, and the skills to address infection prevention and control and work with people from diverse backgrounds.

Upon completion, you will have gained skills and knowledge highly regarded in a quickly growing industry, unlocking opportunities for Administration roles such as Admissions Clerk, Ward Clerk and Medical Receptionist. Other roles in hospitals, health care providers, medical practices and with allied health care professionals may also be possible.

Each Certificate is offered over a 12-month period and timetabled here at Emerald State High School student will compete the Certificate II under VETis funding and the will access the Certificate III once completed. 4 units of the Certificate II will cross over into the Certificate III.

Qualification Requirements: It is mandatory that students who study this subject have a laptop in order to complete set assessment.

Qualification Packaging Rules: HLT23221 - Certificate II in Health Support Services – 12 units

Core Units	
HLTWHS001	Participate in Workplace Health and Safety
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCDIV001	Work with Diverse People
CHCCOM005	Communicate and Work in Health or Community Services
Elective Units	
BSBTEC201	Use Business Software Applications
BSBOPS203	Deliver a Service to Customers
BSBOPS101	Use Business Resources
BSBINS201	Process and Maintain Workplace Information
BSBPEF202	Plan and Apply Time Management
BSBMED301	Interpret and apply medical terminology appropriately
BSBCMM211	Apply Communication Skills
CHCCCS020	Respond effectively to behaviours of concern

Qualification Packaging Rules: HLT37315 - Certificate III in Health Administration – 13 units

Core Units	
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBMED301	Interpret and apply medical terminology appropriately
Elective Units	
BSBFIN302	Maintain financial records
BSBINS302	Organise workplace information
BSBINS402	Coordinate workplace information systems
BSBOPS304	Deliver and monitor a service to customers
BSBOPS305	Process customer complaints
BSBSTR301	Contribute to continuous improvement
BSBTEC301	Design and produce business documents
HLTAID011	Provide First Aid

Contact the VET Head of Department, Tanya McIntosh tmcin163@eq.edu.au

SHB20216- Certificate II in Salon Assistant

Training Provider – Far North Training Consultancy RTO No.32474

Pre-requisites: Nil

Costing: VETiS funded or Fee for Service if VETiS has been used

Correct at time of publication but subject to change as offered by an external RTO.

Duration: 40 school weeks + 20 days Salon experience

Qualification Description: This is a preparatory qualification which provides a defined and limited range of basic skills and knowledge used in hairdressing salons to provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers who manage the client service. The combined skills and knowledge do not provide for a job outcome as a hairdresser but this qualification is intended to prepare individuals for further training.

Delivery: This program is delivered onsite at Emerald State High School in a salon simulated environment and is run from 8:45am to 2.50pm **ONE** day per fortnight.

Qualification Packaging Rules: There are 12 units of competency in the Certificate II in Salon Assistant, 8 mandatory core units and 4 electives as shown below:

Core Units	
BSBWHS201A	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS007	Conduct salon financial transactions
SHBXCCS009	Greet and prepare clients for salon services
SHBXIND003	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team
Elective Units	
SHBHCLS001	Provide head, neck and shoulder massages for relaxation
SHBHDES002	Braid hair
SHBHCLS001	Apply hair colour products
SHBXCCS004	Recommend products and services

Electives units/Training providers offered may vary.

Further Information
Contact the VET Head of Department, Tanya McIntosh tmcin163@eq.edu.au