



Education for Life

**Kenmore State High School**

# **Senior Subject Guide (Years 11 & 12)**

July 2023

# Contents

<b>Message from the Principal</b>	<b>3</b>
<b>Senior School Contacts</b>	<b>4</b>
<b>Considerations for Selecting Subjects in the Senior School</b>	<b>5</b>
<b>Senior Schooling in Queensland</b>	<b>6</b>
Senior Education Profile (QCE & QCIA)	6
<b>Senior Subjects</b>	<b>8</b>
Underpinning Factors	9
Australian Tertiary Admission Rank (ATAR) for University Entrance	9
<b>Vocational Education and Training (VET)</b>	<b>11</b>
School-Based Apprenticeships & Traineeships	12
<b>From the Guidance Officers</b>	<b>16</b>
<b>General Syllabuses</b>	<b>17</b>
Structure	17
Assessment	17
<b>Applied and Applied (Essential) syllabuses</b>	<b>19</b>
Course Structure	19
Assessment	20
Senior External Examinations	21
Assessment	21
<b>Kenmore Subject Offerings Year 10, 11 &amp; 12</b>	<b>22</b>
Mathematics	24
English	33
Humanities	40
Science	53
Technologies	66
Health & Physical Education	87
Languages	99
Performing Arts	106
Business	118
Visual Art & Media	125
Career Education, VOC, Flex	132
<b>Vocational Education Studies (VOC)</b>	<b>133</b>

# Message from the Principal

Dear student,

Welcome to the new Senior Program and Senior Phase of Learning!

Our *School philosophy* speaks of enabling you to make a powerful difference in the world. To be influential locally and prepared to transform the world, you need developed skills. Our commitment to you is to provide a 'futures focused' curriculum that will prepare you for the new global economy through attention to you and your success so that you can make a difference now and in the future.

Your progression into the senior phase of learning marks a significant point in your education and creation of opportunities for your life beyond school. Success and continuous personal growth within the senior school requires a serious application of *commitment, a conscientious attitude, and self-discipline* on your part.

You are entering an exciting time in education with the recent introduction of the new *Senior Assessment and Tertiary Entrance (SATE)* program. Eligible students will receive an *Australian Tertiary Admission Rank (ATAR)* at the end of Year 12 as the culmination of their studies. The new features of the SATE program include *subject-based external assessment, a reduced number of assessments, and a strengthening of their quality and comparability through common processes.*

A new *taxonomy* of educational objectives will underpin Kenmore's curriculum delivery whereby key *cognitions* are explicitly taught; where the essential *skills of thinking* is the new subject matter; and the *application and utilisation of knowledge* occurs at every level the learning process. You will notice the explicit teaching of these skills within and across your classes.

*21<sup>st</sup> Century Learners!* You are preparing for a very different world from the one we know. At Kenmore, we aim to deliver to you the experiences, values and virtues to become innovators, entrepreneurs and responsible global citizens. The identified traits for you will be:

- Critical thinking analytical thinking, problem-solving, decision making, reflecting and evaluating
- Innovation, curiosity, creativity, looking for alternatives and generating new ideas
- Respectful communication, collaboration and teamwork
- Highly developed personal and social skills
- Contemporary technology practices to network, generate and manage knowledge and to collaborate

You will be working towards the *Queensland Certificate of Education (QCE)*, a qualification awarded to young people at the completion of their senior phase for learning. The QCE confirms your achievement of:

- A significant amount of learning
- A set standard of achievement, and
- Literacy and numeracy requirements



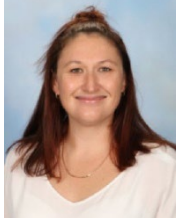




*This Subject Guide* is a resource to enable you and your families to collaboratively plan your senior education pathway. I urge you to read all the sections of this guide carefully, and to consider the options available so that you can make choices suited to your particular needs. I also encourage you to base your decisions on your proven abilities and personal preferences which will be reflected in the successes from your previous schooling history. Make your choices wisely.

I wish you well in making your decisions.



**Paul Robertson**  
Executive Principal

# Senior School Contacts

<p><b>Drew Jell</b> Senior Schooling Deputy Principal <a href="mailto:djell1@eq.edu.au">djell1@eq.edu.au</a> 3327 1555</p>	
<p><b>Will Fozard</b> Head of Year 12 and Senior Schooling <a href="mailto:wfoza3@eq.edu.au">wfoza3@eq.edu.au</a> 3327 1536</p>	
<p><b>Sarah Graham</b> Head of Year 11 and Pathways &amp; Transitions (M,Tu,Th) <a href="mailto:spool31@eq.edu.au">spool31@eq.edu.au</a> 3327 1581</p>	
<p><b>Joshua Pollock</b> Head of Year 11 and Pathways &amp; Transitions (W, F) <a href="mailto:jpoll123@eq.edu.au">jpoll123@eq.edu.au</a> 3327 1581</p>	
<p><b>Jessica Dolan</b> Head of Year 10 <a href="mailto:jdola23@eq.edu.au">jdola23@eq.edu.au</a> 3327 1547</p>	
<p><b>Ms A Daniels</b> Guidance Officer (Years 10-12) 3327 1513</p>	
<p><b>Penny Hauenschild</b> Administration Officer, Senior Secondary 3327 1580</p>	

# Considerations for Selecting Subjects in the Senior School

The world is experiencing rapid change due to a number of influences including technology, the changing demands of different industries, and diversity in society to name a few. Young people must be adequately equipped with relevant knowledge and skills to continually adapt to a rapidly changing employment landscape.

The workplace is changing with automation, globalisation and flexibility expected to be a key feature of jobs by 2030. It is predicted that workers will spend more time learning new skills as well as using critical thinking and entrepreneurial skills. Workers will also need to focus more on verbal communication and interpersonal skills with less time spent on routine and manual tasks. Businesses will be required to be more competitive and therefore employees will need to be increasingly enterprising and find creative ways to adapt in diverse environments. Our students therefore must have relevant knowledge and skills that will support their career pathway from high school to further education and training or employment. Portable skills or transferrable skills such as critical thinking, interpersonal skills, problem solving and having a growth mindset to learn new skills in new environments will be crucial.

Our current students are Generation Z and will have experiences unknown to previous generations. Gen Z's will be mobile and are predicted to have 17 jobs over their lifetime, with one in two being university educated. It comes as no surprise that they will be digital integrators, reaching for technology to assist them in a range of everyday personal, educational and work tasks. Our current students will be the most educated generation but also need to be the savviest to ensure that they are marketable to future employers.

Our senior students need to take advantage of many opportunities available to them at Kenmore State High School including a wide range of extra-curricular competitions, university subjects, work experience, school-based traineeships and VET courses. Active participation in the senior school will help adequately prepare students for the workplace that they will be entering in a few years' time.

Pathways and subject combinations should be considered carefully to ensure that students are accessing the knowledge and skills that will prepare them for the future and combining subjects/courses that are complementary for their pathway. For example, a student wishing to enter a university degree in Health Sciences can study a range of subjects/courses at Kenmore SHS to support this pathway including Health, Physical Education, Certificate III in Fitness and Food and Nutrition. A student wishing to be a Personal Trainer could combine Certificate III in Fitness with Certificate III in Business and Business Management to become an effective small business owner. Lastly, a student wishing to be a Child Psychologist could study Psychology and a Certificate III in Business to gain relevant and current knowledge of children and how they behave before entering a university degree.

Whichever pathway students choose, Kenmore SHS offers a wide range of subjects and courses to meet the needs of our Generation Z students. For more information on choosing complementary subjects and the right pathway, contact the Guidance Officers, Senior Schooling Head of Department or Pathways and Transitions Head of Department.

# Senior Schooling in Queensland

Senior schooling in Queensland is designed to help give students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the current QCE system introduced in 2019, students choose from a wide range of subjects and courses to suit their work and study goals. Students are assessed using internal assessments and QCAA General Subjects also include a common external assessment held at the end of year 12.

The Australian Tertiary Admission Rank (ATAR) is used to rank eligible Year 12 graduates for selection into university courses. ATARs are calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details: [www.qtac.edu.au/for-schools/atar-information](http://www.qtac.edu.au/for-schools/atar-information).

## Senior Education Profile (QCE & QCIA)

Queensland students receive a Senior Education Profile from the QCAA (Queensland Curriculum & Assessment Authority) when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

For more information about the SEP see:  
[www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).



## Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

### Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) 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.

### Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

- **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

- **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	
• QCAA Short Course in Literacy	up to 1
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

- **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	up to 1
• QCAA Short Course in Career Education	
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

### Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

#### Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

#### Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements



# Senior Subjects

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

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

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

## General syllabuses

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

## Applied and Applied (Essential) syllabuses

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

## General (Extension) syllabuses

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

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

## General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

## Short Course syllabuses

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

For more information about the ACSF see [www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework](http://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework).



## Underpinning Factors

All senior syllabuses are underpinned by:

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

## General syllabuses and Short Course syllabuses

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

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

## Applied and Applied (Essential) syllabuses

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

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

## Australian Tertiary Admission Rank (ATAR) for University Entrance

The Australian Tertiary Admission Rank (ATAR) is the standard pathway to tertiary study for Queensland Year 12 students. The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. QTAC calculates ATARs for Queensland school leavers, including international students at Queensland schools.

If students are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. **only General English subjects or Applied English subjects can be included in the ATAR, but not both.**
2. **only General Mathematics subjects or Applied Mathematics subjects can be included in the ATAR, but not both.**
3. **only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.**

## What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

## How do I become eligible for an ATAR?

To be eligible for an ATAR, a student must have:

1. **satisfactorily completed an English subject**
2. **completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above**
3. **accumulated their subject results within a five-year period.**

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

## How are ATARs calculated?

The ATAR is calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

How does inter-subject scaling work?

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. If a student of a given ability studies an easier Mathematics subject they might get a 90/100. But if the same student studied a harder Mathematics subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR. Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

## Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Fitness and a Certificate III in Business will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III. It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III.

## How do I access my ATAR?

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

For further information concerning ATARs, please go to the website of the **Queensland Tertiary Admission Centre** (QTAC): <https://www.qtac.edu.au/atar-my-path/atar>

# Vocational Education and Training (VET)

## What is VET?

Vocational education and training (VET) links hands-on learning with theoretical understanding to prepare students for employment. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

## Why does VET exist?

VET develops the skills that students need to gain qualifications to participate in a wide range of employment opportunities. VET qualifications are recognised by employers Australia wide across all industries. VET can take place at school, at a Registered Training Organisation such as TAFE, or in the workplace within a traineeship or apprenticeship.

Kenmore State High School is registered for the delivery of VET courses (RTO Code 30071) under ASQA's jurisdiction and must meet the requirements of the VET Quality Framework (VQF).

## Scope of Registration

### Kenmore State High School RTO 30071

Qualification	Qualification Description	Course Provider
FSK20119	Certificate II in Skills for Work and Vocational Pathways	Kenmore SHS RTO 30071
SIT10122	Certificate I in Hospitality	Kenmore SHS RTO 30071
FNS20120	Certificate II in Financial Services	Kenmore SHS RTO 30071

### External Training Providers

Qualification	Qualification Description	Course Provider
CPC10120	Certificate I in Construction	Adapt Education (trading as My Industry Training) RTO 32452
SIT30622	Certificate III in Hospitality	Blueprint Career Development RTO 30978
SIS20321	Certificate II in Sports Coaching	College of Sports & Fitness RTO 91345
AHC20422	Certificate II in Horticulture	CSTC RTO 0699
AUR20720	Certificate II in Automotive Vocational Preparation	Tactile Learning Centre RTO 30922
MEM20422	Certificate II in Engineering Pathways	Adapt Education (trading as My Industry Training) RTO 32452
SIT20122	Certificate II in Tourism	Career Training Institute of Australia RTO 6517
SIS20321	Certificate II in Sports Coaching	Adapt Education (trading as My Industry Training) RTO 32452
SIS30321	Certificate III in Fitness	Adapt Education (trading as My Industry Training) RTO 32452
CHC30121	Certificate III in Early Childhood & Care	Cairns Training Academy RTO 30857
BSB30120	Certificate III in Business	Binnacle Training College RTO 31319

## Incompatible VET Course/Subject Combinations

Certain VET course and subject combinations are incompatible because there is significant overlap in the course content and therefore students are unable to gain credit for both courses. Please note the following course combinations that are not possible.

Certificate III in Fitness (subject) is incompatible with Certificate II in Sports Coaching (VOC)

Certificate II/III in Hospitality (subject) is incompatible with Certificate I in Hospitality (VOC)

Certificate II/III in Hospitality (subject) is incompatible with Certificate II in Tourism (VOC)

Engineering Skills and Furnishing Skills (Applied subjects) are incompatible with Certificate II in Engineering Skills (VOC Ed)

The VET programs offered by this School can lead to a nationally recognised Certificate if you complete all of the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate / Statement of Attainment will be recognised in all eight States / Territories of Australia. There are 12 different types of qualification you can obtain. They are shown in the diagram below.

## AQF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector (eg TAFE, Private RTOs)	Higher Education Sector (eg Universities)
	Advanced Diploma Diploma	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma
Senior Secondary Certificate of Education Certificate I Certificate II	Certificate IV Certificate III Certificate II Certificate I	

At Kenmore State High School, the focus of training not only covers the vocational training requirements but also assists a student to develop the personal qualities of independence, initiative and self-determination which will benefit them in employment and life.

## School-Based Apprenticeships & Traineeships

Students in Year 10, 11 or 12 are able to take part in a School-Based Apprenticeship or Traineeship while completing their Senior Phase of Learning.

The School-based Apprenticeship & Traineeship (also known as a SAT) allows a student to complete all or part of a traineeship or apprenticeship while continuing as a student at school and gaining a Queensland Certificate of Education (QCE). The student is considered an employee while in the work place, and is paid a wage in accordance with the payment set for that industry.

The student will attend the workplace for a period of time, usually between eight and twelve hours per week. This may represent one day a week, with weekend work, some evening or some work during the school term, with extra work during school vacations. The training aspect of the program may be done on-the-job, as a second day at TAFE or College or in a block of time during school holidays.

The traineeship/apprenticeship is formalised through the signing of a training agreement. This is a legal document, and so should be carefully considered before signing. Flexible Timetable arrangements can then be negotiated by students dropping a subject to accommodate the work and training required. Successful completion of a Qualification can contribute between 4-8 credit points towards a student's QCE.

For more information on Qualifications that are supported through school based training visit the Apprenticeships Info website at <http://apprenticeshipsinfo.qld.gov.au/school-based/index.html> or by contacting the school's Head of Pathways and Transitions – Sarah Graham. Information on school-based apprenticeships and traineeship vacancies can be found on the Senior School Bulletin which is emailed to senior students and is also included in the parent e-newsletter.

## External Course Offerings

Students may wish to broaden their knowledge by working towards a qualification that is directly linked to their chosen career, through the TAFE in Schools program. Students can study a range of Certificate I & II Courses that lead to a Workforce Pathway, Certificate III Courses (Full Fee) or Accelerated Courses (Diploma Level and VET Fee-Help).

Enrolments for the TAFE in Schools Courses take place in Semester 2, Year 10 for the following year. Students attend TAFE one day per week throughout Years 11 and 12. They must be committed to completing the course and also be prepared to pay tuition and material costs and organise their own transport to and from TAFE.

Flexible timetable arrangements can then be negotiated by students dropping a subject to accommodate the training required. Successful completion of a Qualification may contribute between 4-8 credits towards a student's QCE. Minimum requirements by some of the TAFE campuses require students to have a pass in year 10 English and Maths.

## VETiS Funding and VET Course Costs

Vocational Education and Training in Schools (**VETiS**) is a program that enables students to gain nationally recognised qualifications while at school. Students undertaking **VETiS, funded by the VET Investment budget**, can complete one VETiS qualification listed on the [Priority Skills List](#) (in Years 10, 11 and 12).

Students planning to complete more than one VET course (including school subjects and Year 11 Vocational Education Studies) may be required to pay a fee for the second course as VETiS funding is only available for one Certificate I or II course. It is best to use VETiS funding for the more expensive course and enrol in the cheaper course as a fee for service student. Certificate III and IV courses are not VETiS funded so these will incur a fee. Fees are included on the individual subject/course pages. Students in this situation should speak to the Head of Pathways and Transitions during SET Planning, about the most suitable funding arrangements for their particular circumstances. **Individual families are responsible for their own applications for VETiS funding, through the RTO providing the course. Once used, VETiS funding will not be available for any other VET Certificate courses.**

## VET Online Services Consent – collected through the QParents app

Our school uses tools and resources to support student learning, including third party (non-departmental) online services hosted and managed outside of the Department of Education network.

Online services, including websites, web applications, and mobile applications, are delivered over the internet or require internet connectivity. Examples may include interactive learning sites and games, online collaboration and communication tools, web-based publishing and design tools, learning management systems, and file storage and collaboration services.

Parents are required to provide consent for their student to access VET course online services provided by external RTOs. Consent must be given for each and every VET course that a student will be completing during Years 10-12. This includes VET certificate courses that students complete as one of their six subjects, VOC Ed, First Aid, TAFE, traineeships and apprenticeships. Student information will only be shared with an RTO delivering a course(s) that a student is studying and only after parent consent has been provided.

Please be aware that it is not possible for a student to study a VET course with an external RTO, without providing this consent. If you do not wish to provide this consent, the student must select alternative courses or subjects that do not require online consent. Suitable alternatives that do not require VET Online Services Consent includes all general and applied subjects and VET courses on the Kenmore SHS scope of registration.

# Individualised Pathways- Support Services

The Support Services across the school include Heads of Department, Heads of Year, Guidance Officers and staff from the Teaching and Learning Support Department. Members of these services will individually discuss and plan a pathway that is targeted for students as part of the Senior Education Planning process.

Heads of Year or Heads of Department may offer for select students to study either the Certificate II in Skills for Work and Vocational Pathways, Short Course in Literacy and or Short Course in Numeracy. Information on these courses are further within this section.

The Teaching and Learning Support department works with students with a disability and their families to design programs that are suitable for students to achieve either their QCE or QCIA. Depending on the student cohort students may be invited to study: ASDAN program, Short Course in Literacy and or Short Course in Numeracy or an individualised Literacy and Numeracy program. Information on these programs is included below.

The Queensland Certificate of Individual Achievement (QCIA) is a certificate for select students in the school. For any eligible students this will be discussed with you in conjunction with an Inclusion Teacher and the Deputy Principal- Inclusion and Differentiation –Mrs Karla Pope. Information on the QCIA Certificate is included below.

## ASDAN

The Personal Development Programs offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. The Silver and Gold Awards provide one credit each towards the Queensland Certificate of Education.



## Facts and Figures

- Six credits are needed to achieve Bronze (approx. 60 hours)
  - Up to three credits may be included from Short Course Awards
- Twelve credits are needed to achieve Silver (approx. 120 hours)
  - Six of these credits may come from the achievement of the Bronze Award
  - Up to three credits may be included from Short Course Awards
- Twelve credits are needed to achieve Gold (approx. 120 hours)
  - Six of these credits may come from the achievement of the Silver Award
  - Up to three credits may be included from Short Course Awards

## Certificate II in Skills for Work and Vocational Pathways.

Students in Years 10, 11 and 12 may enrol in this course by invitation only. This program aims to equip students with the foundation skills needed to take up employment opportunities either during schooling (as paid part-time, work experience, school-based apprenticeship or traineeship) or post-schooling. The delivery and assessment may be in a simulated work or industry environment with some supervision. The units are suitable for the school to contextualise to local industry activities.

The expected completion time is 4 semesters / 220 hours. Evidence gathering and assessments may be conducted at the school RTO, through work experience, work placement, simulated work environments or any combination of these.



# Queensland Certificate of Individual Achievement (QCIA)

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.

The legislative framework for the QCIA is defined in Queensland's *Education (Queensland Curriculum and Assessment Authority) Act 2014* and Education (Queensland Curriculum and Assessment Authority) Regulation 2014 (QCAA Regulation).

For additional information about the QCIA, visit the QCAA website.

## Eligibility for a QCIA

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. Schools are required to keep documentation about these decisions for the required duration as outlined in Section 13.3.5: Managing student data.

## Individual learning programs

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.

## Eligibility criteria

According to the Education (Queensland Curriculum and Assessment Authority) Regulation 2014, ss. 118–119, a person is eligible for the issue of a QCIA when all criteria are met:

- the person is nominated for the issue of the certificate by the principal of a school at which the person is enrolled.



# From the Guidance Officers

## The Senior School: Years 10, 11, and 12

More than any other time in your many years of education, it is the time that you spend in the Senior School that is arguably the most important. This time must be purposeful. The outcomes that you achieve from this period of your education must help you make the transition from school to the next phase of your life. The subjects that you study will be carefully selected; and must constructively lead to outcomes that will ensure you have two things when you leave school: choice and a pathway that helps you towards your goals. Your efforts and the care you take in selecting subjects will help this process.

It should also be noted that education in the Senior School is about developing habits and life skills that will also help you towards success. These have to include attendance, engagement, communication skills, respect for others, and the capacity to seek help if you experience difficulty. You need these skills for university, employment, TAFE, traineeships, apprenticeships, and life in general. The school's Guidance Officers will be available at your SET Plan meetings, school subject selection and information sessions, and by appointment through the office if you need help or further information. When selecting subjects consider:

**Previous Achievements:** What subjects have you done well in? It is likely that you will continue to do well in these areas.

**Subjects You Enjoy:** You are far more likely to engage in and do well at subjects you like.

**Pre-Requisites for University or Tertiary Courses:** Research the courses you might like to undertake after you leave school. Start to think about this in Year 10. Do these pathways or courses have subjects you must study in Years 11 and 12? If so, they need to be a part of your program.

**Important:** Year 11 and Year 12 is not the time to just try a subject or give a subject a go. For example, it is not productive to study a subject you will really struggle to pass just because it is a university pre-requisite. You need to be able to have success in your subjects.

**Study Habits:** Year 10 is the time to get your study habits right; before Years 11 and 12. Have a study routine. Balance your life appropriately. Work with your parents and family reference this.

**The Education System:** Know about the ATAR system and the requirements of a Queensland Certificate of Education. This information will be explained at SET Plans, subject selection presentations, and general information sessions. If you don't know, read this handbook or ask.

**Be A Help Seeker:** Find out where the information you need is and where you can access support and help. Make an appointment with the Guidance Officers if you are at all unsure.

Remember: There are lots of pathways and career choice options. They include:

- University
- TAFE
- Work and Employment
- Traineeships
- Apprenticeships

Your time in the Senior School will help you achieve these goals. Remember: if you have any questions, make a Guidance appointment.

Ms A Daniels | 3327 1513 | [adani10@eq.edu.au](mailto:adani10@eq.edu.au)

# General Syllabuses

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

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

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

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners. The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

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

## Assessment

### Units 1 and 2 assessments

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

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

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

## Units 3 and 4 assessments

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

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

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

## Instrument-specific marking guides

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

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

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

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

## External assessment

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

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

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

# Applied and Applied (Essential) syllabuses

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

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

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

## Course Structure

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

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

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

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

## Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

## Curriculum

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

Schools have autonomy to decide:

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

- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

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

## Assessment

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

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

Schools have autonomy to decide:

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

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

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

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

## Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

## Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

## Summative internal assessment — instrument-specific standards

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

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

## Senior External Examinations

### Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

#### The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
  - to meet tertiary entrance or employment requirements
  - for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see:

[www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

## Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/qce-handbook>

# Kenmore Subject Offerings Year 10, 11 & 12

## Mathematics

### YEAR 10

- Mathematics
- Mathematics Extension

### YEAR 11 & 12

#### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

#### Applied

- Essential Mathematics

## English

### YEAR 10

- English
- English Extension

### YEAR 11 & 12

#### General

- English
- Literature

#### Applied

- Essential English

## Humanities

### YEAR 10

- Ancient History
- Geography
- Modern History
- Philosophy & Reason
- Legal Studies

### YEAR 11 & 12

#### General

- Ancient History
- Geography
- Modern History
- Philosophy & Reason
- Legal Studies

#### Applied

- Social & Community Studies

## Science

### YEAR 10

- German Immersion Science
- General Science
- Biology
- Chemistry
- Engineering
- Physics
- Psychology

### YEAR 11 & 12

#### General

- Biology
- Chemistry
- Engineering
- Physics
- Psychology

#### Applied

- Science in Practice

## Health and Physical Education

### YEAR 10

- Health
- Health & Physical Education
- Physical Education
- Football A & B

### YEAR 11 & 12

#### General

- Health
- Physical Education

#### Applied

- Sport & Recreation
- Sport & Recreation – Football

#### Certificate Course

- Cert III in Fitness, Stand Alone VET SIS30321 (includes Cert II in Sports Coaching - SIS20321)

## Technologies

### YEAR 10

- Design
- Digital Solutions
- STEM
- Fashion
- Food & Nutrition
- Industrial Skills

### YEAR 11 & 12

#### General

- Design
- Digital Solutions
- Food & Nutrition

#### Applied

- Fashion
- Industrial Graphics Skills
- Engineering Skills
- Furnishing Skills
- Hospitality Practices

#### Certificate Courses

- Cert III in Hospitality, Stand Alone VET SIT30622
- Cert III in Early Childhood Education and Care, Stand Alone VET CHC30121

## Languages

### YEAR 10

- German
- Immersion German
- Japanese

### YEAR 11 & 12

#### General

- German
- German Extension
- Japanese



## Performing Arts

### YEAR 10

- Dance A & B
- Drama A & B
- Music A – Popular Contemporary Music
- Music Extension A & B

### YEAR 11 & 12

#### General

- Dance
- Drama
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)

## Business

### YEAR 10

- Accounting
- Business
- Business Enterprise Global

### YEAR 11 & 12

#### General

- Accounting
- Business

#### Certificate Courses

- Cert III in Business, Stand Alone VET BSB30120

## Visual Art & Media

### YEAR 10

- Creative Industries A – Photographic Imagery & Design
- Creative Industries B – Creative Design
- Film & Television A – Movie Special Effects
- Film & Television B – Sports, News & Travel Journalism
- Visual Art A - 2 Dimensional Art
- Visual Art B - 3 Dimensional Art

### YEAR 11 & 12

#### General

- Film, Television & New Media
- Visual Art

#### Applied

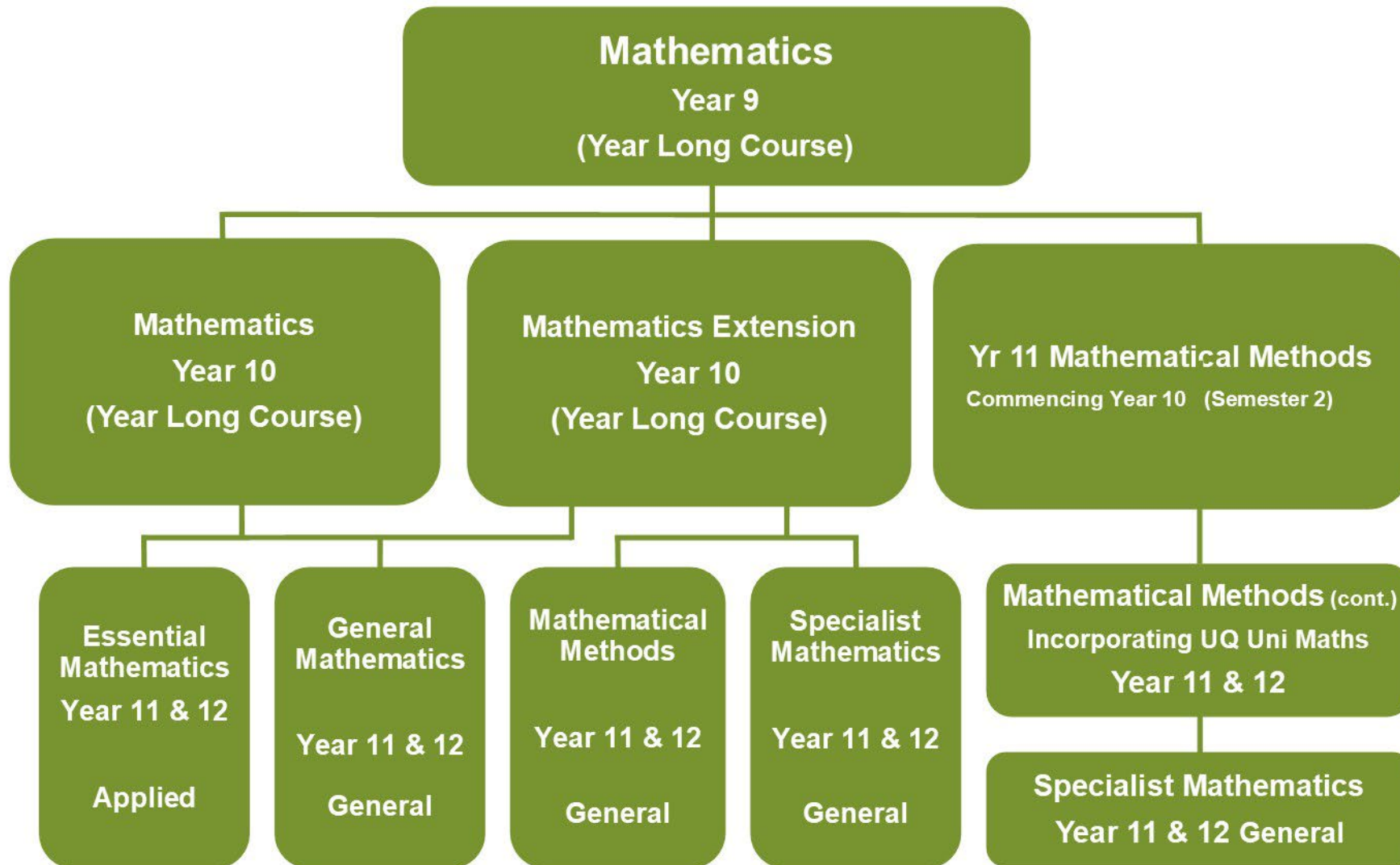
- Media Arts in Practice

## Vocational Education Studies

Term 4 Year 10 – Term 3 Year 11

### Certificate Courses

- Certificate I in Construction, Stand Alone VET CPC10120
- Certificate II in Engineering Pathways, Stand Alone VET MEM20422
- Certificate II in Tourism, Stand Alone VET SIT20122
- Certificate II in Automotive Vocational Preparation, Stand Alone VET AUR20720
- Certificate II in Horticulture, Stand Alone VET AHC20422
- Certificate II in Sports Coaching, Stand Alone VET SIS20321
- Certificate II in Financial Services, Stand Alone VET FNS20120
- Certificate I in Hospitality Stand Alone VET SIT10222



**Mathematics Head of Department – Ms Jo Paratore**  
[jmpar2@eq.edu.au](mailto:jmpar2@eq.edu.au)  
 3327 1591

# Essential Mathematics

## Applied senior subject

11/12

Applied

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

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.

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.

## 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
<b>Number, data and graphs</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Number</li> <li>• Representing data</li> <li>• Graphs</li> </ul>	<b>Money, travel and data</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Managing money</li> <li>• Time and motion</li> <li>• Data collection</li> </ul>	<b>Measurement, scales and data</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Summarising and comparing data</li> </ul>	<b>Graphs, chance and loans</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Bivariate graphs</li> <li>• Probability and relative frequencies</li> <li>• Loans and compound interest</li> </ul>

## Assessment

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

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

### Summative assessments

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

# General Mathematics

## General senior subject

11/12

General

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.

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

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>	15%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>	15%		
<b>Summative external assessment (EA): 50%</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>			

# Mathematical Methods

## General senior subject

11/12

General

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.

## 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
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>Arithmetic and geometric sequences and series 1</li> <li>Functions and graphs</li> <li>Counting and probability</li> <li>Exponential functions 1</li> <li>Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>Exponential functions 2</li> <li>The logarithmic function 1</li> <li>Trigonometric functions 1</li> <li>Introduction to differential calculus</li> <li>Further differentiation and applications 1</li> <li>Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>The logarithmic function 2</li> <li>Further differentiation and applications 2</li> <li>Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>Further differentiation and applications 3</li> <li>Trigonometric functions 2</li> <li>Discrete random variables 2</li> <li>Continuous random variables and the normal distribution</li> <li>Interval estimates for proportions</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>Problem-solving and modelling task</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>Examination</li> </ul>	15%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>Examination</li> </ul>	15%		
<b>Summative external assessment (EA): 50%</b> <ul style="list-style-type: none"> <li>Examination</li> </ul>			

# Specialist Mathematics

## General senior subject

11/12

General

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. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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.

## 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
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>Combinatorics</li> <li>Vectors in the plane</li> <li>Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>Complex numbers 1</li> <li>Trigonometry and functions</li> <li>Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>Proof by mathematical induction</li> <li>Vectors and matrices</li> <li>Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>Integration and applications of integration</li> <li>Rates of change and differential equations</li> <li>Statistical inference</li> </ul>

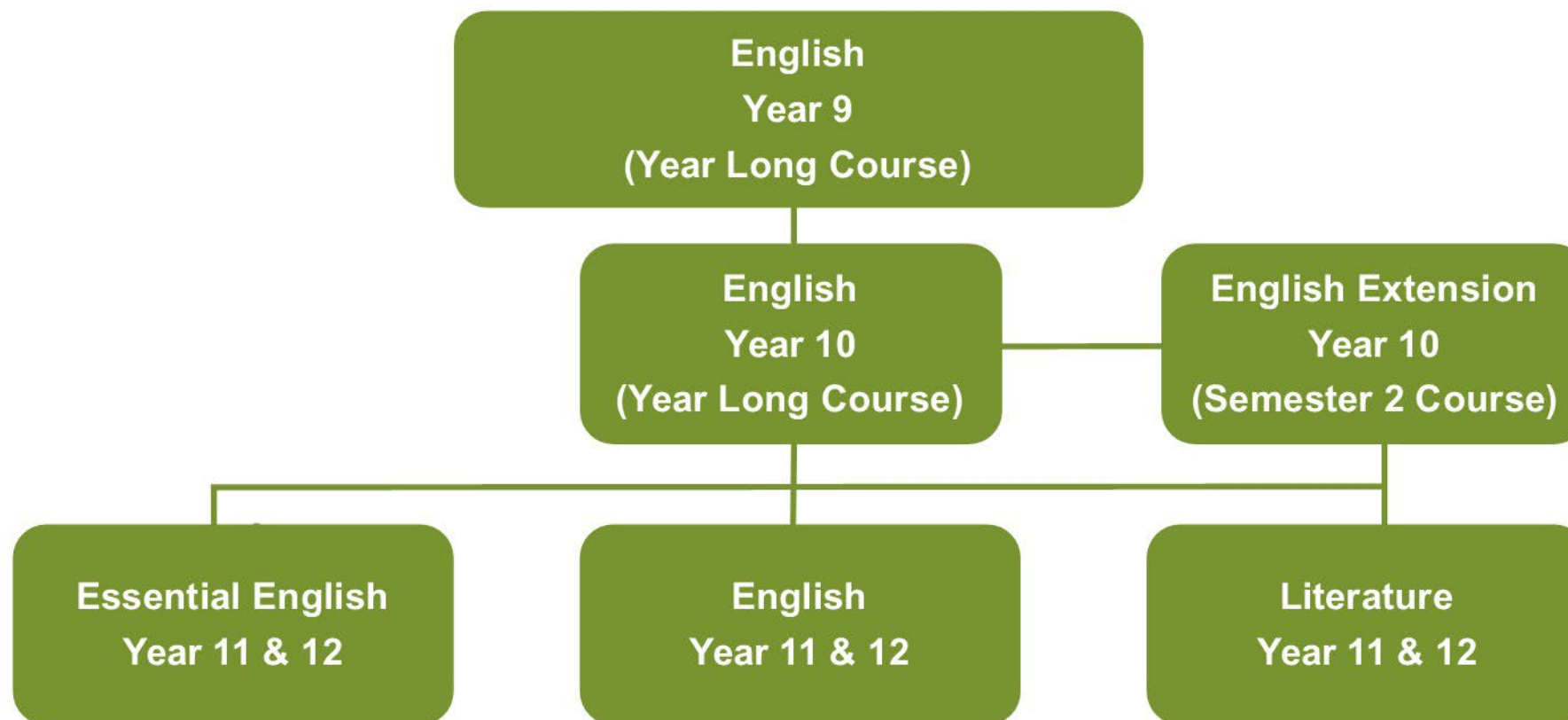
## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>Problem-solving and modelling task</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>Examination</li> </ul>	15%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>Examination</li> </ul>	15%		
<b>Summative external assessment (EA): 50%</b> <ul style="list-style-type: none"> <li>Examination</li> </ul>			



**English Head of Department – Ms Michelle Wilson**  
[mlwil1@eq.edu.au](mailto:mlwil1@eq.edu.au) or 3327 1542

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.

## 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
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>Extended response — written response for a public audience</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>Extended response — imaginative written response</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>Extended response — persuasive spoken response</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>Examination — analytical written response</li> </ul>	25%

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 engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They 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.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## Pathways

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
<p><b>Introduction to literary studies</b></p> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Texts and culture</b></p> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Literature and identity</b></p> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Independent explorations</b></p> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<p><b>Summative internal assessment 1 (IA1):</b></p> <ul style="list-style-type: none"> <li>• Extended response — imaginative spoken/multimodal response</li> </ul>	25%	<p><b>Summative internal assessment 3 (IA3):</b></p> <ul style="list-style-type: none"> <li>• Extended response — imaginative written response</li> </ul>	25%
<p><b>Summative internal assessment 2 (IA2):</b></p> <ul style="list-style-type: none"> <li>• Examination — analytical written response</li> </ul>	25%	<p><b>Summative external assessment (EA):</b></p> <ul style="list-style-type: none"> <li>• Examination — analytical written response</li> </ul>	25%

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.

## 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
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identifies, places, events and concepts</li> </ul>

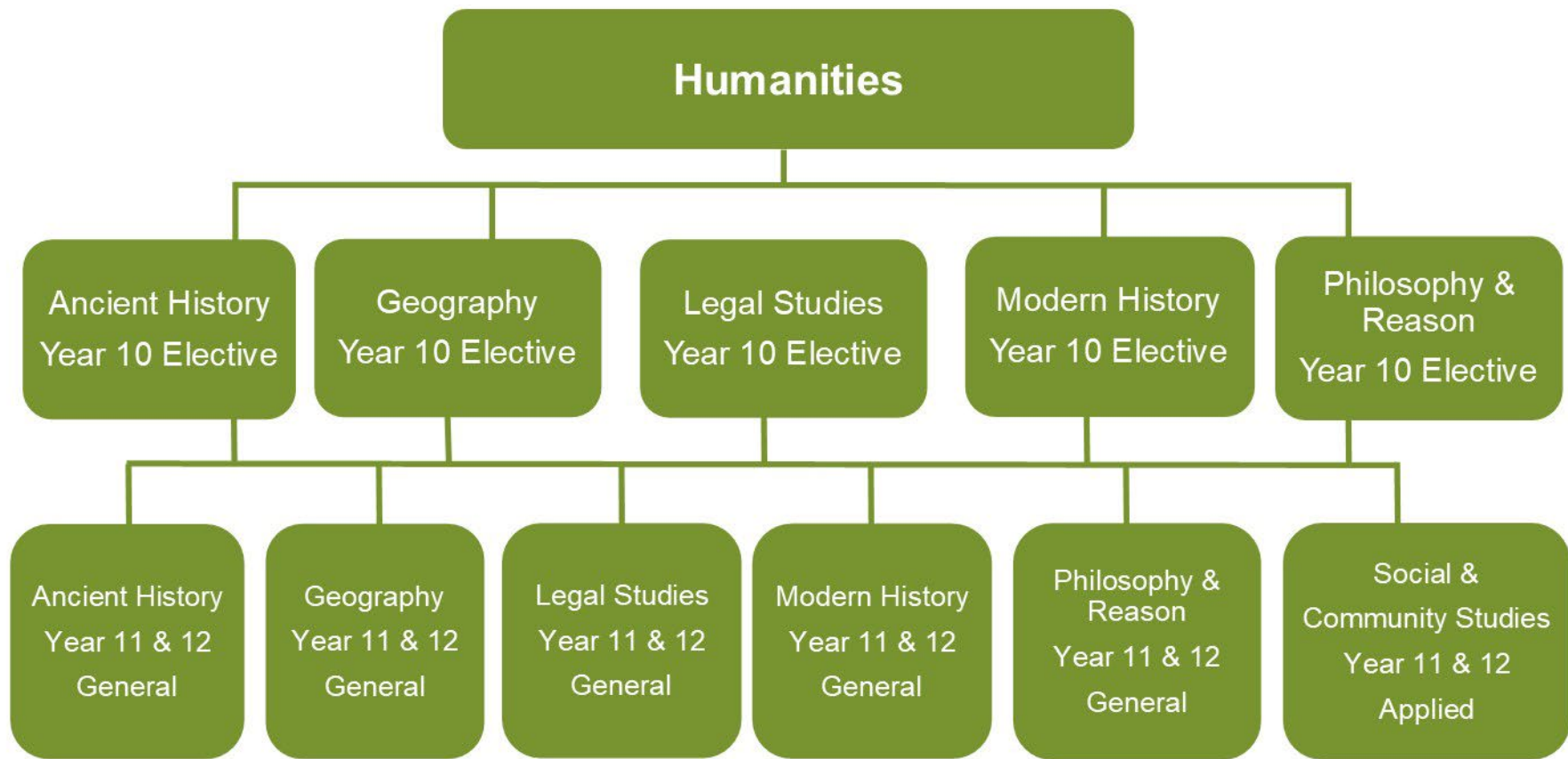
## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA) — short response examination</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>



**Humanities Head of Department – Mr Troy Wheeler**  
[twhee6@eq.edu.au](mailto:twhee6@eq.edu.au)  
**3327 1549**

# Ancient History

## General senior subject

11/12

General

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. They will study the development of 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.

## 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 to form a historical argument
- Evaluate historical interpretations to make judgements
- Create responses that communicate meaning to suit audience and purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the Ancient World</b> <ul style="list-style-type: none"><li>• Digging Up the Past</li><li>• Ancient Societies - Beliefs, rituals and funerary practices.</li></ul>	<b>Personalities in Their Time</b> <ul style="list-style-type: none"><li>• Hannibal Barca</li><li>• Hatshepsut</li></ul>	<b>Reconstructing the Ancient World</b> <ul style="list-style-type: none"><li>• Fifth Century Athens (BCE)</li><li>• Philip II and Alexander III of Macedon</li></ul>	<b>People, Power and Authority</b> <ul style="list-style-type: none"><li>• Ancient Rome - Civil War and the Breakdown of the Republic</li><li>• Augustus</li></ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"><li>• Examination — essay in response to historical sources</li></ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"><li>• Investigation — historical essay based on research</li></ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"><li>• Independent source investigation</li></ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"><li>• Examination — short responses to historical sources</li></ul>	25%

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.

**Fieldwork is a mandated requirement for this subject. Each year students will be required to attend one excursion to undertake fieldwork that will be linked to assessment. Usually these excursions occur as single-day excursions which can cost from \$35 to \$65 depending on the venue and activities arranged. In some years where there is time and interest a 2-day camp is arranged which can cost anywhere from \$120 to \$170 depending on the camp program.**

## 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.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>• Ecological hazard zones</li> </ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>• Responding to challenges facing a place in Australia</li> <li>• Managing the challenges facing a megacity</li> </ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>• Land cover transformations and climate change</li> <li>• Responding to local land cover transformations</li> </ul>	<b>Managing population change</b> <ul style="list-style-type: none"> <li>• Population challenges in Australia</li> <li>• Global population change</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Investigation — data report</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Investigation — field report</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	25%

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.

## 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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Age of Imperialism, 1848–1914</li> <li>• Russian Revolution, 1905–1920s</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Indigenous rights movement since 1967</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Germany, 1914–1945</li> <li>• China, 1931–1976</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Cold War, 1945–1991</li> <li>• Australian engagement with Asia since 1945</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination — essay in response to historical sources</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Investigation — historical essay based on research</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Independent source investigation</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination — short responses to historical sources</li> </ul>	25%

# Philosophy & Reason

## General senior subject

11/12

General

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility, as well as collaboration and communication.

## Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

## Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Fundamentals of reason</b> The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	<b>Reason in philosophy</b> <ul style="list-style-type: none"><li>• Philosophy of religion</li><li>• Philosophy of science</li><li>• Philosophy of mind.</li></ul>	<b>Moral philosophy and schools of thought</b> <ul style="list-style-type: none"><li>• Moral philosophy</li><li>• Philosophical schools of thought</li></ul>	<b>Social and political philosophy</b> <ul style="list-style-type: none"><li>• Rights</li><li>• Political philosophy</li></ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"><li>• Extended response — analytical essay</li></ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"><li>• Extended response — analytical essay</li></ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%

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.

## 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.

## Structure

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

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"><li>• Investigation — argumentative essay</li></ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"><li>• Investigation — inquiry report</li></ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%



# Social & Community Studies

## Applied senior subject

11/12

Applied

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

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

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

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

networks, and to be active and informed citizens.

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

## Pathways

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

## Objectives

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

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

## Structure

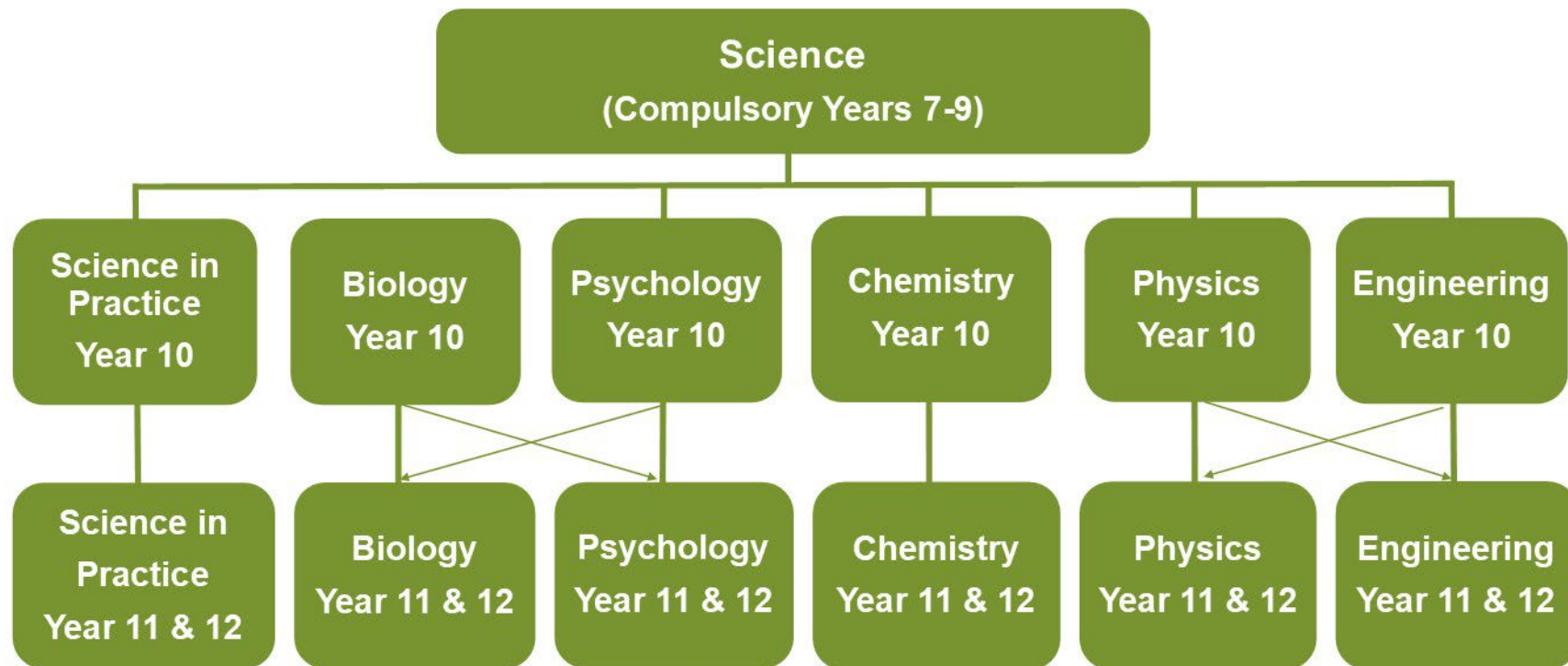
Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

## Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<p><b>Item of communication</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 800 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>



**Science Head of Department – Ms Leisha Richardson**  
[lxric5@eq.edu.au](mailto:lxric5@eq.edu.au)  
 33271592

# Biology

## General senior subject

11/12

General

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

## 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

# Chemistry

## General senior subject

11/12

General

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.

## 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## Structure

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

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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



# Engineering

## General senior subject

11/12

General

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

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

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

## Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

## Objectives

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Engineering fundamentals and society</b> <ul style="list-style-type: none"> <li>• Engineering history</li> <li>• The problem-solving process in Engineering</li> <li>• Engineering communication</li> <li>• Introduction to engineering mechanics</li> <li>• Introduction to engineering materials</li> </ul>	<b>Emerging technologies</b> <ul style="list-style-type: none"> <li>• Emerging needs</li> <li>• Emerging processes and machinery</li> <li>• Emerging materials</li> <li>• Exploring autonomy</li> </ul>	<b>Statics of structures and environmental considerations</b> <ul style="list-style-type: none"> <li>• Application of the problem-solving process in Engineering</li> <li>• Civil structures and the environment</li> <li>• Civil structures, materials and forces</li> </ul>	<b>Machines and mechanisms</b> <ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Materials</li> <li>• Machine control</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>	25%

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 matter 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.

## 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## Structure

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

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

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), understand how it works and how it may impact society.

## 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• Psychological science A</li> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Human consciousness and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Psychological science B</li> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Localisation of function in the brain</li> <li>• Visual perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

# Science in Practice

## Applied senior subject

11/12

Applied

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to

communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

## 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, including 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 phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

## Structure

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

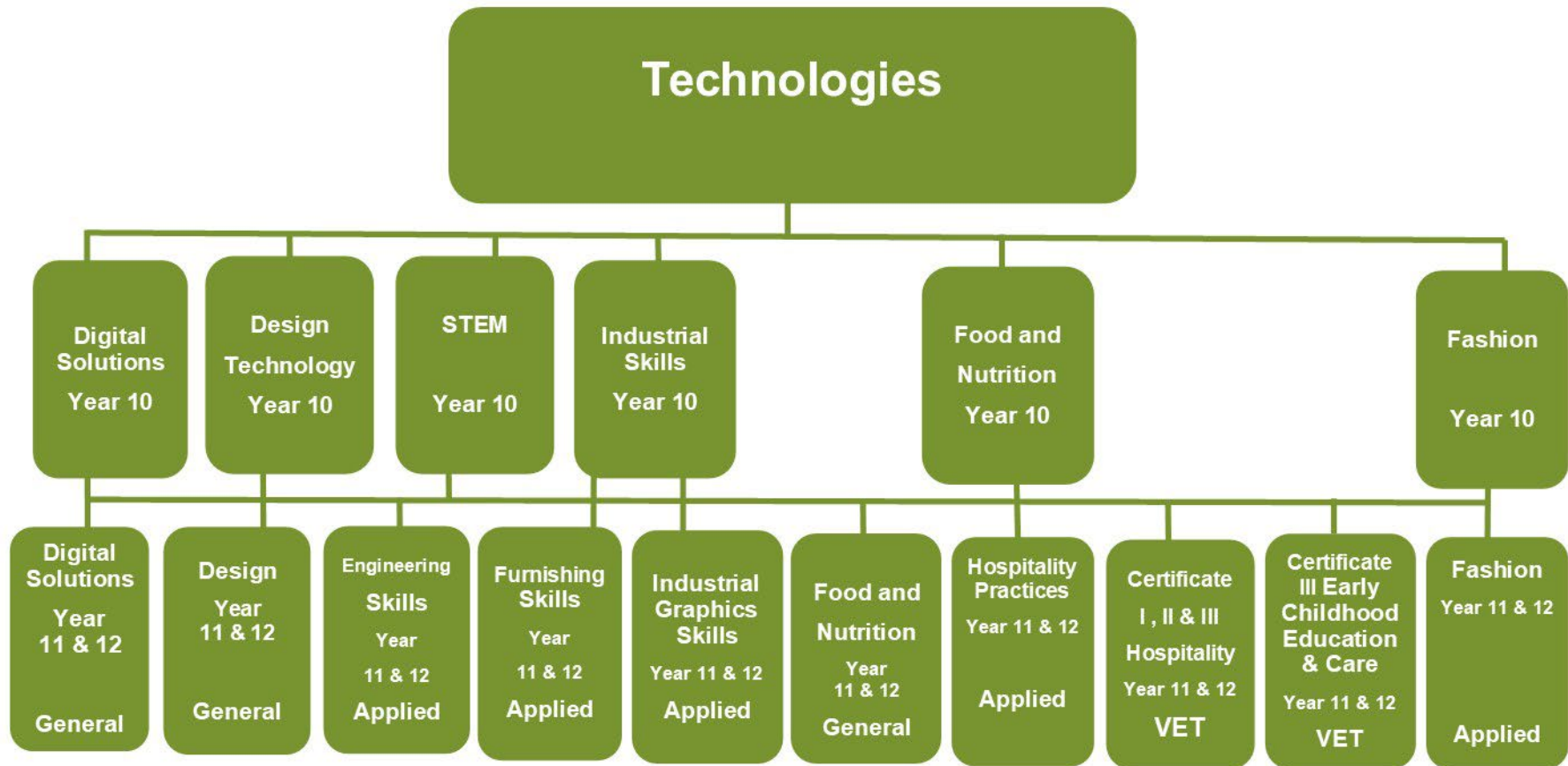
Unit option	Unit title
Unit option A	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

## Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<b>Completed project</b> One of the following: <ul style="list-style-type: none"><li>• Product: 1</li><li>• Performance: up to 4 minutes</li></ul> <b>Documented process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media





**Technologies Head of Department – Mr Daniel Robbins**

[dbrob0@eq.edu.au](mailto:dbrob0@eq.edu.au)

**3327 1570**

# Design

## General senior subject

11/12

General

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing design ideas and concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

## Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

## Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- 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
<b>Design in practice</b> <ul style="list-style-type: none"> <li>• Experiencing design</li> <li>• Design process</li> <li>• Design styles</li> </ul>	<b>Commercial design</b> <ul style="list-style-type: none"> <li>• Explore — client needs and wants</li> <li>• Develop — collaborative design</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design</b> <ul style="list-style-type: none"> <li>• Explore — sustainable design opportunities</li> <li>• Develop — redesign</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination — design challenge</li> </ul>	15%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Project</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Project</li> </ul>	35%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination — design challenge</li> </ul>	25%

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.

## 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.

## 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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Creating with code</b> <ul style="list-style-type: none"> <li>• Understanding digital problems</li> <li>• User experiences and interfaces</li> <li>• Algorithms and programming techniques</li> <li>• Programmed solutions</li> </ul>	<b>Application and data solutions</b> <ul style="list-style-type: none"> <li>• Data-driven problems and solution requirements</li> <li>• Data and programming techniques</li> <li>• Prototype data solutions</li> </ul>	<b>Digital innovation</b> <ul style="list-style-type: none"> <li>• Interactions between users, data and digital systems</li> <li>• Real-world problems and solution requirements</li> <li>• Innovative digital solutions</li> </ul>	<b>Digital impacts</b> <ul style="list-style-type: none"> <li>• Digital methods for exchanging data</li> <li>• Complex digital data exchange problems and solution requirements</li> <li>• Prototype digital data exchanges</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Investigation — technical proposal</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Project — digital solution</li> </ul>	30%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>	25%

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

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. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students 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.

## Pathways

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 to develop ideas for solutions
- 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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"> <li>• Introduction to the food system</li> <li>• Vitamins and minerals</li> <li>• Protein</li> <li>• Developing food solutions</li> </ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"> <li>• Consumer food drivers</li> <li>• Sensory profiling</li> <li>• Labelling and food safety</li> <li>• Food formulation for consumer markets</li> </ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"> <li>• The food system</li> <li>• Carbohydrate</li> <li>• Fat</li> <li>• Developing food solutions</li> </ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"> <li>• Formulation and reformulation for nutrition consumer markets</li> <li>• Food development process</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	30%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>	25%

# Fashion

## Applied senior subject

11/12

Applied

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

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

## Structure

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

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

## 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.



## Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	<p><b>Fashion product</b> Product: fashion garment/s</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Project	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<p><b>Awareness campaign promoting sustainable fashion practices</b> Product: awareness campaign that uses technology, for example a fashion shoot, promotional or instructional video or blog</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

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

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and

furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

## 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:

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

## Structure

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

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing
Unit option C	Computer-aided drafting — modelling
Unit option D	Graphics for the construction industry
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing industry

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	<p><b>Practical demonstration</b> Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes</p> <p><b>Documentation</b> Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media</p>
Project	Students draft in response to a provided client brief and technical information.	<p><b>Product</b> Product: the drawing skills and procedures used in 5–7 drawing production processes</p> <p><b>Drawing process</b> Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media</p>

# Engineering Skills

## Applied senior subject

11/12

Applied

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical

information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. The furnishing industry comprises a wide range of fields, including soft furnishing, furniture-making, cabinet-making and upholstery. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Students understand industry practices, interpret specifications, including technical 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.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through 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.

## 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.

## Structure

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

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

## Assessment

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

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

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. 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 collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to

recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

## 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.



## Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<p><b>Practical demonstration</b> Practical demonstration: menu item</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<p><b>Practical demonstration</b> Practical demonstration: delivery of event</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Investigation	Students investigate and evaluate practices, skills and processes.	<p><b>Investigation and evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Written: up to 1000 words</li> </ul>

# Certificate III in Hospitality SIT30622

## (Blueprint Career Development RTO Code 30978)

### Stand Alone VET Certificate Course

11/12

VET  
Certificate

## Objectives

Hospitality is a growth area for employment and Certificate III provides students with as a nationally recognised qualification. Students may use this qualification to obtain employment in the hospitality industry or to further their education. Students undertaking apprenticeships in hospitality may be granted credit transfer for some units completed in Certificate III in Hospitality.

Certificate III in Hospitality is a two-year standalone VET subject offered in Years 11 and 12. It gives students National Industry recognition and does contribute to 8 QCE credit points. The course is delivered by Kenmore State High School teachers, with Club Training responsible as the issuing Registered Training Organisation.

## Structure

The course includes a total of 15 units that are required as part of this qualification. There are a total Seven Core Units as well as one compulsory Group A Elective. Another seven electives will be selected in collaboration with the trainer, teachers and students.

Core Units		Group A Elective	
BSBTWK201	Work effectively with others	SITXFSA005	Use hygiene practices for food safety
SITHIND006	Source and use information on the Hospitality industry	SITHGAM022	Provide responsible gambling services
SITHIND008	Work effectively in the hospitality service	SITHFAB021	Provide responsible service of alcohol
SITXCOM007	Show social and cultural sensitivity	SITHCCC024	Prepare and present simple dishes
SITXCCS014	Provide service customers	SITHCCC025	Prepare and present sandwiches
SITXWHS005	Participate in safe work practices	SITHFAB024	Prepare and serve non-alcohol beverages
SITXHRM007	Coach others in job skills	SITHFAB025	Prepare and serve espresso coffee
		SITHFAB027	Serve food and beverage

Learning Experiences include:

- Excursions to hospitality venues and working in commercial kitchens
- Participation in food production each week, and catering and serving at internal and external functions

## Assessment

- Hospitality students will be assessed by a variety of techniques:
- Completion of practical units and Completion of Core Units through theory tests and assignments
- Successful participation in practical and team work events, including school functions.
- Students must be willing to actively participate in all aspects of the work.

## Cost

If VETiS funding has not been used for another course, the student can access this funding for the Certificate II in Hospitality component of the course. Students will be required to pay \$300 which will cover the cost of advancing the Certificate II Hospitality course (Year 11) to the Certificate III Hospitality course (Year 12).

If VETiS funding has been used for another course that the student has previously completed or is currently enrolled in, the student must enrol in this course as a fee for service student. The fee for service cost for this course is approximately \$1500.

In addition, all students enrolling in this course will be required to purchase the following items: (costs shown are indicative only).

Kitchen Safety Footwear \$60 (clogs, shoes, boots)  
Hospitality Uniform: \$60 (blank pants/skirt, individualised black shirt)  
Estimated food cost \$80 per semester

## Work Placement

Students need to complete **36 X 4 hour shifts in the Hospitality Industry.**

## Special Requirements

- This course is incompatible with the Vocational Education Studies courses – Certificate I in Hospitality and Certificate II in Tourism due to considerable overlap in course content.
- It is preferred that students entering this subject must commence this subject at the beginning of Year 11
- Be prepared to participate in practical food production lessons each week by bringing own ingredients, tea towel and container.
- Have a serious commitment to the Hospitality industry and a strong work ethos
- Participate in 12 service shifts at work or placement in industry at local establishments (mandatory).

## Attaining a Certificate I or II

- If students do not complete the electives or practical component successfully, it is possible to receive a Certificate I or II in Hospitality providing the core units are completed successfully.
- Risk Assessment guidelines are to be practiced and closely adhered to by every student.

***Failure of students to comply would mean they may be excluded for part of the practical lesson.***

## Pathways

It is envisaged that students undertaking this subject will engage in work in the rapidly expanding area of hospitality in Australia and overseas. They may work casually in the hospitality industry such as waiting and bar work whilst studying at university. This course may also lead to an apprenticeship where many scholarships are available for chefs at TAFE or at Registered Training Organisation. Students may also go on to complete tertiary study in Hospitality Management at university.

Course Information current as at 14<sup>th</sup> July 2023

## Overview

Certificate III in Early Childhood Education & Care is a two-year course of study that aims at developing an understanding of the social, emotional, physical and intellectual needs of children from birth to age six years and promotes the well-being of young children. This course is delivered by Kenmore State High School teachers in partnership with Cairns Training Academy.

## Objectives

This subject provides students with the opportunity to explore early childhood and gain qualifications that are nationally recognised. By successfully completing this course, the student will be equipped for entering the wonderful world of childcare.

## Structure

The course is organised into 17 self-paced units (15 core and 2 electives) over 4 semesters and all units can be accessed online by students. First aid is also included.

### Core Units:

CHCECE034 Use an approved learning framework to guide practice  
HLTWHS001 Participate in work health and safety  
CHCECE055 Meet legal and ethical obligations in children's education and Care  
HLTFSE001 Follow basic food safety practices (*Elective*)  
CHCECE031 Support Children's health, safety and wellbeing  
CHCECE030 Support inclusion and diversity  
CHCECE037 Support children to connect with the natural environment  
HLTAID012 Provide First Aid in an education and care setting  
CHCECE033 Develop positive and respectful relationships with children  
CHCECE032 Nurture babies and toddlers  
CHCECE035 Support the holistic learning and development of children  
CHCECE036 Provide experiences to support children's play and learning  
CHCECE038 Observe children to inform practice  
CHCPRT001 Identify and respond to children and young people at risk  
CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander people culture  
CHCECE056 Work effectively in children's education and care  
CHCPRP003 Reflect on and improve own professional practice (*Elective*)

### Elective Units:

HLTAID003 Provide first aid  
CHCDIV001 Work with diverse people Elective  
CHCECE006 Support behaviour of children and young people Elective  
CHCECE012 Support children to connect with their world Elective

## Assessment

Early Childhood students will be assessed by a variety of techniques:

- Workplace assessments with Log book Compilation recorded in their **Student Record Book**.
- Extended writing
- Oral reports
- Industry placement and produce a folio of resources

## Cost

The course is administered by Cairns Training Academy, an external RTO at a cost of approximately \$900.

## Work Placement

This subject involves mandatory industry placements in local childcare centres where students obtain first-hand experience in early childhood development and interaction. This experience provides the link between "in class" learning and the acquisition of key competencies necessary for work in childcare settings. Students are required to complete a minimum of 120 hours of work placement and assessment to obtain a complete certificate III over the two years of the course.

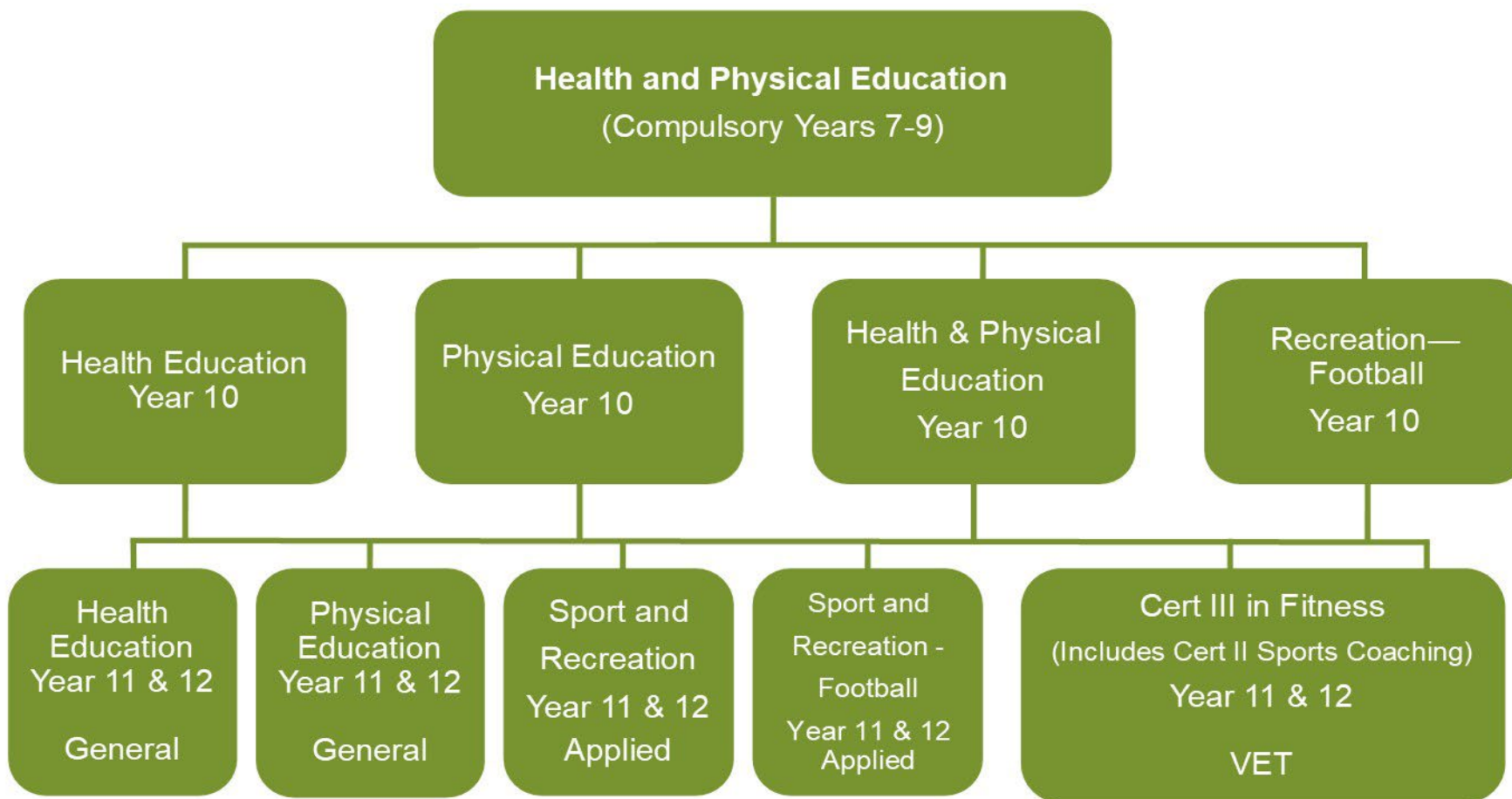
## Special Requirements

- It is preferred that students commence this course at the beginning of year 11
- Have a serious commitment to childcare
- Participate in 160 hours (minimum) of work placement
- **Blue Card** - By law students who take part in this subject will be required to apply for a **Blue Card** through the Queensland Government. Students must apply for the Blue Card at the beginning of the course to allow time for processing in order to be ready for work placements at the end of term.
- **Preferred Pre-Requisites** - No pre-requisites are set for this course, but a good reading, comprehension and writing ability is vital for successful completion of this course.

## Pathways

A certificate III makes students immediately employable in the childcare industry, including working in a child care centre or as a nanny. This course opens Diploma opportunities in Early Childhood. This course could be beneficial for students interested in Education roles, for example early childhood teacher.

Course Information current as at 13 June 2023



**Health & Physical Education Head of Department - Mr Pat Garner**  
[pgarn1170@eq.edu.au](mailto:pgarn1170@eq.edu.au)  
**3327 1556**

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

## Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- 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
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>• Alcohol (elective)</li> <li>• Body image (elective)</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>• Homelessness (elective)</li> <li>• Road safety (elective)</li> <li>• Anxiety (elective)</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"><li>Investigation — action research</li></ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"><li>Investigation —analytical exposition</li></ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"><li>Examination — extended response</li></ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"><li>Examination</li></ul>	25%

## Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.



# Physical Education

## General senior subject

11/12

General

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

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

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

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

## 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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	30%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Investigation — report</li> </ul>	20%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	25%

## 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.

# Sport & Recreation

## Applied senior subject

11/12

Applied

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and

rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

## 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:

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

## Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Investigation, plan and evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Investigation and session plan</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>

# Sport & Recreation - Football

## Applied senior subject

11/12

Applied

Sport & Recreation – Football provides students with opportunities to learn in, through and about Football 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.

## Pathways

A course of study in Sport & Recreation - Football can establish a basis for further education and employment in the fields of professional athletes, fitness, sports administration, community 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.

## Structure

The Sport & Recreation - Football course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Sport and recreation in the community</li> <li>• Sport, recreation and healthy living</li> <li>• Health and safety in sport and recreation activities</li> <li>• Personal and interpersonal skills in sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Active play and minor games</li> <li>• Games and sports</li> <li>• Lifelong physical activities</li> <li>• Sport and recreation physical activities</li> </ul>

## Assessment

For Sport & Recreation - Football, 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: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: 2–4 minutes.*</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 2–4 minutes*</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

\* Evidence must include annotated records that clearly identify the application of standards to performance.

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

(Adapt Education trading as My Industry RTO Code 32452)

11/12

VET  
Certificate

## Stand Alone VET Certificate Course Certificate

### Overview

This entry-level qualification is a minimum requirement to work at in the fitness industry at a gymnasium or as an exercise instructor.

This qualification reflects the role of group and gym fitness instructors. Fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. This qualification gives you the skills to work in predictable environments under general supervision.

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

### Objectives

Students will learn the necessary skills and knowledge to enter the fitness/ sport industry as a confident and effective worker. On successful completion students will gain:

- Certificate III in Fitness (SIS30321)
- Certificate II in Sport Coaching (SIS20321)
- The nationally recognised First Aid competency (HLTAID011)
- Maximum 8 QCE points

### Structure

As part of the dual qualification, students will be required complete 15 units of competency from the Certificate III in Fitness plus an additional 4 units of competency depending on the electives selected.

### Certificate II In Sports Coaching SIS20321

#### Core Units

HLTAID011 Provide First Aid

SIRXWHS001 Work Safely

SISSSCO002 Work in a community coaching role

#### Elective Units

SISSSCO001 Conduct sport coaching sessions with foundation level participants

SISXEMR001 Respond to emergency situations

HLDAID010 Provide basic emergency life support

HLTAID009 Provide cardiopulmonary resuscitation



## **Certificate III in Fitness SIS30321**

### **Core Units**

BSBOPS304 Deliver and monitor a service to customers  
BSBPEF301 Organise personal work priorities  
HHLTAID011 Provide First Aid  
HLTWHS001 Participate in workplace health and safety  
SISFFIT032 Complete pre-exercise screening and service orientation  
SISFFIT033 Complete client fitness assessments  
SISFFIT035 Plan group exercise sessions  
SISFFIT036 Instruct group exercise sessions  
SISFFIT040 Develop and instruct gym-based exercise programs for individual clients  
SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise  
SISFFIT052 Provide healthy eating information

### **Elective Units**

SISXEMR001 Respond to emergency situations  
SISXFAC002 Maintain sport, fitness and recreation facilities  
HLTAID009 Provide cardiopulmonary resuscitation.  
HLTAID010 Provide basic emergency life support

## **Duration**

2 Years in curriculum time

## **Cost**

Free for students who use VETiS funding for their SIS20321 course or \$400 - if fee for service.

## **Assessment**

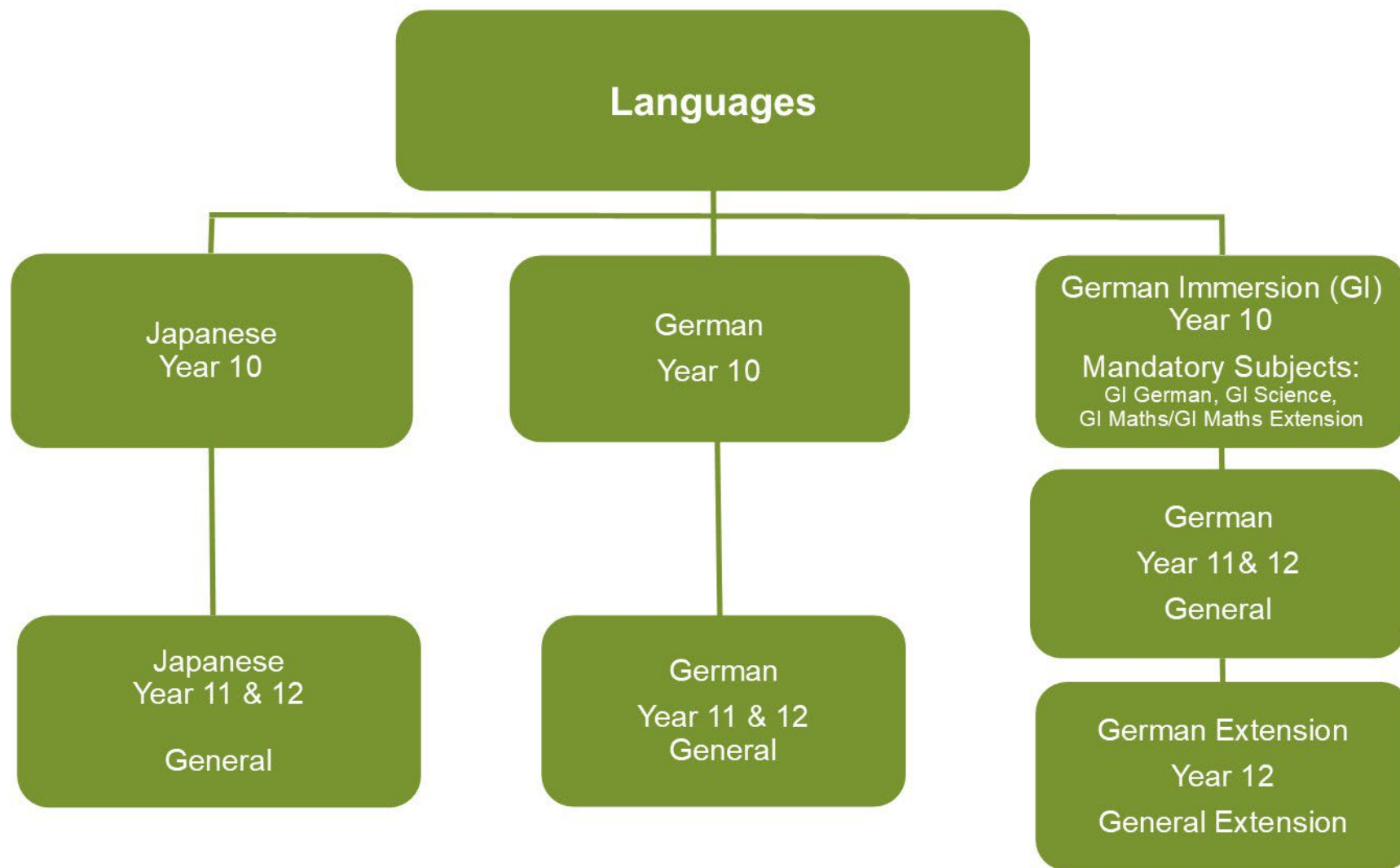
The dual qualification, Certificate III in Fitness/ Certificate II in Sport Coaching combines practical and theory work to assess the competencies.

Students will complete a combination of classroom, online learning, projects and practical experiences as part of their timetabled class. They will be exposed to a range of learning experiences and equipment in order to prepare the students for the fitness, sport and recreation industry.

## **Pathways**

The skills and knowledge gained from the Certificate III in Fitness/ Certificate II in Sport Coaching are essential for any student seeking employment in the fitness industry. Successful completion off the dual qualification, will allow students to seek employment as a qualified fitness/ exercise instructor. You will be able to take your skills and work anywhere in Australia or move into further study to expand your options.

Course Information current as at 18<sup>th</sup> July 2023



**Languages Head of Department – Chrissie Geuthner**  
[cgeut1@eq.edu.au](mailto:cgeut1@eq.edu.au)  
 3327 1518

# German Immersion

## General senior subject

11/12

General

German Immersion students complete the first year of this general German subject in year 10 and the second year of this subject in year 11. They continue into German Extension in year 12.

# German

## General senior subject

11/12

General

German provides students with the opportunity to reflect on their understanding of the German 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 German-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.

## Pathways

A course of study in German 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 German 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 German 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 German.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Meine Welt</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>Unsere Welt erkunden</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of German culture to the world</li> </ul>	<b>Unsere Gesellschaft</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>Meine Zukunft</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul>	15%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Extended response</li> </ul>	30%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	30%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	25%

# German Extension

## General senior subject

11/12

General  
Extension

German Extension equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts.

Students use their background knowledge and skills in German in order to investigate how meaning is communicated in German texts. In doing so, they use and enhance the language acquired and developed in the General German syllabus to engage more deeply with a range of text types by creating meaning in German.

Students engage with creative thought and expression in German in an increasingly complex range of social and cultural contexts. As students develop their analytical, creative and critical thinking in German, they reflect on their perspectives and attitudes and develop a deeper appreciation of cultural context as they analyse, investigate and create a range of German texts. Students develop the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

German Extension is a course of study consisting of two units. It is an extension of the General syllabus in German and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in German, or its equivalent.

## Pathways

A course of study in German Extension can establish a basis for further education and employment in fields such as linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

## Objectives

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

- apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts
- apply knowledge of language elements, structures and textual conventions to create meaning in texts
- identify how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments
- create texts that convey information and ideas in German for context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

## Structure

Unit 3	Unit 4
<p><b>Guided investigation</b></p> <p>The school chooses two areas of study from the list below:</p> <ul style="list-style-type: none"> <li>• literature</li> <li>• the arts</li> <li>• social sciences</li> <li>• media studies</li> <li>• innovation, science and technology</li> <li>• business and commerce.</li> </ul>	<p><b>Independent investigation</b></p> <p>The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.</p>

## Assessment

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	
<p><b>Summative internal assessment 1 (IA1):</b></p> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	20%	<p><b>Summative internal assessment 3 (IA3):</b></p> <ul style="list-style-type: none"> <li>• Project — investigative folio</li> </ul>	30%
<p><b>Summative internal assessment 2 (IA2):</b></p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>	25%	<p><b>Summative external assessment (EA):</b></p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>	25%

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.

## 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
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>私達のまわり</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Japanese culture to the world</li> </ul>	<b>私達の社会</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>私の将来</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

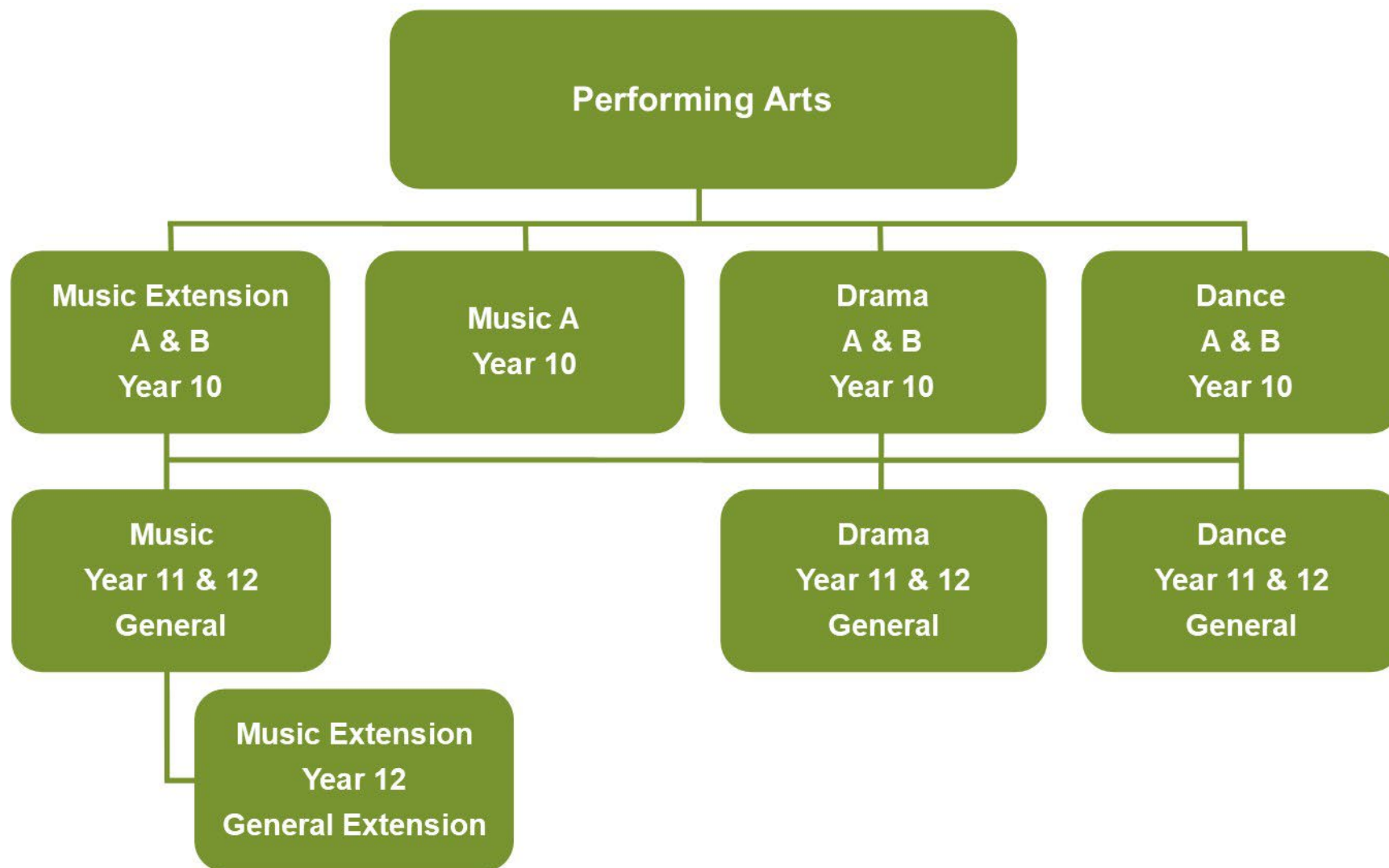
Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul>	15%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Extended response</li> </ul>	30%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	30%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	25%





**Performing Arts Head of Department – Jo Willett**

[jwill1286@eq.edu.au](mailto:jwill1286@eq.edu.au)

3327 1534

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

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

## Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, 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

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Moving bodies</b></p> <p>How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– meaning, purpose and context</li> <li>– historical and cultural origins of focus genres</li> </ul> </li> </ul>	<p><b>Moving through environments</b></p> <p>How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– physical dance environments including site-specific dance</li> <li>– virtual dance environments</li> </ul> </li> </ul>	<p><b>Moving statements</b></p> <p>How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– social, political and cultural influences on dance</li> </ul> </li> </ul>	<p><b>Moving my way</b></p> <p>How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– fusion of movement styles</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– developing a personal movement style</li> <li>– personal viewpoints and influences on genre</li> </ul> </li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<p><b>Summative internal assessment 1 (IA1):</b></p> <ul style="list-style-type: none"> <li>• Performance</li> </ul>	20%	<p><b>Summative internal assessment 3 (IA3):</b></p> <ul style="list-style-type: none"> <li>• Project — dance work</li> </ul>	35%
<p><b>Summative internal assessment 2 (IA2):</b></p> <ul style="list-style-type: none"> <li>• Choreography</li> </ul>	20%		
<p><b>Summative external assessment (EA): 25%</b></p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>			

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

## 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

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Share</b> How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<p><b>Reflect</b> How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Challenge</b> How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Transform</b> How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<p><b>Summative internal assessment 1 (IA1):</b></p> <ul style="list-style-type: none"> <li>• Performance</li> </ul>	20%	<p><b>Summative internal assessment 3 (IA3):</b></p> <ul style="list-style-type: none"> <li>• Project — practice-led project</li> </ul>	35%
<p><b>Summative internal assessment 2 (IA2):</b></p> <ul style="list-style-type: none"> <li>• Project — dramatic concept</li> </ul>	20%		
<p><b>Summative external assessment (EA): 25%</b></p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>			

# Music

## General senior subject

11/12

General

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.

## 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
<p><b>Designs</b> Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p><b>Identities</b> Through inquiry learning, the following is explored:</p> <p>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?</p>
Unit 3	Unit 4
<p><b>Innovations</b> Through inquiry learning, the following is explored:</p> <p><b>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</b></p>	<p><b>Narratives</b> Through inquiry learning, the following is explored:</p> <p><b>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</b></p>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<p><b>Summative internal assessment 1 (IA1):</b></p> <ul style="list-style-type: none"> <li>Performance</li> </ul>	20%	<p><b>Summative internal assessment 3 (IA3):</b></p> <ul style="list-style-type: none"> <li>Integrated project</li> </ul>	35%
<p><b>Summative internal assessment 2 (IA2):</b></p> <ul style="list-style-type: none"> <li>Composition</li> </ul>	20%		
<p><b>Summative external assessment (EA): 25%</b></p> <ul style="list-style-type: none"> <li>Examination</li> </ul>			

# Music Extension (Composition)

## General senior subject

11/12

General  
Extension

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

## Pathways

A course of study in Music Extension 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:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

## Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>



## Assessment

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).

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"><li>• Composition 1</li></ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"><li>• Composition project</li></ul>	35%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"><li>• Composition 2</li></ul>	20%		
<b>Summative external assessment (EA): 25%</b> <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

# Music Extension (Musicology)

## General senior subject

11/12

General  
Extension

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

## Pathways

A course of study in Music Extension 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:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

## Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>

## Assessment

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).

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"><li>Investigation 1</li></ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"><li>Musicology project</li></ul>	35%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"><li>Investigation 2</li></ul>	20%		
<b>Summative external assessment (EA): 25%</b> <ul style="list-style-type: none"><li>Examination — extended response</li></ul>			

# Music Extension (Performance)

## General senior subject

11/12

General  
Extension

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

## Pathways

A course of study in Music Extension 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:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

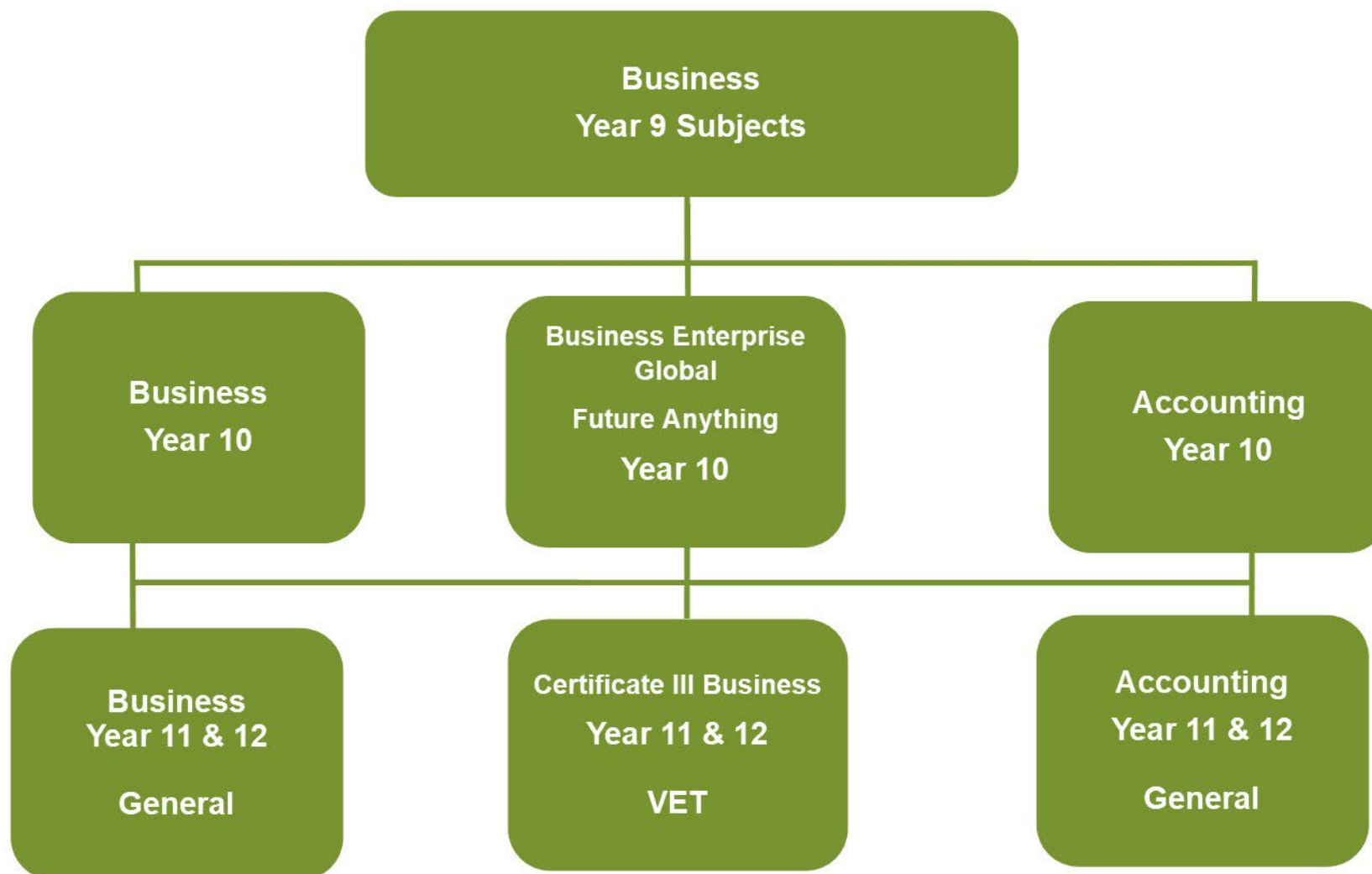
## Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>

## Assessment

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).

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"><li>• Investigation 1</li></ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"><li>• Performance project</li></ul>	35%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"><li>• Investigation 2</li></ul>	20%		
<b>Summative external assessment (EA): Examination — extended response 25%</b>			



**Business Head of Department – Amanda Gallagher**  
[agall93@eq.edu.au](mailto:agall93@eq.edu.au)

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation. Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

## Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

## Objectives

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Real world accounting</p> <ul style="list-style-type: none"> <li>• Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li> <li>• End-of-month reporting for a service business</li> </ul>	<p>Management effectiveness</p> <ul style="list-style-type: none"> <li>• Accounting for a trading GST business</li> <li>• End-of-year reporting for a trading GST business</li> </ul>	<p>Monitoring a business</p> <ul style="list-style-type: none"> <li>• Managing resources for a trading GST business — non-current assets</li> <li>• Fully classified financial statement reporting for a trading GST business</li> </ul>	<p>Accounting — the big picture</p> <ul style="list-style-type: none"> <li>• Cash management</li> <li>• Complete accounting process for a trading GST business</li> <li>• Performance analysis of a listed public company</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"><li>• Project — cash management</li></ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	25%

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.

## 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
<b>Business creation</b> <ul style="list-style-type: none"><li>• Fundamentals of business</li><li>• Creation of business ideas</li></ul>	<b>Business growth</b> <ul style="list-style-type: none"><li>• Establishment of a business</li><li>• Entering markets</li></ul>	<b>Business diversification</b> <ul style="list-style-type: none"><li>• Competitive markets</li><li>• Strategic development</li></ul>	<b>Business evolution</b> <ul style="list-style-type: none"><li>• Repositioning a business</li><li>• Transformation of a business</li></ul>



## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"><li>• Extended response — feasibility report</li></ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"><li>• Investigation — business report</li></ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

# Certificate III in Business BSB30120

(Binnacle Training (RTO Code 31319))

Stand Alone VET Certificate Course

11/12

Certificate

## Overview

Business is a two-year stand-alone VET subject, offered in Years 11 and 12. It gives students National industry recognition and does contribute 8 QCE credits upon successful completion of the certificate. Students complete the competencies whilst participating in a business venture.

## Objectives

The area of Business is a strong area for employment. Students develop key enterprise skills – including leadership and innovation, customer service, personal management and financial literacy – through project-based learning. Students studying this course will gain concrete skills for practical application in the workforce. Successful completion of the course can provide a pathway to higher level studies such as diploma and degree level recognised qualification. Certificate III is a nationally recognised qualification.

## Course Structure

The **Certificate III in Business BSB30120** consists of twelve (12) units of competency including 6 core unit and 7 elective units.

Term	Topics Covered	Competencies Covered
1	Introduction to the Business Services Industry; Personal Wellbeing in the Workplace; Organise Personal Work Priorities <u>Projects:</u> Wellbeing in the Workplace, Organise Work Priorities	BSBPEF201 Support personal wellbeing in the workplace BSBWHS311 Assist with maintaining workplace safety BSBSUS211 Participate in sustainable work practices
2	Financial Literacy – Be MoneySmart <u>Project:</u> Be MoneySmart	BSBTWK301 Use inclusive work practices
3	Workplace Health and Safety; Participate in Sustainable Work Practices <u>Project:</u> Sustainability in the Workplace	BSBXCM301 Engage in workplace communication BSBCRT311
4	Inclusive Work Practices; Workplace Communication <u>Project:</u> Inclusivity and Communication in the Workplace	Apply critical thinking skills in a team environment BSBPEF301 Organise personal work priorities BSBXTW301
5	Work in a Team; Apply Critical Thinking Skills <u>Projects:</u> Travel Expert Team Games, Go! Travel Blog	Work in a team BSBTEC301 Create electronic presentations BSBWRT311
6	Create Electronic Presentations; Design and Produce Business Documents <u>Project:</u> Produce Workplace Documents	Write simple documents BSBTEC303 Create electronic presentations BSBOPS304
7	Customer Service <u>Project:</u> Design, Plan and Deliver a Product or Service (Binnacle Boss)	Deliver and monitor a service to customers FNSFLT301 Be MoneySmart

## Assessment

Participants will be required to successfully complete a series of assessment tasks in an online platform. This series of tasks builds to complete a specific project each term.

## Cost

Students who take part in this course will be required to pay fees for the course provided by the External RTO. The approximate cost is \$280.

## Work Placement

This course does not include work placement.

## Special Requirements

Students should have a year 9 level of literacy and numeracy and be at least 15 years of age. **A Language, Literacy & Numeracy (LLN)** Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

## Pathways

The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (including Certificate IV, Diploma and Bachelor of Business).

Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (such as customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (such as Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance

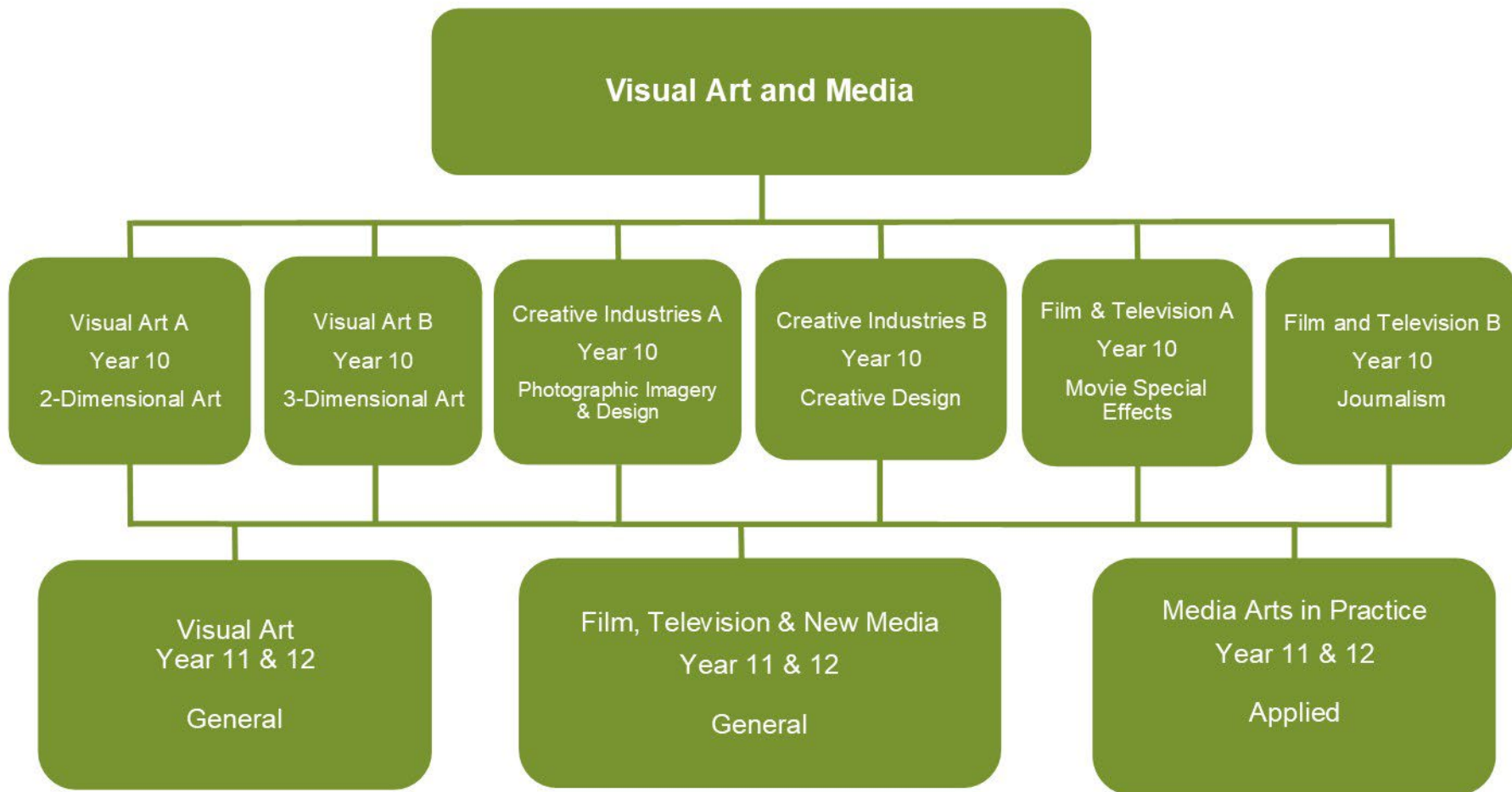
For example:

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

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (the delivery of training and assessment services).

To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.

Course Information current as at 11 July 2023



**Visual Art & Media Head of Department – Amanda Gallagher**  
[agall93@eq.edu.au](mailto:agall93@eq.edu.au)

# Film, Television & New Media

## General senior subject

11/12

General

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 our 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. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including 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:

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> <p>How are tools and associated processes used to create meaning?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do signs and symbols, codes and conventions create meaning?</p>	<p><b>Story forms</b></p> <ul style="list-style-type: none"> <li>• Concept: representations</li> </ul> <p>How do representations function in story forms?</p> <ul style="list-style-type: none"> <li>• Concept: audiences</li> </ul> <p>How does the relationship between story forms and meaning change in different contexts?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How are media languages used to construct stories?</p>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> <p>How do technologies enable or constrain participation?</p> <ul style="list-style-type: none"> <li>• Concept: audiences</li> </ul> <p>How do different contexts and purposes impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How is participation in institutional practices influenced by social, political and economic factors?</p>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> <p>How do media artists experiment with technological practices?</p> <ul style="list-style-type: none"> <li>• Concept: representations</li> </ul> <p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<p><b>Summative internal assessment 1 (IA1):</b></p> <ul style="list-style-type: none"> <li>• Case study investigation</li> </ul>	15%	<p><b>Summative internal assessment 3 (IA3):</b></p> <ul style="list-style-type: none"> <li>• Stylistic project</li> </ul>	35%
<p><b>Summative internal assessment 2 (IA2):</b></p> <ul style="list-style-type: none"> <li>• Multi-platform project</li> </ul>	25%		
<p><b>Summative external assessment (EA): 25%</b></p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>			

# Visual Art

## General senior subject

11/12

General

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.

## 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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as lens</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as code</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as knowledge</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<p><b>Art as alternate</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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	
<p><b>Summative internal assessment 1 (IA1):</b> • Investigation — inquiry phase 1</p>	15%	<p><b>Summative internal assessment 3 (IA3):</b> • Project — inquiry phase 3</p>	35%
<p><b>Summative internal assessment 2 (IA2):</b> • Project — inquiry phase 2</p>	25%		
<p><b>Summative external assessment (EA): 25%</b> • Examination</p>			



# Media Arts in Practice

## Applied senior subject

11/12

Applied

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

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

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

When responding, students use analytical processes to identify individual, community

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

### Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

### Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	<p><b>Design product</b> Design product must represent:</p> <ul style="list-style-type: none"> <li>• Audio: up to 3 minutes</li> <li>• Moving image: up to 3 minutes</li> <li>• Still image: up to 4 media artwork/s</li> </ul> <p><b>Planning and evaluation of design product</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	<p><b>Media artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Audio: up to 3 minutes</li> <li>• Moving image: up to 3 minutes</li> <li>• Still image: up to 4 media artwork/s</li> </ul>

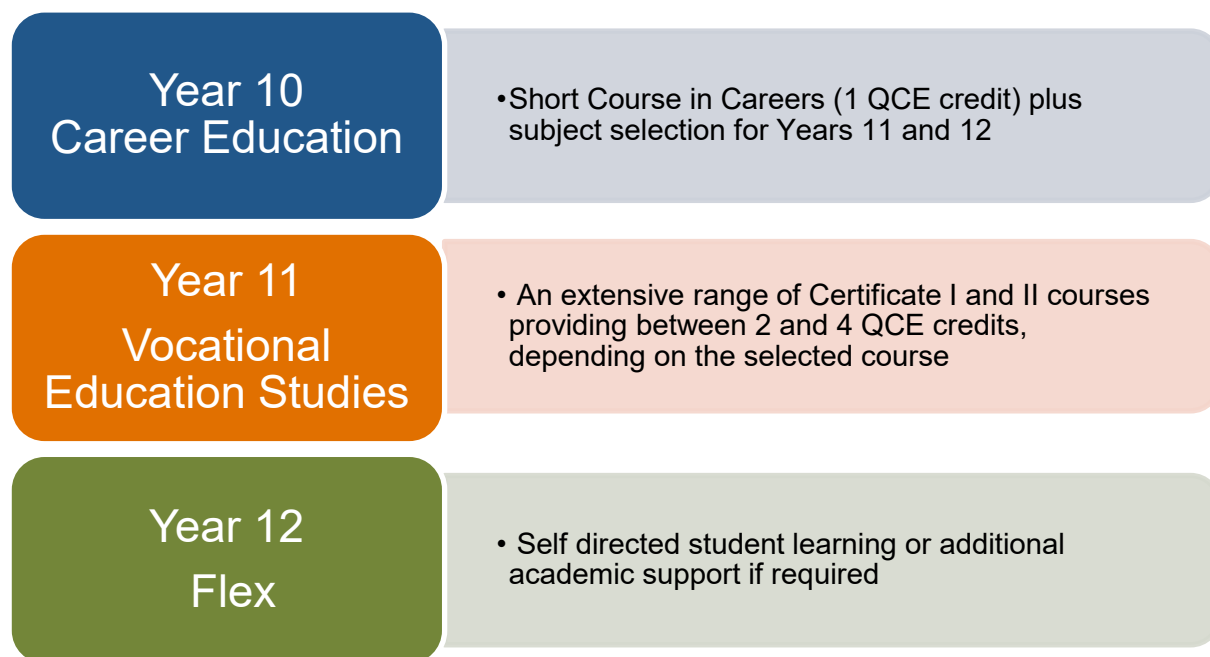
# Vocational Education Studies Flex

In addition to their six senior subjects, all Year 10, 11 & 12 students engage in a complementary educational program for one lesson per week.

This program consists of Career Education for all students in Year 10, including completion of a Short Course in Careers which delivers 1 QCE credit upon satisfactory completion of the course. This lesson is also used to inform Year 10s about subjects for Years 11 & 12 to enable them to select appropriate subjects as part of their SET Planning process.

In Year 11, students select a Vocational Education Course from approximately 10 different available options. These yearlong courses enable students to complete a practical VET course in an area of interest to complement their other 6 subjects.

The Year 12 Flex program allows students one lesson per week of self-directed learning. Students may work individually or in small groups to complete school work or engage in extra-curricular activities. For some students this time is used to receive additional teacher support in one or more subject.



# Vocational Education Studies (VOC)

The current Year 10 cohort will commence Vocational Education Studies in Term 4 of 2023, completing the course in Term 3, 2024.

VOC is a complementary program in addition to students' six subjects that has no impact on student's curriculum time. Successful completion of a VET certificate course through the VOC program, provides students with a nationally recognised qualification and a range of valuable workplace skills. Additionally, these courses award valuable QCE credits and contribute towards the required 20 QCE credits for a student to attain a Queensland Certificate of Education or QCE at the end of Year 12.

The Vocational Education Studies (VOC) program allows students to select a VET certificate course from a wide range of available options. Students will complete the course during **one lesson each week plus one or more full-day practical sessions each term, commencing in Term 4 of year 10**. Shortly, we will be asking all Year 10 students to select a VOC course to commence in Term 4, 2023. This VET Certificate will continue into 2024, with most students completing their course by the end of Semester 1, 2024.

Details of the course options available for Vocational Education Studies (VOC) are described on the following pages. **Students should check the subject incompatibilities listed in the VET section of this subject guide before choosing a VOC course.**

## VETiS Funding considerations when selecting a VOC Ed course

Government funding under the VETiS program enables each student to complete one free Certificate II VET course while at school. The majority of our VOC courses are eligible for VETiS funding, should families wish to use the funding for this purpose. Certificate III and higher courses are not eligible for VETiS funding and will attract course fees.

**Families need to consider carefully how they choose to use their VETiS funding as it can only be accessed once.** If a student chooses to enrol in multiple VET courses, you may be required to pay course fees for the second and subsequent courses. In these instances, we recommend that students apply for VETiS funding for the most expensive course and enrol in any other VET courses on a fee for service basis. Costs for all VET Certificates are included in this subject guide. **Individual families are responsible for their own applications for VETiS funding, through the RTO providing the course. Once used, VETiS funding will not be available for any other VET Certificate courses.** This includes TAFE and courses offered by external training providers.

## 2023-2024 Vocational Education Studies Course Options (VET Certificate Courses)

Course	Description	RTO, Cost & Funding	Requirements	QCE Credits
<b>Certificate II in Horticulture</b>	Students will learn about working in the horticulture industry including planting, treating plant diseases, using tools and working effectively with others. Students will construct a garden at school as part of the program.	<b>External RTO</b> No cost if using VETiS funding  \$500 if fee for service	Laptop Commitment to completing all tasks Appropriate clothing and sun protection for practical lessons Attendance at full practical day each term	4
<b>Certificate II in Sports Coaching</b>	Students will learn sports coaching skills in a variety of sports. A range of guest speakers from sporting bodies will teach students sport specific skills and coaching skills.	<b>External RTO</b> \$250 if using VETiS funding	Laptop Commitment to completing all tasks Appropriate clothing and sun protection for practical lessons Blue Card Attendance at full practical day each term	4
<b>Certificate I in Construction</b>	Students will learn the necessary skills and knowledge required to prepare them for an apprenticeship or general life skills. Students will produce a dog kennel in small groups which they keep at the conclusion of the course.	<b>External RTO</b> No cost if using VETiS funding  \$800 if fee for service	Steel capped boots for practical lessons (Tablet provided for lessons) Attendance at full practical day each term	3
<b>Certificate II in Automotive Vocational Preparation</b>	Students will learn about the components and workings of the mechanical and electrical systems of light vehicles.	<b>External RTO</b> No cost if using VETiS funding  \$2000 if fee for service	Laptop Commitment to completing all tasks Steel cap boots and safety equipment for practical lessons Attendance at full practical day each term	4

## 2023-2024 11 Vocational Education Studies Course Options (VET Certificate Courses)

Course	Description	RTO, Cost & Funding	Requirements	QCE Credits
<b>Certificate II in Engineering Pathways Go Kart, Drone or Sumo Bot (Robot Wars) Building</b>	Students will learn the basics of engineering skills in the context of building a Go Kart, Drone or Sumo Bot in small groups. Students will keep the build at the conclusion of the course.	<b>External RTO</b> No cost if using VETiS funding  \$1000 if fee for service	Steel capped boots for practical lessons (Tablet provided for lessons) Attendance at full practical day each term	4
<b>Certificate II in Tourism</b>	Students will gain knowledge and skills to work in the tourism industry. Students will apply the knowledge and skills that they have learnt in class by attending a 3-day camp to Moreton Island where they will experience a range of activities including sand boarding, kayaking and snorkelling.	<b>External RTO</b> No course cost if using VETiS funding Bus cost only - approximately \$50 \$2046 if fee for service	Laptop Commitment to completing all tasks Attendance at the three-day camp (at end of term 3) to complete practical assessment. The camp is a compulsory component of the course Attendance at full practical day each term	4
<b>Certificate I in Hospitality (Beverages focus)</b>	Students will learn a range of knowledge and skills necessary to enter the hospitality industry in entry level jobs including RSA and coffee skills.	<b>Kenmore SHS RTO</b> \$200 Does not use VETiS funding	Laptop Commitment to completing all tasks Cannot be chosen if undertaking Certificate II in Hospitality in year 11 Attendance at full practical day each term	2
<b>Certificate II in Financial Services</b>	Students will develop the necessary knowledge and skills to be work ready at an entry level in the financial services industry.	<b>Kenmore SHS RTO</b> No cost Does not use VETiS funding	Laptop Commitment to completing all tasks Attendance at full practical day each term	4

# Certificate I in Hospitality SIT10222

(KSHS RTO Code 30071)

Stand Alone VET Certificate Course

11

VET  
Certificate

## Overview

Hospitality is a one-year standalone VET subject offered as part of the Vocational Education (VOC Ed) in Year 11. It gives students National Industry recognition and does contribute to 2 QCE credit points.

## Objectives

The area of Hospitality is a growth area for employment. Certificate I in Hospitality is a nationally recognized qualification and the skills are recognizable internationally. Students may use this qualification to obtain employment in the hospitality industry or to further their education.

## Structure

The course includes units from the National Hospitality Training Package and will consist of 7 units. Students must successfully complete 6 of the 7 competencies to be awarded the certificate.

Core Units:

BSBTWK201- Work effectively with others

SITXWHS005- Participate in safe work practices

SITHFAB025- Prepare and serve espresso coffee

SITXFSA005- Use hygienic practices for food safety

SITHFAB021- Provide responsible service of alcohol

SITXCCS009- Provide customer information and assistance

SITHGAM022- Provide responsible gambling services

## Learning Experiences

- Excursions to hospitality venues
- Working in commercial kitchens

## Assessment

Hospitality students will be assessed by a variety of techniques:

- Completion of practical units
- Completion of Core Units through theory tests and assignments
- Successful participation in practical and team work activities
- Students must be willing to actively participate in all aspects of the work.

## Cost

The cost for this course is anticipated to be \$200.

## Work Placement

No Work Placement is required for Certificate I in Hospitality

## Special Requirements

- This course is incompatible with Certificate II and III in Hospitality (school subject)
- Hospitality students will be assessed by a variety of techniques
- Completion of practical units
- Students must be willing to actively participate in all aspects of the work

## Pathways

It is envisaged that students undertaking this subject will engage in work in the rapidly expanding area of hospitality in Australia and overseas. Students may work casually in the hospitality industry such as waiting and bar work whilst studying at university. This course may also lead to an apprenticeship where many scholarships are available for chefs at TAFE or at Registered Training Organisation. Students may also go on to complete tertiary study in Hospitality Management at university.

Course Information current as at 18<sup>th</sup> July 2023



# Certificate II in Automotive Vocational Preparation

## AUR20720 (Tactile Learning Centre RTO Code 30922)

### Stand Alone VET Certificate Course

11

VET  
Certificate

## Overview

Certificate II in Automotive Vocational Preparation provides students an opportunity to gain an entry level qualification in the automotive industry. The course allows students to gain basic knowledge and skills of mechanical and electrical components of light vehicles.

## Objectives

Students will understand how to identify and inspect components and systems of vehicles as well as develop the skills to perform minor maintenance and repair of an automotive vehicle. This course appeals to students who enjoy cars and also enjoy practical tasks.

## Structure

The course includes the following 12 competencies that students must achieve in order to complete the certificate:

- AURFA103 Communicate effectively in an automotive workplace
- AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
- AURASA102 Follow safe working practices in an automotive workplace
- AURETR103 Identify automotive electrical systems and components
- AURLTA101 Identify automotive mechanical systems and components
- AURFA104 Resolve routine problems in an automotive workplace
- AURTTK102 Use and maintain tools and equipment in an automotive workplace
- AURTTA127 Carry out basic vehicle servicing operations
- AURETR115 Inspect, test and service batteries
- AURETR146 Remove and refit vehicle batteries
- AURTTE007 Dismantle and assemble single-cylinder four-stroke petrol engines
- AURTTB007 Remove and replace brake assemblies

## Assessment

Students will be assessed through submitting a range of quizzes electronically as well as observation during practical components. Tactile Learning's trainers will assess the students. Certificate II in Automotive Vocational Preparation requires students to complete assessment tasks in a classroom environment which will be submitted for assessment. Students will also engage in a variety of practical tasks on a training vehicle and be assessed by observation using and maintaining tools and equipment and servicing major car components.

## Cost

The course uses VETiS funding which can only be used once by students. If students have accessed VETiS funding, it is possible to participate in the course as a full fee-paying student at a cost of \$2000. Contact the Head of Pathways and Transitions for further information. Students will also be required to wear Personal Protective Equipment such as steel-capped work boots.

## **Work Placement**

There is no work placement associated with this course.

## **Special Requirements**

Students will be required to participate in full day activities during the scheduled VOC practical day(s) of each term.

## **Pathways**

The skills gained from Certificate II in Automotive Vocational Preparation will give students a good understanding of the automotive industry which may lead to an automotive apprenticeship. Students may also choose to specialise in the many variants of the automotive industry such as marine, body repair, diesel, drivetrain, electrical etc.

Course Information current as at 20 June 2023

# Certificate II in Horticulture AHC 20422

(Embark College RTO Code 0699)

Stand Alone VET Certificate Course

11

VET  
Certificate

## Overview

Certificate II in Horticulture allows students to develop knowledge and skills in horticulture. The course teaches students key skills necessary in the horticulture industry such as how to propagate and care for plants, maintain lawns and gardens, operate equipment and control weeds.

## Objectives

Students will develop the necessary knowledge and skills to be work ready at an entry level in the horticulture industry. Students will learn through a combination of theory work and practical sessions to create a garden. Students who enjoy practical work and being outdoors may enjoy this course.

## Structure

The course includes the following 15 competencies that students must achieve in order to complete the certificate:

AHCWHS202 Participate in work health and safety processes  
AHCPCM204 Recognise plants  
AHCPMG201 Treat weeds  
AHCPMG202 Treat plant pests, diseases and disorders  
AHC SOL203 Assist with soil or growing media sampling and testing  
AHC PGD207 Plant trees and shrubs  
AHC PGD209 Prune shrubs and small trees  
AHC CHM201 Apply chemicals under supervision  
RIISAM203E Use hand and power tools  
AHC NSY205 Pot up plants  
AHC MOM203 Operate basic machinery and equipment  
AHC MOM204 Undertake operational maintenance of machinery  
AHC WRK213 Participate in workplace communications  
AHC WRK211 Participate in environmentally sustainable work practices  
TLID0020 Shift materials safely using manual handling methods

## Assessment

Students will be assessed by CSTC qualified trainers through submitting a range of theory assessments, workbooks as well as observation during practical components. Students will be required to participate in practical sessions of identifying plants, using hand tools, preparing plants and treating plants for diseases in order to construct a garden at school during the scheduled VOC practical days.

## Cost

All students have access to ONE VETiS funded course while enrolled at school. If you are accessing VETiS funding for this course there will be no cost for the course. If you have used or are currently enrolled in another VET course using your VETiS funding, the cost for this course will be \$500.

## **Work Placement**

This course does not include work placement.

## **Special Requirements**

Students should have a year 9 level of literacy and numeracy and be at least 15 years of age. Students must take appropriate sun protection measures for practical sessions including wearing; long pants/jeans, long sleeve shirt, closed-toe shoes (steel cap preferred), hat and sunglasses. No shorts or skirts are allowed.

## **Pathways**

The skills gained from Certificate II in Horticulture can lead to employment in a variety of fields including; nursery assistant, greenkeeper, groundsman, gardener, landscape assistant and horticulture labourer.

Course Information current as at 13 July 2023

# Certificate II in Sports Coaching SIS20321

## (College of Sports and Fitness RTO Code 91345)

### Stand Alone VET Certificate Course

11

VET  
Certificate

## Overview

Certificate II & III in Sports Coaching provides students an opportunity to gain a coaching qualification at an entry level. Upon successful completion, students will be competent in delivering a basic instruction session for a sport. Students will study sports coaching, officiating and sport management under a range of varied sports with access to guest speakers and instructors from sporting associations.

## Objectives

Students will understand how to deliver coaching sessions to students and will develop the skills necessary to manage groups and events in a range of sports. An external trainer from the College of Sports and Fitness will deliver the training to students through a range of theory and practical activities conducted at school. This course appeals to students who show a keen interest in sport and may wish to obtain part time work from coaching, officiating and or event management in the sporting industry.

## Structure

The course includes the following 7 competencies that students must achieve in order to complete the certificate.

HLTAID011 Provide first aid (Credit transfer for Current First Certificate)  
SIRXWHS001 Work safely  
SISSSCO002 Work in a community coaching role  
SISSSOF001 Work as an official in sport

SISSSCO003 meet participant coaching needs  
SISSSCO005 Continuously improve coaching skills and knowledge  
SISSSOF003 Officiate sport competition

## Assessment

Students will be assessed through submitting a range of workbooks as well as observation during practical components with the College of Sports and Fitness trainers through various assessments, projects and activities around the program.

## Cost

The certificate course is covered by a single fee \$250 per student or utilising VETiS funding to cover the cost of certificate II for students who may be eligible. Contact the Transitions and Pathways Head of Department for further information.

## Work Placement

There is no work placement associated with this course.

## Special Requirements

Certificate II in Sports Coaching requires students to complete modules through classroom, practical learning. Students require a laptop and internet access for each lesson. Students will complete the course through a range of theory modules and practical components such as coaching sessions, in school competitions and officiating games. Due to the nature of the course, students must have a blue card to participate in coaching and officiating sessions.

Please note that Certificate II in Sports Coaching is incompatible with the subject Certificate III & IV in Fitness.

## Pathways

The skills gained from Certificate II in Sports Coaching allow students to gain an entry level qualification for coaching and officiating. Students may choose to study higher level qualifications in the Sports, Fitness and Training package such as Certificate III/IV in Sports Coaching, Sports Management or Certificate III/IV in Fitness. Pathways include Event coordinator assistant, Community coach, Strength and conditioning coach, Referee/Sport Official, Further studies in Fitness and Coaching, Sports Development Officer, Sports events/Project development, Sport and Recreation careers, Sports, health and fitness professions.

Course Information current as at 6th July 2023

# Certificate I in Construction CPC10120

(Adapt Education RTO Code 32452, trading as My Industry Training)



## Stand Alone VET Certificate Course

11

VET  
Certificate

### Overview

Certificate I in Construction is a yearlong standalone VET certificate in Year 11 Vocational Education Studies (VOC). It provides students with National Industry recognition and contributes 3 QCE credit points. This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course.

### Objectives

Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain:

- Certificate I in Construction (CPC10120)
- 3 QCE credits
- White Card
- Opportunity for work experience and apprenticeships

### Structure

CPCCCM2004 Handle construction materials  
CPCCCM2005 Use construction tools and equipment  
CPCCCM1011 Undertake basic estimation and costing  
CPCCOM1012 Work effectively and sustainably in the construction industry  
CPCCOM1013 Plan and organise work  
CPCCVE1011 Undertake a basic construction project  
CPCCWHS1001 Prepare to work safely in the construction industry  
CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry  
CPCCOM1014 Conduct workplace communication  
CPCCOM1015 Carry out measurements and calculations  
CPCCOM2001 Read and interpret plans and specifications

### Assessment

Certificate I in Construction combines practical and theory work to assess the eleven competencies. Students will complete a practical 'construction project' on school grounds as part of their timetabled Construction class. They will be exposed to a range of tools and equipment that are used in the construction industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.

### Cost

If the course is funded through VETiS there is no cost to students. In the case where a student has used their VETiS funding for another course, a fee of \$800 will be charged.

## Pathways

The skills and knowledge gained from the Certificate I in Construction are essential for any student seeking employment in the construction industry. Students that successfully transition into a school-based apprenticeship may be able to transfer units from their Certificate I in Construction to the apprenticeship course they are completing.

Course Information current as at 10 July 2023



# Certificate II in Engineering Pathways - MEM20422

(Adapt Education RTO Code 32452, trading as My Industry Training)



## Stand Alone VET Certificate Course

11

VET  
Certificate

### Overview

Certificate II in Engineering Pathways is a yearlong standalone VET subject offered in Year 11 Access. It gives students National Industry recognition and contributes 4 QCE credit points. This qualification introduces students to the engineering industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course and will have the opportunity to choose one of three different engineering project builds.

### Objectives

Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain:

- Certificate II in Engineering Pathways - MEM20422
- 4 QCE points
- Opportunity for work experience and apprenticeships

### Structure

Students must achieve the following twelve competencies to complete the certificate.

MEM13015 Work safely and effectively in manufacturing and engineering

MEMPE005 Develop a career plan for the engineering and manufacturing industries

MEMPE006 Undertake a basic engineering project

MSMENV272 Participate in environmentally sustainable work practices

MEM16006 Organise and communicate information

MEM18001 Use hand tools

MEM18002 Use power tools/hand held operations

MEMPE001 Use engineering workshop machines

MEMPE002 Use electric welding machines

MEMPE004 Use fabrication equipment

MEMPE007 Pull apart and re-assemble engineering mechanisms

MSMSUP106 Work in a team

Students may choose one engineering project build which will determine the class they are enrolled in. Project builds are as follows:

- Go-Kart Build
- Drone Build
- Sumo Bot Build (Robot Wars)

Students selecting the Engineering Pathways course should also indicate preferences 1-3 for the three possible build options. The different build options will be offered subject to a minimum number of enrolments.

## **Assessment**

Certificate II in Engineering Pathways combines practical and theory work to assess the twelve competencies. Students will complete a practical 'engineering project' on school grounds as part of the course. They will be exposed to a range of tools and equipment that are used in the engineering industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.

## **Cost**

The course is a funded course through VETiS so there is no charge to students if VETiS funding is accessed. In the case where a student has used their VETiS funding a fee of \$1000 will be charged.

## **Pathways**

The skills and knowledge gained from the Certificate II in Engineering Pathways are essential for any student seeking employment in the engineering industry. Students that successfully transition into a school-based traineeship may be eligible to transfer units from their Certificate II in Engineering Pathways to the traineeship course they are completing.

Course Information current as at 10<sup>th</sup> July 2023

# Certificate II in Tourism SIT20122

(Career Training Institute of Australia RTO Code 6517)  
Stand Alone VET Certificate Course

11

VET  
Certificate

## Overview

Career Training Institute of Australia (CTIA) is offering SIT20122 Certificate II in Tourism which includes both theory and practical delivery in an Eco-Tourism setting on Moreton Island where students will consolidate the practical application of the qualification in conjunction with Tangalooma Island Resort.

## Objectives

The objective is to provide students with a program that addresses all the necessary criteria for the Certificate II in Tourism in an exciting, cost-effective experience of a lifetime. Study is required over a number of subjects which is disseminated into experiential learning through participating in the practical industry program and classroom activities. Training will be conducted at your school, as our trainers will come to you. The practical consolidation on Moreton Island includes:

- The unique eco system and the impacts of eco-tourism on Moreton Island
- 4WD transfers and guided tours
- Snorkeling off the Moreton Island Shipwrecks
- Desert safari including sand tobogganing the dunes
- Team building activities through beach games
- The tourism industry in action and associated jobs

## Structure

The course includes the following eleven competencies that students must achieve in order to complete the certificate:

SITTIND001: Source and use information on the tourism and travel industry

SITXWHS001: Participate in safe work practices

SITHIND001: Use hygienic practices for hospitality service

SITXCCS001: Provide customer information and assistance

SITXCCS002: Provide visitor information

SITXCOM001: Source and present information

SITXCOM002: Show social and cultural sensitivity

SITXCCS003: Interact with customers

SITXCCS004: Provide lost and found services

SIRXPDK001: Advise on products and services

SITHFAB002: Provide responsible service of alcohol

Note: Elective units are subject to change.

## Assessment

Assessment is competency based, in that the participant will be required to demonstrate competency in a range of tasks. Assessment procedures are transparent and address the key assessment principles of being valid, reliable, flexible and fair. Assessment strategies include a range of techniques, which include, but are not limited to the use of; direct observation, questions & answers, practical exercises, and case studies.

## Cost

The Certificate II in Tourism VETiS program is funded by the VET investment budget, this means there are no costs to eligible students. This funding covers the cost of the qualification and all costs associated with the delivery of the 11 units of competency including resources and consumables and the 3-day, 2-night tourism adventure Program.

Students who have already accessed their VETiS funding or who are not eligible for the Queensland Government VET Investment funding, can participate in the program at a cost of \$2046, this is inclusive of all costs associated with the practical Moreton Island experience.

## Special Requirements

Certificate II in Tourism is incompatible with Certificates II and III in Hospitality.

## Pathways

When you complete SIT20122 Certificate II in Tourism graduates will be qualified to apply for various positions including, retail travel agencies, tour wholesalers, tour operators, attractions, visitor information centres, cultural and heritage sites and any small tourism business requiring multi skilled employees. Job roles could include: Museum attendant, receptionist and office assistant in a tourism business, retail sales assistant at an attraction.

Students could also progress to a wide range of other qualifications in the service industries. These include SIT30122 Certificate III in Tourism and finally SIT50122 Diploma of Travel & Tourism Management.

Course Information current as at 10<sup>th</sup> July 2023

# Certificate II in Financial Services FNS20120

(KSHS RTO Code 30071)

Stand Alone VET Certificate Course

11

VET  
Certificate

## Overview

This qualification addresses the need of increased financial literacy and basic financial skill of entrants to financial services industry, wishing to build potential pathways into the industry.

## Objectives

Students will develop the necessary knowledge and skills to be work ready at an entry level in the financial services industry. Students will learn about personal budgeting, debt and consumer credit and taxation. They will learn to use business software applications and develop the skills to work as an effective member of a team in an office / branch role.

## Structure

The course includes the following 8 competencies that students must achieve in order to complete the certificate:

### Core Units

BSBCMM211 Apply communication skills

BSBTEC201 Use business software applications

BSBWHS211 Contribute to the health and safety of self and others

FNSINC311 Work together in the financial services industry

### Elective Units

FNSFLT213 Develop knowledge of debt and consumer credit

FNSFLT215 Develop knowledge of the Australian financial system and markets

FNSFLT216 Develop knowledge of taxation

FNSACC323 Perform financial calculations

## Assessment

Students will be assessed in a variety of modes including; project work, practical tasks and observations.

## Cost

There is no cost associated with this course as it is taught by a Kenmore SHS teacher. This course does not use VETiS funding.

## **Work Placement**

This course does not include work placement.

## **Special Requirements**

Students should have a year 9 level of literacy and numeracy and be at least 15 years of age.

## **Pathways**

The skills gained from Certificate II in Financial Services can lead to employment in a variety of fields in the financial services sector including Banking Customer Service Trainee, Sales Clerk, potentially leading to a future role as a customer service officer, teller, cashier or administration officer.

Course Information current as at 14<sup>th</sup> July 2023