

Year 10 Subject Guide

For students commencing Year 10 in 2025



Education for Life

KENMORE STATE HIGH SCHOOL

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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 *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 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.

21st 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



Drew Jell
Deputy Principal
Senior Schooling
djell1@eq.edu.au
3327 1555



Will Fozard
Head of Year 12
wfoza3@eq.edu.au
3327 1536



Sarah Graham
Head of Year 11
spool31@eq.edu.au
3327 1581



Elise Jacoby
Head of Year 10 (M,Tu,W)
ejaco32@eq.edu.au
3327 1547



Tanja Schneider
Head of Year 10 (Th, F)
tschn4@eq.edu.au
3327 1547



Chris Collier
Senior Schooling Coordinator
ccoll233@eq.edu.au
3327 1519



Nerida Grogan
Pathways & Transitions
Coordinator
ngrog3@eq.edu.au
3327 1563



Mr Anthony Lutz
Guidance Officer (Year 12)
alutz2@eq.edu.au



Ms A Daniels
Guidance Officer (10-11)
3327 1513



Penny Hauenschield
Administration Officer
phaue3@eq.edu.au
3327 1580

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 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 Coordinator or the Pathways and Transitions Coordinator.

Senior Education Profile

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

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



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

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

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

Individualised Pathways and Support Services

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.

QCIA Eligibility

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.

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.



- 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

Senior Subjects

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

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

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

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.

Underpinning Factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

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 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.

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>

QCE Eligibility

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	up to 1
<ul style="list-style-type: none"> • QCAA Short Course in Literacy • 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	up to 1
<ul style="list-style-type: none"> • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • 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

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	Registered Training Organisation
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	Registered Training Organisation
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. Students should only select 1 subject/course from the following group of incompatible subjects and VET Certificates.

- Certificate III in Fitness (VET subject), Certificate II in Sports Coaching (VOC) and Sport and Recreation (Applied subject) are incompatible
- Certificate II/III in Hospitality (VET subject), Certificate I in Hospitality (VOC), Certificate II in Tourism (VOC) and Hospitality Practices (Applied subject) are all incompatible
- Engineering Skills and Furnishing Skills (Applied subjects) are incompatible with Certificate II in Engineering Skills (VOC), but Engineering Skills and Furnishing Skills subjects may be studied concurrently.

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. Information on school-based apprenticeships and traineeship vacancies can be found on the Future Connections virtual noticeboard which senior students and parents have access to through the student intranet and the school website.

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 10-11 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 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.

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

General (Extension) syllabuses

Course overview

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

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

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

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

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

Assessment

Units 3 and 4 assessments

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

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

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

Applied and Applied (Essential) syllabuses

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

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

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

Course structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

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

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

Assessment

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

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

Schools have autonomy to decide:

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

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

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General (Senior External Examination) syllabuses

Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

The Senior External Examination is for:

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

- 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)

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

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.

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 (Years 10 and 11)
Mr A Lutz (Year 12)

adani10@eq.edu.au
alutz2@eq.edu.au

Kenmore Subject Offerings Year 10, 11 & 12

Mathematics

YEAR 10

- Mathematics
- Mathematics Extension
- Specialist Mathematics

YEAR 11 & 12

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

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

English

YEAR 10

- English
- English Extension

YEAR 11 & 12

General

- English
- Literature

Applied

- Essential English

Technologies

YEAR 10

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

YEAR 11 & 12

General

- Design
- Digital Solutions
- Food & Nutrition

Applied

- Fashion
- Engineering Skills
- Furnishing Skills
- Hospitality Practices

Certificate Courses

- Cert II SIT20322 & III SIT30622 in Hospitality, Stand Alone VET
- Cert III in Early Childhood Education and Care, Stand Alone VET CHC30121

Humanities

YEAR 10

- Ancient History
- Accounting
- Business
- Business Enterprise Global
- Economics
- Geography
- Modern History
- Philosophy & Reason
- Legal Studies

YEAR 11 & 12

General

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

Applied

- Social & Community Studies

Certificate Courses

- Cert III in Business, Stand Alone VET BSB30120

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

Certificate Course

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

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

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

Languages

YEAR 10

- German
- Immersion German
- Japanese

YEAR 11 & 12

General

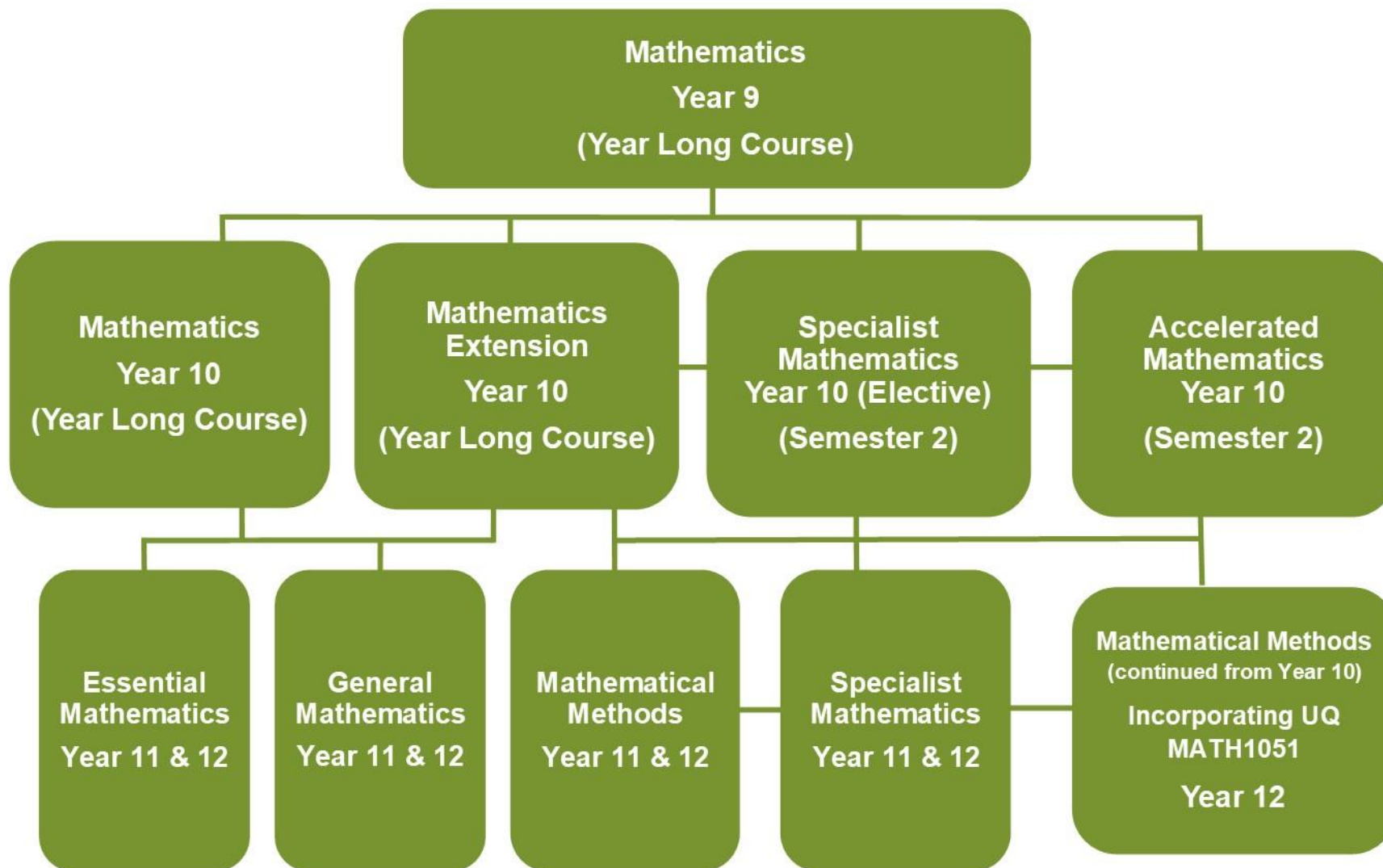
- German
- German Extension
- Japanese

Vocational Education Studies (VOC)

Commences Term 4,
Year 10 and finishes
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 III in Sports Coaching Stand Alone VET SIS30521
- Certificate II in Financial Services Stand Alone VET FNS20120
- Certificate I in Hospitality Stand Alone VET SIT10222
- Certificate II in Skills for Work & Vocational Pathways Stand Alone VET FSK20119



Mathematics Head of Department – Ms Jo Paratore
jmpar2@eq.edu.au

Year 10 Mathematics is designed for students who want to extend their mathematical skills beyond Year 9 but whose future studies or employment pathways do not require advanced mathematics of Specialist Mathematics or Mathematical Methods.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Objectives

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Structure

Topic 1	Topic 2	Topic 3	Topic 4
<ul style="list-style-type: none">• Number & algebra• Money & finance	<ul style="list-style-type: none">• Trigonometry & Pythagoras	<ul style="list-style-type: none">• Mensuration• Probability	<ul style="list-style-type: none">• Statistics

Assessment

Students will receive an overall subject result (A–E).

Topic 1	Topic 2	Topic 3	Topic 4
Number & algebra, Money and Finance Exam	Trigonometry & Pythagoras Exam	Mensuration and Probability Exam Probability assignment	Statistics Exam

Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter to general mathematical studies of General Mathematics and Essential Mathematics. This course will also prepare students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students will become numerate individuals with necessary skills to operate successfully in everyday life.

Year 10 Extension Mathematics is designed for students who want to extend their mathematical skills beyond Year 9 and whose future studies or employment pathways require advanced mathematics of Specialist Mathematics or Mathematical Methods.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Objectives

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Structure

Topic 1	Topic 2	Topic 3	Topic 4
<ul style="list-style-type: none">• Number and Algebra• Number and Algebra 2	<ul style="list-style-type: none">• Measurement• Statistics	<ul style="list-style-type: none">• Pythagoras and Trigonometry• Indices, Logs and Surds	<ul style="list-style-type: none">• Indices, Logs and Surds• Probability

Assessment

Students will receive an overall subject result (A–E).

Topic 1	Topic 2	Topic 3	Topic 4
Number and Algebra Exam	Measurement, Number and Algebra Exam Statistics Problem Solving and modelling task	Pythagoras and Trigonometry, Indices, Logs and Surds. Exam	Indices, Logs and Surds Probability Exam Statistics Exam

Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter to advanced mathematical studies of Specialist Mathematics and Mathematical Methods. This course will also prepare students to study science subjects namely Physics and Chemistry. These subjects provide valuable skills in the workplace and prepare students for tertiary studies in Mathematics, Science, Engineering, and some courses such as Economics, Technology, Management and Agriculture.

The Specialist Mathematics' domains introduced in year 10 are Vectors and matrices, Real and complex numbers.

Specialist Mathematics is designed to engage our students with exciting math that challenges them to grow and develop into lifelong mathematicians. They will gain a deeper appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed to complement Specialist Mathematics in Senior. These topics include: vectors, complex numbers and matrices. These are new areas of mathematics that are used to describe natural phenomena in the real world. Furthermore matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours, a growth area in the 21st century.

Student learning experiences range from discovering new and exciting avenues of mathematical inquiry to practising essential mathematical routines and developing procedural fluency.

Objectives

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

- have a deeper understanding of mathematics and abstract concepts and their application in the real world
- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers.
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers.
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers

Structure

Specialist Mathematics is designed to be taken in addition to 10 Extension Mathematics or in conjunction with 10 Accelerated Mathematics.

Term 3	Term 4
Unit 1	Unit 2
Vectors and real numbers <ul style="list-style-type: none">• Vectors in the plane• Introduction to numbers	Complex numbers and matrices <ul style="list-style-type: none">• Complex numbers• Matrices

Assessment

Assessment in Unit 1 and 2 will be exams aligned to the units for work. Students will receive an overall subject result (A-E)

Pathways

Studying Specialist Mathematics in year 10 is designed to ignite interest in further areas of education such as: science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Essential Mathematics

Applied senior subject

Applied

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

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

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

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Managing money	Data and travel <ul style="list-style-type: none">• Fundamental topic: Calculations• Data collection• Graphs• Time and motion	Measurement, scales and chance <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Probability and relative frequencies	Graphs, data and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Summarising and comparing data• Loans and compound interest

Assessment

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

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

Summative assessments

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

General Mathematics

General senior subject

General

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

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

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

between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Mathematical Methods

General senior subject

General

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

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

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Specialist Mathematics

General senior subject

General

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

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

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

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

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

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

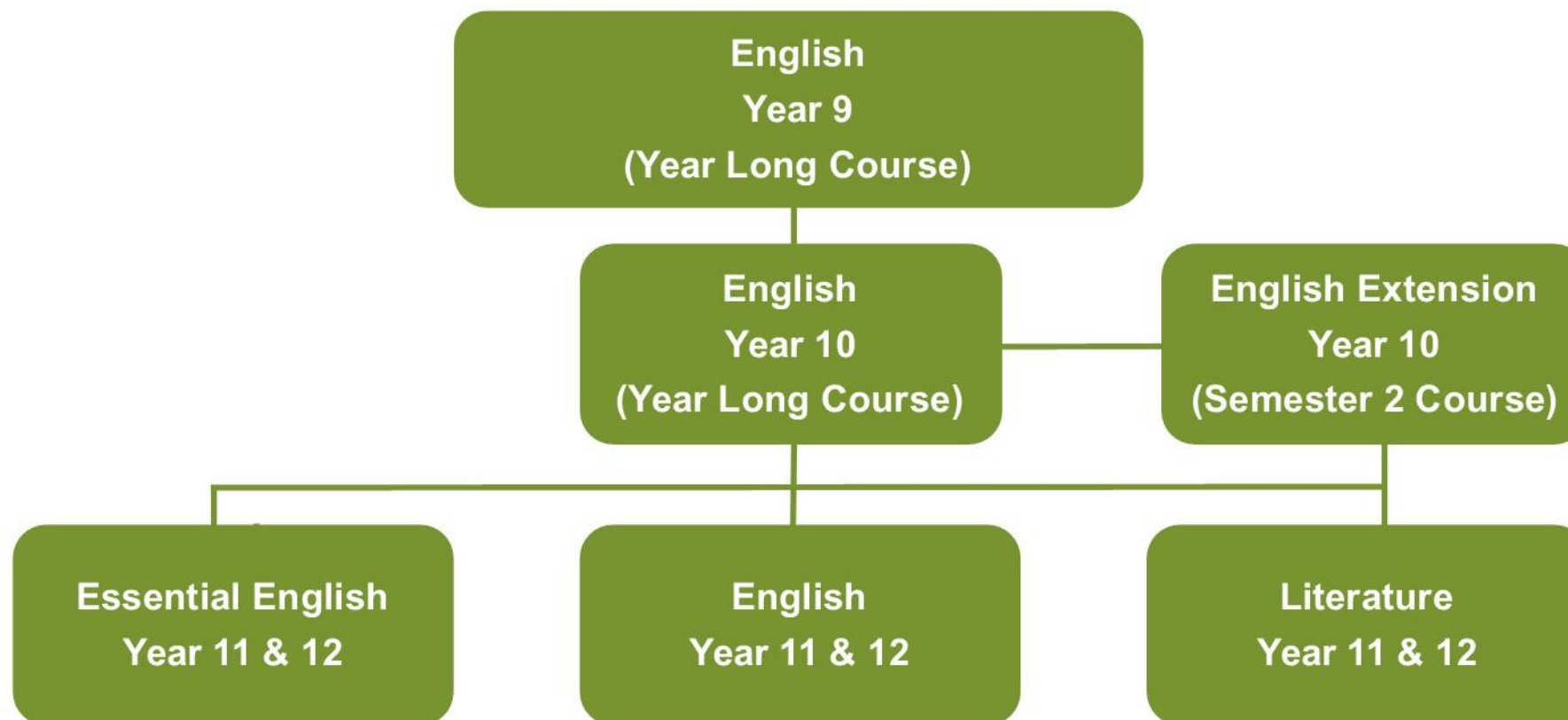
Assessment

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

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

Summative assessments

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



English Head of Department – Ms Michelle Wilson
mlwil1@eq.edu.au

The aim of this year long course is to continue building strong foundations of language, literature and literacy for all students.

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives.

In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

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
- make language choices for particular purposes and contexts.

Structure

Topic 1	Topic 2	Topic 3	Topic 4
Persuade me Students will take on the role of a creative director of an advertising agency and pitch 'their' ad to a company.	Romeo and Juliet Students will analyse the themes in the play, <i>Romeo and Juliet</i> , in order to evaluate their relevance to today.	Poetry to Prose Narrative transformation Students will analyse the representations of values, attitudes and cultural beliefs in poetry and transform a poem's perspective into a narrative.	Lord of the Flies Students will analyse and evaluate William Golding's novel in order to create a literary article, commenting on the relevance of the novel's themes today.

Assessment

Assessment techniques include:

1. analytical essays
2. spoken expository multimodal performances
3. creative writing tasks

Pathways in Senior

This course is designed as a foundation into all strands of Senior English: Essential English, General English and Literature. The course will be suitable for students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. It is recommended however, that Year 10 students who do not achieve a Sound Level of Achievement in Year 10 English study English Essentials in Years 11 and 12.

The aim of this course is to challenge those students who have a genuine interest in reading, and would like to experiment with literary theory to gain a deeper understanding and appreciation of both fiction and non-fiction genres.

Year 10 English Extension is a one semester course offered in the second semester of Year 10. It caters for those high achieving students who wish to explore and understand the literary theories and practices that underlie the reading and writing of literature. It is a pathway into the many choices available in senior English, including Year 12 General English and Literature.

This course promotes independent reading of English literature. The course allows students to choose individual texts for the basis of studying literary theory but students need to apply the taught literary theories to substantiate their in-depth understanding and interpretation of their chosen text.

In order to be successful in English Extension, students need the ability to work independently and be able to constructively engage with their peers.

This course is designed for students wishing to enhance the skills necessary to achieve a deeper interpretation of literature aided by the study of specific literary theories and criticism. This enhances the students' understanding and appreciation of the text and the individual components that work synergistically to create the text. This understanding of the mechanics used by an author to create a literary text is then used by the students to understand texts and also construct their own creative work. Students are required to defend their creative output utilising the literary theories taught throughout the course.

This course is comprised of two units:

1. A creative written narrative that reflects the student's interest in storytelling.
2. An analytical literary article that explores a student's ability to demonstrate an understanding of how an author positions the reader.

Objectives

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

- Demonstrate understanding of a text and the application of an appropriate theory or theories to justify the interpretation of the text
- Demonstrate an understanding of the different theoretical approaches that can be utilised in exploring meaning in texts
- Demonstrate understanding of the relationships among theoretical approaches
- Apply different theoretical approaches to literary texts to develop and examine interpretations
- Analyse how different genres, structures and textual features of literary texts to support different interpretations
- Evaluate theoretical approaches used to explore different interpretations of literary texts.

Structure

Topic 1	Topic 2
A creative written narrative that reflects the student's interest in storytelling.	An analytical article that explores how an author positions the reader.

Assessment

Students will receive an overall subject result (A–E).

Preferred Prerequisites:

A genuine interest in reading is desirable. A desire to write creatively, in both fiction and non-fiction genres, is required. The ability to work independently and share with peers, would be advantageous.

Pathways in Senior

English Extension is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies. A course of study in English Extension establishes the basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

A course of study in English Extension 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. It is recommended however, that students be consistently attaining an A or B+ average to study English Extension.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Literature

General senior subject

General

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

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

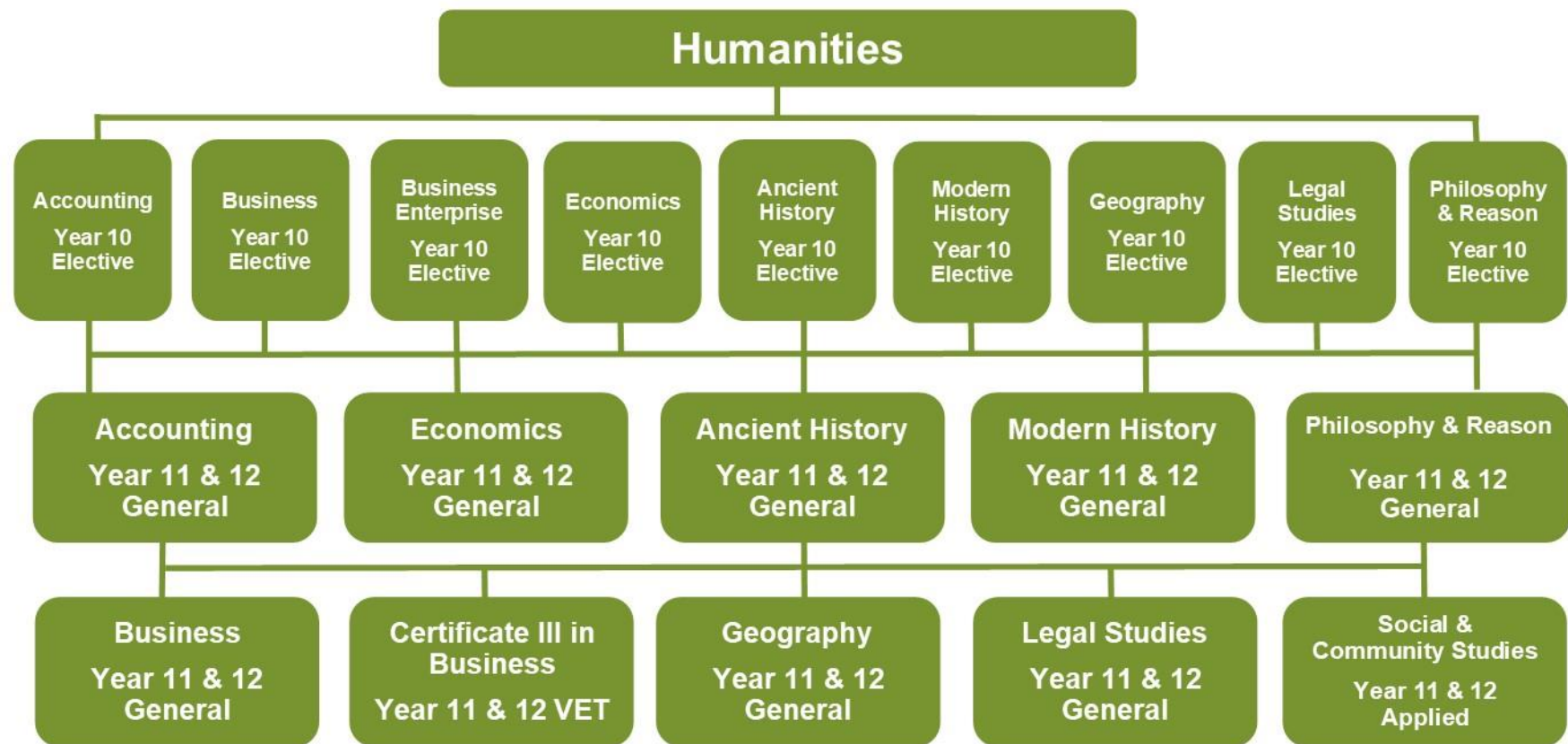
Assessment

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

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

Summative assessments

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



Humanities Head of Department – Mr Troy Wheeler
twhee6@eq.edu.au

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries, and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making.

When students study this subject, they develop an understanding of the essential role Accounting plays in the successful performance of any organisation. Students learn fundamental Accounting concepts in order to understand financial and other information, evaluate accounting practices, solve accounting problems and make and communicate recommendations. Digital technologies are integral to Accounting, enabling student's real-time access to vital financial information.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students.

Objectives

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

- Comprehend accounting concepts and principles
- Apply accounting principles and processes
- Analyse and interpret financial data and information to draw conclusions
- Evaluate account practices to make decisions and propose recommendations
- Create responses that communicate meaning to suit purpose and audience.

Structure

Topic1 – Accounting Concepts & Processes in Service Enterprises	Topic 2 – Computerised Accounting Concepts & Processes in Trading Enterprises
<ul style="list-style-type: none">• Role of Accounting• Accounting Concepts• Business Entities• Accounting Equation• Double Entry• The Accounting Process for a Service Entity – journal to trial balance• Spreadsheets Recording of Transactions• Financial Statements – Statement of Profit and Loss, Statement of Financial Position	<ul style="list-style-type: none">• Introduction to GST• MYOB• Financial Statements in MYOB• Analysis and Interpretation – Financial Ratios

Assessment

Students will receive an overall subject result (A–E).

Topic 1	Topic 2
Assessment 1: Combination exam of short response including multiple choice and interpretive items; practical items and an extended response items	Assessment 2: Combination of case study on MYOB relating to end-of-year reporting and paragraphs to communicate explanations, analysis and interpretation, conclusions, evaluations, decisions and recommendations to a business owner of a trading GST business

Pathways in Senior

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. Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

Ancient History is concerned with studying 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, enriching their appreciation of humanity and the relevance of the ancient world. Importantly, Ancient History illustrates the development of some of the distinctive features of modern society which have shaped our identity.

This one semester course focuses on investigating the past through analysing and interpreting archaeological and written evidence. Students will develop these skills as well as the ability to construct arguments and challenge assumptions through inquiry-based learning.

Objectives

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

- Comprehend terms, issues and historical concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence to form a historical assessment
- Evaluate historical interpretations to make judgements
- Create responses that communicate meaning to suit audience and purpose.

Structure

Topic 1	Topic 2	Topic 3
Archaeology and The Bronze Age Aegean Students will comprehend terms, issues and concepts in relation to the geographical and historical context of the Bronze Age Aegean, including the ancient societies of Minoan Crete, Mycenae and Troy. In addition, students will investigate how the ancient past has been represented and the role of archaeology in historical inquiry.	Religion and Mythology in Classical Greece Students will explore the relationship between religion, mythology and daily life in Classical Greece. Through an inquiry-based unit they will develop an understanding of the interrelatedness of aspects of life in the ancient world, and in particular in Athens and Sparta in the 5 th and 4 th centuries BCE.	Individuals who shaped the Ancient World. Do people make history, or are they a product of history? Students will investigate key personalities of the Ancient World and the social, political and economic institutions in which they operated as well as the way in which these personalities have been portrayed and represented over time.

Assessment

The key cognitive objectives of the course constitute the criteria by which students will be assessed.

Assessment techniques include:

1. Examination - short response to historical sources (50%)
2. Investigation – historical essay based on research (50%)

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Ancient History. However, the skills taught in Ancient History are valuable in any subject in which students must think critically and creatively, evaluate information and communicate with clarity. The research and writing skills developed in Ancient History are particularly valuable for students considering tertiary pathways. Furthermore, the ability to critically evaluate information and perspectives is a highly desired trait in an increasing world of 'information overload'.

A course of study in Ancient 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, health, writing, academia and research.

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

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices.

Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

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

Topic1 – Business Environments	Topic 2 – Marketing and Finance
<ul style="list-style-type: none">• Business Life Cycles• Four Functions of Business• Stakeholders• PEST Analysis• SWOT Analysis	<ul style="list-style-type: none">• Target Markets• Market Research• The 4 Ps of Marketing• Financial Position• Marketing Strategies• Recommendations

Assessment

Students will receive an overall subject result (A–E).

Topic 1	Topic 2
Assessment 1: <ul style="list-style-type: none">• Business Report	Assessment 2: <ul style="list-style-type: none">• Business Marketing Report• Multimodal Presentation

Pathways in Senior

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.

Business Enterprise Global – Future Anything

Year 10 subject

10

Activate is Future Anything's flagship immersive, in-curriculum program that embeds 21st Century Skills and builds entrepreneurial mindsets in classrooms across Australia. This course is part of the Start Up stream which explores the use of problem-solving processes to plan a Start Up business. Students who did the Social Enterprise stream in Year 9 can also do the Year 10 stream of Future Anything.

Run across one semester, students identify and explore problems that matter to them, before using design thinking methodologies to ideate, prototype, develop and pitch their own innovative, scalable and sustainable enterprise solutions.

Activate culminates a National Competition where the best student-led enterprises pitch for the funding and support to launch their ideas out of the classroom and into the real world. Activate moves young people further up the entrepreneurial mindset continuum; to a place where they are more apt to discover, evaluate and take advantage of opportunities more regularly.

Objectives

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

- Develop an understanding and appreciation of self, including personal passions, interests, values and strengths
- Build knowledge of purpose-led business and social impact measurement
- Gain an understanding of design thinking methodology, including empathising, ideating, validating, prototyping and pitching
- Understand unique value propositions, market research and 'The Lean Startup' methodology
- Develop their capacity to lead self and others to collaborate and project manage effectively
- Build their capacity as storytellers; pitching and persuading with purpose
- Increase their self-confidence, resilience and tolerance to failure and risk
- Are empowered with knowledge, skills, processes and support to stand up and take action to solve problems that matter to them.

Structure

Title	Learning Goals
<ul style="list-style-type: none">• Why Does it Matter?	<ul style="list-style-type: none">• Learning to describe the causes and consequences of a chosen problem using a Root Cause Tree• Understand the scope and impact of a problem using an Impact Gap Canvas

<ul style="list-style-type: none"> • Who Else Thinks It Matters? 	<ul style="list-style-type: none"> • Learning to understand the other solutions nationally and internationally that tackle the chosen problem • Learning to identify the experts and spokespeople locally, nationally and globally on the chosen problem
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Title	Learning Goals
<ul style="list-style-type: none"> • What Could We Do About It? 	<ul style="list-style-type: none"> • Learning to understand the conditions that make creativity and divergent thinking possible • Learning to understand how to prototype an idea in order to gain feedback
<ul style="list-style-type: none"> • Teamwork Makes the Dream work 	<ul style="list-style-type: none"> • Learning to understand the expectations and requirements of the assessment task • Learning to use project management skills to set up 'norms' which create a healthy environment for collaboration
<ul style="list-style-type: none"> • What Makes Us Different? 	<ul style="list-style-type: none"> • Learning to understand what a 'value proposition' is in business
<ul style="list-style-type: none"> • How Do We Know It Will Work? 	<ul style="list-style-type: none"> • Learning to understand the structure and importance of a business plan
<ul style="list-style-type: none"> • How Can We Test It? 	<ul style="list-style-type: none"> • Understand the Lean Start-up Principle, including the concept of a Minimum Viable Product
<ul style="list-style-type: none"> • How Do We Get Noticed? 	<ul style="list-style-type: none"> • Learning to understand the structure and delivery of a persuasive pitch
<ul style="list-style-type: none"> • How Do We Bend the Future? 	<ul style="list-style-type: none"> • Learning to understand the importance of reflection

Assessment

Topic 1	Topic 2
Assessment 1: <ul style="list-style-type: none"> • Persuasive pitch and presentation 	Assessment 2: <ul style="list-style-type: none"> • Business plan and report

Pathways in Senior

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.

Economics is premised on the fundamental economic problem, the scarcity of resources. The scarcity of resources exists due to the unlimited wants of society with a world of limited resources. The disharmony between unlimited wants and resources highlights the importance and significance of the choices made to allocate these resources.

Studying Economics provides a foundational discipline for business, finance, behavioural analysis and related fields, equipping students with necessary analytical, problem solving and numeracy skills required within modern society. Using economics is a powerful lens through which students can elicit critical thought to understand the contemporary issues currently faced by individuals and our collective communities. Economics promotes a deeper and richer understanding of factors that drive public policy and the economic forces significantly impacting their lives, such as economic growth and environmental sustainability. Studying Economics promotes students' ability to think critically. Critical thinking facilitates and enhances students' ability to make rational, logical and unbiased decisions, leading to more comprehensive learning and understanding – a universal skill. Developing these proficiencies promotes an economic way of thinking. Positioning students to think like an economist in this way means that they are well-equipped, critical thinkers.

Students will develop skills in order to identify, critically analyse and evaluate contemporary key economic data, using appropriate economic models. Students will create responses to communicate economic meaning in order to explain, justify, recommend or to provide solutions to modern day economic problems.

Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Structure

Topic1 – Introduction to Markets and Macroeconomics	Topic 2 – Developmental/Environmental Economics
<ul style="list-style-type: none">• Markets• Supply & Demand• Market forces & efficiency	<ul style="list-style-type: none">• Macroeconomics• Market Failure• Developmental economics

Assessment

Students will receive an overall subject result (A–E).

Topic 1	Topic 2
Assessment 1: <ul style="list-style-type: none">Combination Response Exam	Assessment 2: <ul style="list-style-type: none">Investigation

Pathways in Senior

A course of study in Economics 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.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysis and evaluation, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed decision makers, as they interpret global concerns and make genuine and creative contributions to society. These critical skills are valued in an increasingly globalised, interconnected world. When students think geographically they observe, gather, organise, analyse and present data and information across a range of scales.

Field studies are central to the study of Geography in the 21st century. A study of Geography provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of primary data. There will be an excursion linked to an integral assessment item. There will be a cost involved e.g. \$40 for a day trip to the Gold Coast.

Objectives

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

- Investigate how different nations and human populations across the globe respond to a variety of natural hazards.
- Analyse environmental challenges and address social and economic inequalities that exist between and within places.
- Evaluate proposed studies and apply sustainable development practices to form recommendations for the future.
- Communicate using a variety of genre and media.

Structure

Topic1	Topic 2
Environmental Change and Management – Case Study: Coastal Management Students investigate the sustainability of current practices in the ways in which humans utilize the natural environment. Students will recognize the difficulty but possibility of appeasing the perspectives of different stakeholders. Students will develop and plan strategies to help provide a more sustainable future	Responding to risk and vulnerability in hazard zones - Natural Hazards Students investigate the risk/s posed by specific natural hazards in recognised hazard zones and analyse the vulnerability of local communities and identify ways to respond. Students propose action to eliminate or minimise harm to people and the environment in natural hazard zones

Assessment

Students will receive an overall subject result (A–E).

Topic 1: Environmental Change and Management – Case Study: Coastal Management	Topic 2: Responding to risk and vulnerability in hazard zones - Natural Hazards
Assessment 1: <i>'Investigation – Field Report'</i> (approximately 1000 words after studies of The Broadwater and the Southport Spit on the Gold Coast)	Assessment 2: <i>'Combination Response Exam'</i> (2 parts each 1-hour duration. Part 1 - recalling and explaining geographical features, elements and processes. Part 2 – comprehending, analysing, applying and communicating geographic understanding in response to unseen stimulus material related to the course of study.)

Pathways in Senior

This course is primarily designed as an introductory pathway into Year 11 & 12 Geography; however, the academic skills developed (report writing, source analysis, research, evaluation, and referencing) will undoubtedly help prepare students for a wide range of Senior Subjects.

Legal Studies focuses on the interactions between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Legal Studies explores the role and development of law in response to current issues. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Objectives

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

- understand legal processes and concepts which enable citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes
- comprehend the foundations of law and the criminal justice process through to punishment and sentencing
- analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts
- develop the primary skills of inquiry, critical thinking, problem-solving and reasoning to enable them to make informed and ethical decisions and recommendations and
- be able to make constructive judgments on, and knowledgeable commentaries about, the law and its processes.

Structure

Topic1	Topic 2
Law and Order <ul style="list-style-type: none">• Why we have laws• Common v statute law• Civil v criminal law• The Court hierarchy• Doctrine of Precedent• The High Court	Youth Justice <ul style="list-style-type: none">• Rights of the Child• Responsibilities of the Child• Criminal Responsibility• Police Powers• Sentencing• Civil matters

Assessment

Students will receive an overall subject result (A–E).

Topic 1	Topic 2
Assessment 1: Examination – Combination Response	Assessment 2: Extended Response – Research Assignment

Pathways in Senior

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 develop are universally valued in business, health, science and engineering industries.

Modern History describes the study of the past 200 years approximately and allows us to understand why our modern world is the way it is. Students will gain insight into how changes and continuities have shaped today's world. This subject is designed to establish a foundation for Senior studies in both *Ancient and Modern History* in Years 11 and 12, but will also provide all students with valuable skills in evaluating sources, academic writing and research skills. Year 10 Modern History has an emphasis on key events and individuals that have shaped the 20th Century and 21st Century.

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

Topic 1	Topic 2	Topic 3
<ul style="list-style-type: none"> • World War II (1939-1945) <p>Students will investigate the origins, developments and outcomes of the Second World War. Students explore the rise of Nazi Germany and Imperial Japan, with a specific focus on how nationalist ideologies underpinned the actions of nations. Students also investigate the ideological tensions between the remaining superpowers, the United States and Soviet Union, to determine the influence on events and developments during the war.</p>	<ul style="list-style-type: none"> • Great People that shaped the 20th Century <p>Students investigate significant individuals of the 20th Century through the lens of Thomas Carlyle's 'Great Person Theory'. Students will determine whether the attributes and characteristics of certain individuals make them great, or whether history has exaggerated the extent to which they influenced history. Students develop an inquiry that allows them to investigate a person of their choosing from the 20th Century.</p>	<ul style="list-style-type: none"> • 9/11: The Emergence of Modern Terrorism <p>Students explore the meaning of 'terrorism' in the 21st Century, with a specific focus on debunking existing stereotypes and myths that may exist about this phenomenon. Students investigate the depiction of terrorism in popular culture and debate the influence of the media. A specific focus of this unit is to determine whether the notion of 'terrorism' is new to the 21st Century, or whether it has existed in other forms prior to September 11, 2001.</p>

Assessment

Students will receive an overall subject result (A–E).

Topic 1		Topic 2		Topic 3
Internal assessment 1: <ul style="list-style-type: none">• Short Response to Stimulus Test	50%	Internal assessment 2: <ul style="list-style-type: none">• Source Investigation Task (Research Based)	50%	Internal assessment 3: <ul style="list-style-type: none">• Research Paragraph

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Modern History. However, the skills taught in Yr 10 Modern History are valuable in any subject in which students must think critically and creatively, evaluate information, and communicate with clarity.

The study of Modern History provides important life skills and can help us live more effectively as global citizens. To live purposefully, ethically, and happily with others, we must be able to make wise decisions. Studying history can help us develop the knowledge, skills and values needed to make those decisions. 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, health, writing, academia and research.

The aim of this one semester course is to introduce and engage students in key philosophical ideas and debates, both ancient and modern, that continue to influence the contemporary world. More importantly, through this inquiry, the course explicitly seeks to develop students' critical thinking skills, the ability to formulate logical arguments both orally and in writing, and the disposition to value and actively participate in constructive, collaborative dialogue with others in a common search for deeper understanding and truth.

Central to the method of learning in this course is the use of the *Community of Inquiry* model, which involves learners working collaboratively to investigate and engage with philosophical problems and issues. Through this structured dialogue, together with stimulus reviews, written reflections and essays, students develop the skills of argument analysis and evaluation, the ability to reason logically, and to value evidence-based decision making.

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

Topic 1	Topic 2	Topic 3
How do you know? Students will develop an understanding of logic and reasoning, and consider concepts of "truth" and "knowledge" in responding to the key question – <i>How</i> do you know?	Identity Students develop a deeper understanding of the notion of identity through investigating questions such as what is human nature? Are we free? And, with the rise of robotics and AI, what defines a person?	Ethics Students critique a variety of philosophical viewpoints on this topic in order to formulate their own reasoned argument as to what it means to do the right thing.

Assessment

The key cognitive objectives of the course constitute the criteria by which students will be assessed.

Assessment techniques include:

1. Short Response Test (25%)
2. Analytical Essay – assignment and in class exam (75%)

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Philosophy & Reason. However, the critical thinking skills and dispositions fostered are relevant to all areas of intellectual inquiry. The ability to analyse, present argument and reason well are highly useful life skills which have been consistently identified by community and business leaders as necessary for success in the modern working environment. The skills acquired in this course are also particularly beneficial for those considering university level study in any subject.

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal

management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more 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:

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting <ul style="list-style-type: none"> • Introduction to accounting • Accounting for today's businesses 	Financial reporting <ul style="list-style-type: none"> • End-of-period reporting for today's businesses • Performance analysis of a sole trader business 	Managing resources <ul style="list-style-type: none"> • Cash management • Managing resources for a sole trader business 	Accounting — the big picture <ul style="list-style-type: none"> • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Project — cash management 		<ul style="list-style-type: none"> • Examination — combination response 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Examination — combination response 		<ul style="list-style-type: none"> • Examination — combination response 	

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World <ul style="list-style-type: none"> • Digging up the past • Features of ancient societies 	Personalities in their time <ul style="list-style-type: none"> • Personality from the Ancient World 1 • Personality from the Ancient World 2 	Reconstructing the Ancient World <p>Schools select two of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period 	People, power and authority <p>Schools select one of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire <p>Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.</p>

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Examination — extended response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Investigation	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Investigation	25%	Summative external assessment (EA): <ul style="list-style-type: none">Examination — short responses	25%

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

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

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

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

by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Feasibility report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Business report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

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

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

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

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

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the

environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Data report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Field report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology

(ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Examination — combination response 		<ul style="list-style-type: none"> Investigation — analytical essay 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Investigation — inquiry report 		<ul style="list-style-type: none"> Examination — combination response 	

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

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

sources, and communicating the outcomes of their historical thinking.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the Modern World</p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) 	<p>Movements in the Modern World</p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • African-American civil rights movement since 1954 (judgment 	<p>National experiences in the Modern World</p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins). 	<p>International experiences in the Modern World</p> <p>Schools select one of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations Working Group on

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) Arab Spring since 2010 (Tunisian Revolution begins) Alternative topic for Unit 1. 	<ul style="list-style-type: none"> in <i>Brown v. Board of Education</i> delivered) Environmental movement since the 1960s (<i>Silent Spring</i> published) LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) Alternative topic for Unit 2. 		<ul style="list-style-type: none"> Indigenous Populations established) Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). <p>Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.</p>

Assessment

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

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

Summative assessments

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

Philosophy & Reason

General senior subject

General

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include 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 analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason <ul style="list-style-type: none"> Fundamentals of reason 	Reason in philosophy <ul style="list-style-type: none"> Philosophy of religion Philosophy of science Philosophy of mind 	Moral philosophy and schools of thought <ul style="list-style-type: none"> Moral philosophy Philosophical schools of thought 	Social and political philosophy <ul style="list-style-type: none"> Rights Political philosophy

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Examination — extended response 		<ul style="list-style-type: none"> Analytical essay 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Analytical essay 		<ul style="list-style-type: none"> Examination — extended response 	

Social & Community Studies

Applied senior subject

Applied

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

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

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

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

networks, and to be active and informed citizens.

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

Pathways

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

Objectives

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

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

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

Certificate III in Business BSB30120

Binnacle Training Academy RTO Code 31319

Stand Alone VET Certificate Course

11/12

VET
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 thirteen (13) units of competency including 6 core unit and 7 elective units. There are also two (2) optional additional units of competency.

Term	Topics Covered	Competencies Covered
1	Introduction to the Business Services Industry; Introduction to Entrepreneurship and Business; Introduction to Personal Finances; Introduction to Tourism <u>Projects</u> : Research Business Topics	UNITS OF COMPETENCY BSBPFEF201 : Support personal wellbeing in the workplace BSBXTW301 : Work in a team BSBPFEF301 : Organise personal work priorities BSBCRT311 : Apply critical thinking skills in a team environment
2	Research Topics and Create a Group Presentation <u>Project</u> : Group Presentation	FNSFLT311 : Develop and apply knowledge of personal finances
3	Workplace Health and Safety; Participate in Sustainable Work Practices <u>Project</u> : WHS Processes at the 'Go! Regional' Travel Expo.	BSBTEC301 : Design and produce business documents BSBWHS311 : Assist with maintaining workplace safety
4	Develop and Apply Knowledge of Personal Finances <u>Project</u> : Personal Budget for the Future	BSBWRT311 : Write simple documents BSBSUS211 : Participate in sustainable work practices
5	Inclusive workplace practices; Engage in Workplace Communication. <u>Projects</u> : Inclusivity and Communication in the Workplace	BSBTEC201 : Use business software applications BSBXCM301 : Engage in workplace communication
6	Work in a Team; Critical Thinking Skills <u>Project</u> : Critical Thinking at Go! Travel.	BSBTEC203 : Research using the internet BSBTWK301 : Use inclusive work practices
7	Designing and Producing Business Documents; Producing Simple Documents <u>Project</u> : Binnacle Boss – Business Proposal	OPTIONAL UNITS OF COMPETENCY BSBCMM411 : Make presentations BSBPFEF402 : Develop personal work priorities

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 \$300.

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:

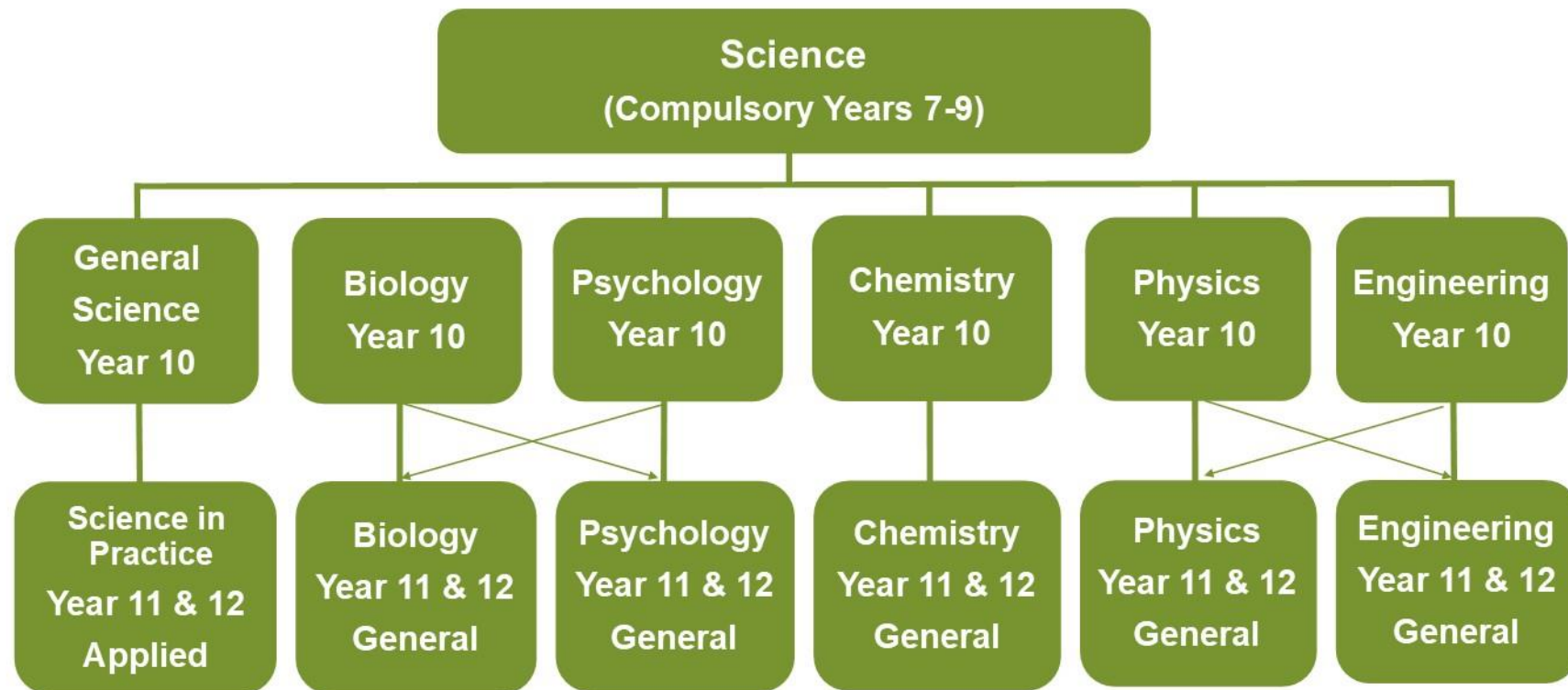
Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>

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).

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

Course Information current as at 19th June 2024





Science Head of Department – Ms Leisha Richardson

lxric5@eq.edu.au

This year long course provides opportunities for students to develop critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students study each of the four main disciplines (Physics, Chemistry, Biology and Earth Science) across the year. While this subject is mandatory for all German Immersion students they are also able to select any of the semester long discipline specific science subjects on offer.

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

Objectives

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

Topic 1	Topic 2	Topic 3	Topic 4
• Physics	• Chemistry	• Biology	• Earth Science

Assessment

Students will be assessed using a range of techniques including scientific reports, research tasks and exams.

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Science subjects. However, the critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering a university course.

This one semester unit provides opportunities for students to develop critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

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

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

Objectives

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

Topic 1	Topic 2
<ul style="list-style-type: none">• The Physics of Car Crashes	<ul style="list-style-type: none">• Forensic Science

Assessment

Students will be assessed using a range of techniques including a scientific report and an end of semester exam.

Pathways in Senior

This course provides foundational science knowledge and skills that support all senior science pathways in Year 11 & 12. The critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering employment in a science related field.

The aim of this one semester course is to introduce and engage students with living systems. The content is focussed on the concepts of heredity and the continuity of life. The course is designed to cover the year 10 Biology ACARA course along with introductory aspects of the year 11 and 12 syllabus.

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 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.

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

Topic 1	Topic 2
Heredity <ul style="list-style-type: none">• DNA and chromosomes• Meiosis and mitosis• Genetics• Genetic engineering	Evolution <ul style="list-style-type: none">• Natural selection• Evaluation of theories• Origins of life• Mechanisms and patterns of evolution

Assessment

Students will be assessed using the same techniques as applied in years 11 and 12. Assessment will consist of a Research Investigation, Data analysis test and an end of semester exam which will assess learning across the two terms.

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Biology. However, the critical thinking, analysis and evaluation skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering university level study in any subject.

The aim of this one semester course is to introduce and engage students with study of materials and their properties and structure. The course is designed to cover the year 10 Chemistry ACARA course along with introductory aspects of the year 11 and 12 syllabus

Students study atomic theory, chemical bonding, and the structure and properties of elements and 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.

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

Topic 1	Topic 2
<ul style="list-style-type: none">• Periodic table• Atomic theory• Mole concept• Practical and data analysis skills	<ul style="list-style-type: none">• Rates of reaction• Planning & conducting a scientific investigation• Ionic compounds

Assessment

Students will be assessed using the same techniques as applied in years 11 and 12. Assessment will consist of a Student Experiment, Data analysis test and an end of semester exam which will assess learning across the two terms.

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Chemistry. However, the critical thinking, analysis and evaluation skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering university level study in any subject.

This one semester unit in 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.

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

Topic 1	Topic 2
<ul style="list-style-type: none">• Problem solving in Engineering• Engineering mechanics	<ul style="list-style-type: none">• Dynamics• Autonomy

Assessment

Students will be assessed using a range of techniques including projects, folios of work and exams.

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Engineering. However, the critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering University study in an Engineering/Science field.

This one semester unit provides opportunities for students to engage with classical and modern understandings of the universe. The course is designed to cover the year 10 Physics ACARA course along with introductory aspects of the year 11 and 12 syllabus

Students learn about the fundamental concepts and theories that predict and describe the linear motion of objects. Further, they explore electricity and study the concepts and theories that explain its behaviour.

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.

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

Topic 1	Topic 2
<ul style="list-style-type: none"> • Linear motion • Newtons laws • Work and Energy 	Electricity <ul style="list-style-type: none"> • Electric potential energy • Volts, amps, ohms • Ohms law • Power and efficiency • Series and parallel circuits

Assessment

Students will be assessed using the same techniques as applied in years 11 and 12. Assessment will consist of a Student Experiment, Data analysis test and an end of semester exam which will assess learning across the two terms.

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Physics. However, the critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering university level study in any subject.

This one semester unit in Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. The course introduces psychology as a science and includes introductory aspects and skills from the Year 11 and 12 Senior Psychology syllabus.

During the semester, students will learn about their own neurobiology, including the anatomy of the nervous system, localisation of functions within the brain and internal workings of the neuron, and how this connects to cognition and behaviour. They will further explore how vital processes, including memory, learning, mental health, and sleep, occur in individuals and engage with topics from social psychology, such as groups and power. Students will also understand the history of psychology, including ethical issues, and analyse famous experiments that have shaped this field of study.

Students will develop skills around data analysis and statistics which they will use to interpret evidence and construct logical arguments. They will analyse data, including primary data, and information to identify and explain relationships and anomalies, and evaluate the validity and reproducibility of methods and conclusions. They will select and use content, language and text features effectively to achieve their purpose when communicating to diverse audiences.

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

Topic 1	Topic 2
<ul style="list-style-type: none">• Data analysis• Neuroscience• Mental health & emotions	<ul style="list-style-type: none">• Individual thinking• Sleep• Social psychology & interpersonal processes

Assessment

Students will be assessed using the same techniques as applied in years 11 and 12. Assessment will consist of a research task and an end of semester exam which will assess learning across the two terms.

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Psychology. However, the critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering university level study in any subject.

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

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

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences

society in local, regional and global contexts

- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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 real-world-related 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.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

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
Engineering fundamentals <ul style="list-style-type: none"> • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials 	Civil structures <ul style="list-style-type: none"> • Civil structures in society • Civil structures and forces • Civil engineering materials 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Machines, mechanisms and control • Materials

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Physics

General senior subject

General

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are

developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory

investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence

- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Science in Practice

Applied senior subject

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, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

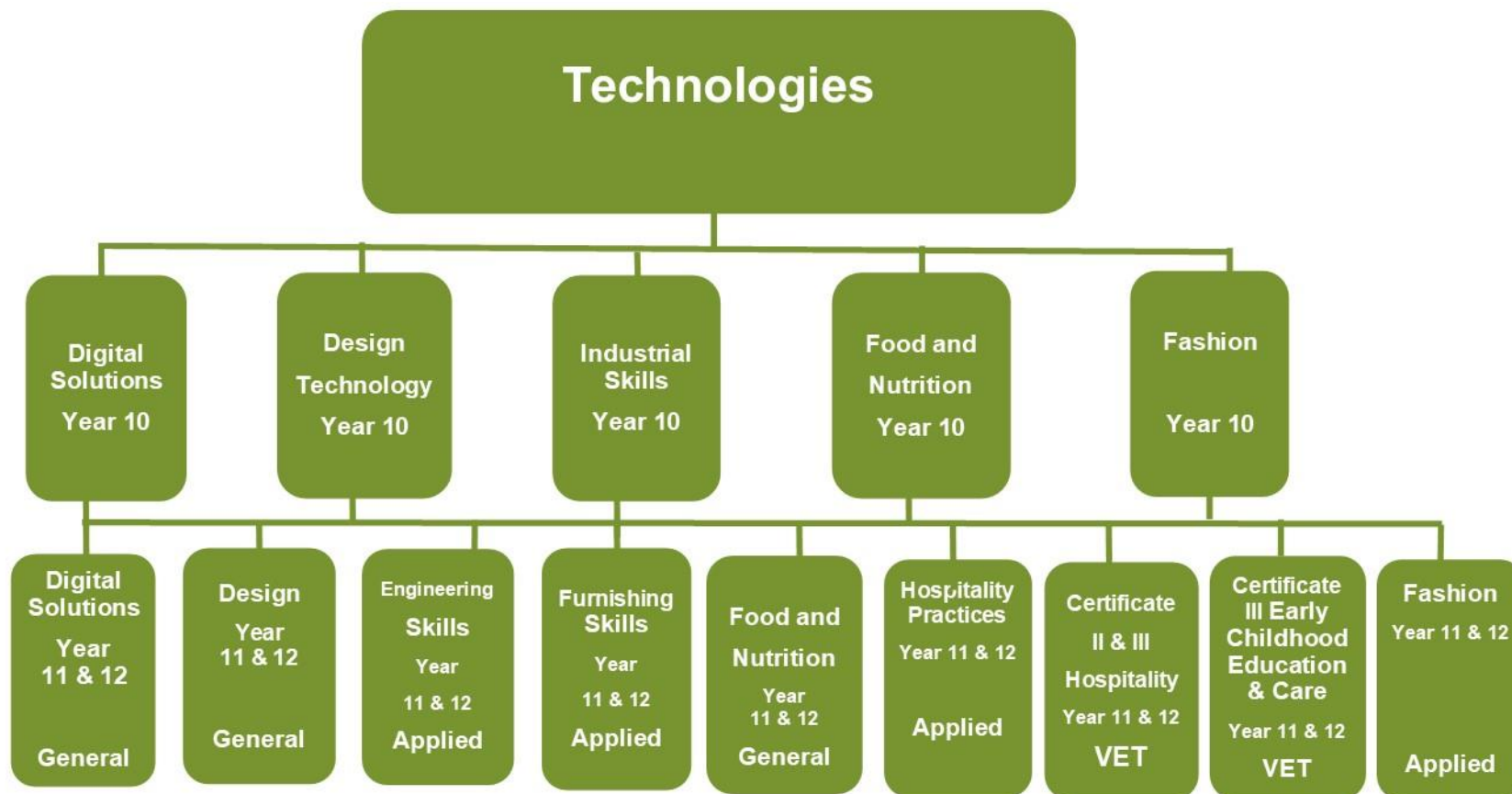
Science in Practice is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. The options being offered include.

Unit option	Unit title
Unit option A	Consumer science
Unit option B	Forensic science
Unit option C	Disease
Unit option D	Sustainability

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">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: <ul style="list-style-type: none">• Product: 1• Performance: up to 4 minutes Documented process 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 Robins

dbrob0@eq.edu.au

The aim of this course is to give students further experience in the design and technology area. Namely, allowing students to engage with design problems and create tangible solutions with both prototypes and design portfolios.

This course is designed for students to identify, research, design and engage with realistic projects. Student will be instructed in the use of various computer software packages, such as Adobe Illustrator, Photoshop and Sketch Up as a means to produce and design the portfolios required. Students will also be introduced to low fidelity prototyping through the use of 3D printing and laser cutter.

Objectives

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

- understand the design process
- understand ways of creating a solution from a set problem
- evaluate ideas and design concepts to make refinements
- create the design solution using a number of CAD technologies
- develop workshop processes and safe practices.

Structure

Topic1	Topic 2
<ul style="list-style-type: none">• Architectural Design – Public Art/Museum spaces	<ul style="list-style-type: none">• Industrial Design – Concept Development and Low Fidelity Prototyping

Assessment

Students will receive an overall subject result (A–E).

Topic 1	Topic 2
Assessment 1: Project Folio	Assessment 2: Examination – Design Challenge Assessment 3: Project Folio

Pathways in Senior

A course of study in Design Technology can establish a basis for further education and employment in the fields of architecture, digital media design, graphic design, industrial design, interior design and landscape architecture. This subject is highly recommended if the student wishes further study in the senior subject Design.

This semester-long course, *Year 10 Digital Solutions* enables students to learn about algorithms, web-based computer languages and user interfaces through generating a data-driven web app to solve a problem. Students engage with data, information and applications to create a digital solution that filters and presents data in a timely and efficient way.

The course uses a problem-based learning approach. Students will explore real-world problems; develop algorithms and interfaces to solve the problem; generate a small-scale solution that uses data and requires interactions with users; and evaluate solutions against criteria to make refinements.

Students will develop their solutions utilising HTML, CSS, JavaScript and Bootstrap toolkits. They will investigate, construct and evaluate 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 be able to:

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Topic 1	Topic 2	Topic 3	Topic 4
Digital systems	Defining and managing projects	Designing	Implementing and evaluating

Assessment

Assessment techniques include:

1. Project Folio with four significant submissions – *Explore, Develop, Generate and Evaluate*
2. Web Programming supervised examination

Pathways in Senior

This course extends on the learnings from Digital Technologies in Years 7 to 9 and is designed as a pathway into Year 11 & 12 Digital Solutions. Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

The aim of this course is to provide opportunities for students to develop their knowledge of the fashion industry and garment design. It is designed for students to develop skills in designing and producing fashion items. They will investigate sustainability in relation to fibre and fabric production. Look at fast fashion and slow fashion movements. Apply the elements and principles of design to evaluate fashion items and develop knowledge of the fashion history i.e. fashion from art to protection.

Objectives

By the conclusion of the course of study, students will be able to:

- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- develop knowledge of the fashion industry
- apply fashion design processes to create garments.

Structure

Topic1	Topic 2
<ul style="list-style-type: none">• Fashion culture• Fashion design• Fashion in history	<ul style="list-style-type: none">• Fashion culture• Fashion design• Sustainable clothing

Assessment

Students will receive an overall subject result (A–E).

Topic 1	Topic 2
Assessment 1: Project Folio	Assessment 2: Project Folio

Pathways in Senior

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.

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. Students will explore Asian cuisines through the study of hospitality. Students will participate in practical food preparation to understand how we can consume sustainable foods for optimal 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.

Structure

Topic1	Topic 2
<ul style="list-style-type: none">• Food science of Macro and Micronutrients	<ul style="list-style-type: none">• Asian cuisine and Hospitality Event Management

Assessment

Students will receive an overall subject result (A–E).

Topic1	Topic 2
Assessment 1: Investigation	Assessment 2: Project Folio

Pathways in Senior

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. In particular, Food & Nutrition (general) for year 11 and 12, and the study of Nutrition and Dietetics degree courses at QUT. Students interested in hotel and restaurant management, would benefit from following a VET pathway to Cert III in Hospitality. Students interested in the practical elements of Food & Nutrition, including Front and Back of House, would benefit from following an Applied pathway to Hospitality Practices.

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. This course provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Objectives

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

- apply learned practical skills and respond to specifications and technical drawings in a practical environment
- have opportunities to practically work in the areas of woodwork and construction
- develop transferable skills relevant to a range of industry-based electives and future employment opportunities.
- 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.

Structure

Topic1	Topic 2	Topic 3
<ul style="list-style-type: none">• Introduction to Workplace Health and Safety	<ul style="list-style-type: none">• Finishing and Furnishing	<ul style="list-style-type: none">• Engineering Skills and Metal Fabrication (including MIG Welding)

Assessment

Students will receive an overall subject result (A–E).

Topic1	Topic 2	Topic 3
Assessment 1: Examination (OnGuard Safety Training Modules)	Assessment 2: Project Practical Demonstration	Assessment 3: Project Practical Demonstration

Pathways in Senior

A course of study in Industrial Technology Skills can establish a basis for further education and employment in either manufacturing or engineering services. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Design

General senior subject

General

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will 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. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

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 visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- 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
Stakeholder-centred design <ul style="list-style-type: none">• Designing for others	Commercial design influences <ul style="list-style-type: none">• Responding to needs and wants	Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design influences <ul style="list-style-type: none">• Responding to opportunities

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Design challenge	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project	30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response	25%

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate 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, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect

people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Pathways

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

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%

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

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and

nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

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
- 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
Food science of vitamins, minerals and protein <ul style="list-style-type: none">• Introduction to the food system• Vitamins and minerals• Protein	Food drivers and emerging trends <ul style="list-style-type: none">• Consumer food drivers• Sensory profiling• Food safety and labelling• Food formulation for consumers	Food science of carbohydrate and fat <ul style="list-style-type: none">• Carbohydrate• Fat	Food solution development for nutrition consumer markets <ul style="list-style-type: none">• Formulation and reformulation for nutrition consumer markets• Nutrition consumer markets

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Food & Nutrition solution	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

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.	Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process.	Product Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

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

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

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

learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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

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

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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

Certificate II SIT20322 & III SIT30622 in Hospitality

(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 II 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 II and Certificate III in Hospitality is a two-year standalone VET subject offered in Years 11 and 12. It gives students National Industry recognition and contributes 8 QCE credits. The course is delivered by Kenmore State High School teachers, with Blueprint Career Development responsible as the issuing Registered Training Organisation.

Structure

The course includes a total of 20 units that are required for both qualifications. There are a total nine Core Units as well as one compulsory Group A Elective. Another ten 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
		Other Electives	
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
		SITHCCC028	Prepare and present appetisers and salads
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
SITHIND007	Use hospitality skills effectively	SITHFAB027	Serve food and beverage
SITXCCS011	Interact with customers	SITXCCS010	Provide visitor information

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 \$340 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 \$1600, plus the materials listed below.

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 mandatory service shifts at work or placement in industry

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 28th November 2024



Certificate III in Early Childhood Education and Care

CHC30121 (Cairns Training Academy RTO Code 30857)

Stand Alone VET Certificate Course

11/12

VET
Certificate

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 over 4 semesters and all units can be accessed online by students. First aid is also included.

Core Units:

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

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 \$940.

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 160 hours of work placement and assessment to obtain a complete certificate III over the two years of the course.

Special Requirements

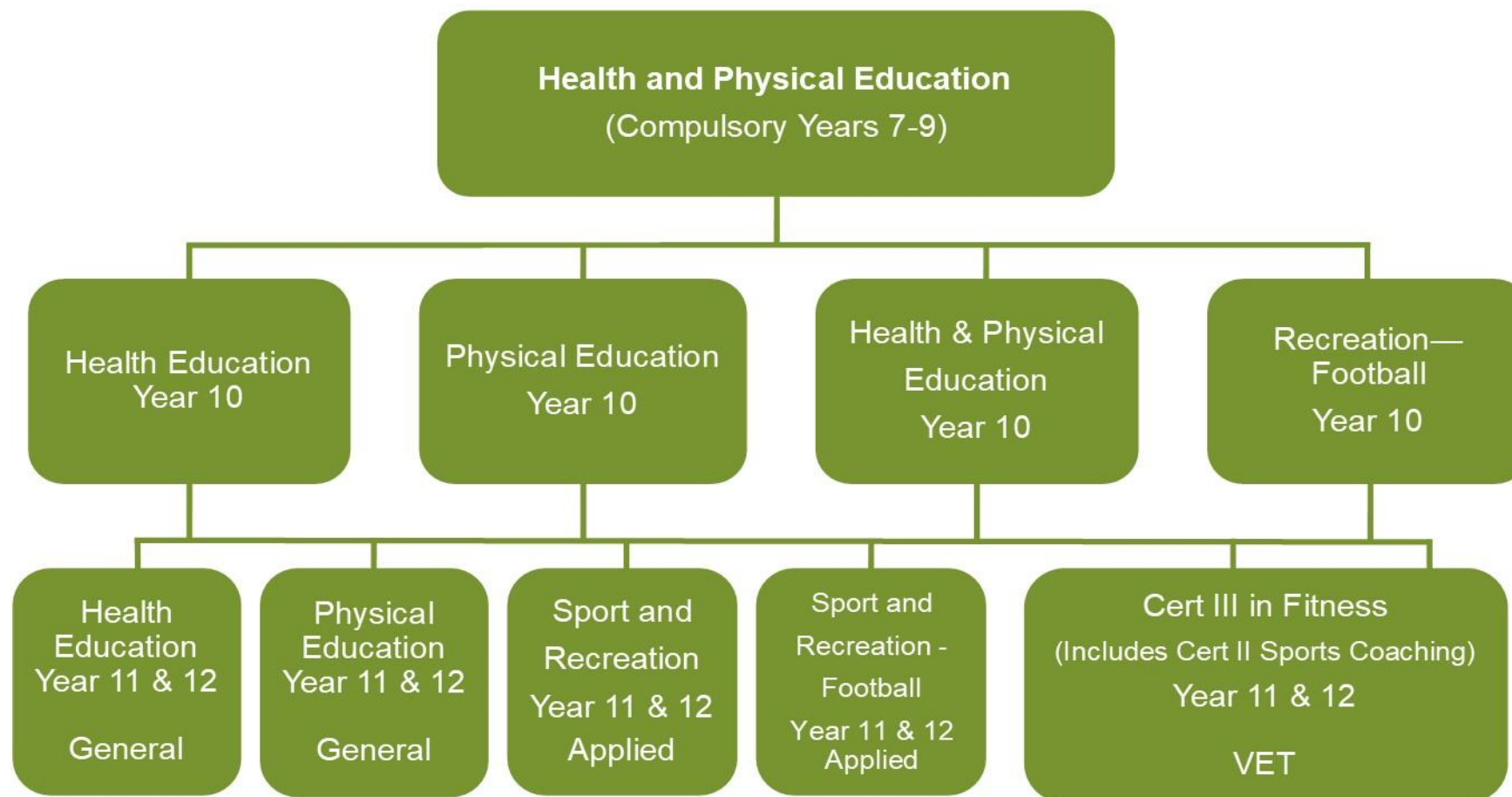
- It is preferred that students commence this course at the beginning of year 11
- Have a serious commitment to childcare
- Participate in 160 hours (minimum) of work placement
- **Blue Card** - By law students who take part in this subject will be required to apply for a **Blue Card** through the Queensland 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, such as becoming an early childhood teacher.

Course Information current as at 17th June 2024





Health and Physical Education Head of Department - Mr Pat Garner
pgarn1170@eq.edu.au

Health

Year 10 subject

10

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia.

In Year 10 students will explore the topics of youth violence and organ donation throughout the semester within the context of peer and community health. Students will be introduced to specific health approaches and frameworks that can be used to critically analyse and interpret information to provide solutions to these health issues.

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

Topic1	Topic 2
<ul style="list-style-type: none">• Youth Violence	<ul style="list-style-type: none">• Organ Donation

Assessment

Students will receive an overall subject result (A–E).

Topic 1		Topic 2	
Assessment 1: Action Research Project: Research Report	50%	Assessment 2: Exam Essay	50%

Pathways in Senior

Study of Year 10 Health is the pre-cursor for Year 11 & 12 Health. 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.

Students will explore the connection between physical activity and lifelong health and fitness. Students will study how to develop and implement an effective training program in order to increase the physical capabilities of one of their classmates. By the end of the units, students will have a better understanding of how to communicate effectively and create positive working relationships with other people. They will critically evaluate their own training program and the performance of their client through their assignment.

Students will discuss the role psychology plays in sport and look at strategies to enhance performance in the mental domain. Students will also analyse current mental health issues and look at how to reduce the incidence of these issues amongst adolescents.

Objectives

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

- Examine the impact of changes and transitions on relationships.
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations.
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.

Structure

Topic1	Topic 2
<ul style="list-style-type: none"> • Fitness for life 	<ul style="list-style-type: none"> • Winning the Mental Game

Assessment

Students will receive an overall subject result (A–E) based on the written components of the course and their performance in Ultimate Disc.

Topic 1		Topic 2	
Assessment 1: Research Report on Training Programs	50%	Assessment 2: Research Assignment on Mental Health Ultimate Disc	25% 25%

Pathways in Senior

This subject is designed to give students an insight into Physical Education, Health and Sport and Recreation subjects. Students studying this subject have a range of career options in the health and fitness industry, teaching, medicine and allied professions, nursing and sports psychology.

The knowledge, understanding and skills taught through Physical Education enable students to explore and enhance their own and others' physical activity in diverse and changing contexts. Students will engage in physically active learning contexts to develop critical thinking skills and an ability to analyze and improve their own performance through the physiological and biomechanical aspects of sport.

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

Topic1	Topic 2
<ul style="list-style-type: none"> • Anatomy and biomechanics 	<ul style="list-style-type: none"> • Energy systems

Assessment

Each topic will be studied using a different sport. Sports may include badminton, basketball, netball, tennis, touch, volleyball and athletics. Students will receive an overall subject result based on the written component of the course and their performance in Touch (A–E).

Topic 1	Topic 2
Assessment 1: <ul style="list-style-type: none"> • Exam 	Assessment 2: <ul style="list-style-type: none"> • Multimodal presentation • Touch
40%	40% 20%

Pathways in Senior

Study of Year 10 Physical Education is the pre-cursor for Year 11 & 12 Physical Education. 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.

Recreation Football A (Semester 1 only)

Year 10 subject

10

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

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.

Objectives

By the conclusion of the course, students should:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- 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
- 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
- evaluate the effects of sport and recreation on individuals and communities.

Structure

Topic1	Topic 2
<ul style="list-style-type: none">• Futsal	<ul style="list-style-type: none">• Technology use with Football

Assessment

Students will receive an overall subject result (A–E) based on their performance in Futsal and an examination on Technology use with Football.

Topic 1		Topic 2	
Assessment 1: <ul style="list-style-type: none">Performance	50%	Assessment 2: <ul style="list-style-type: none">Examination (60 minutes/50-100 words per item) on Technology use with Football	50%

Pathways in Senior

This subject is designed to give students an insight into and Sport and Recreation and Sport and Recreation – Football subjects. Students studying this subject have a range of career options in the health and fitness industry, professional sporting careers, coaching, officiating and managing sports activities and teams.

Recreation Football B (Semester 2 only)

Year 10 subject

10

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

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.

Objectives

By the conclusion of the course, students should:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- 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
- 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
- evaluate the effects of sport and recreation on individuals and communities.

Structure

Topic1	Topic 2
<ul style="list-style-type: none">• Football	<ul style="list-style-type: none">• Officiating in Futsal

Assessment

Students will receive an overall subject result (A–E) based on their performance in Football and an investigation on Officiating in Futsal.

Topic 1		Topic 2	
Assessment 1: <ul style="list-style-type: none">• Performance	50%	Assessment 2: <ul style="list-style-type: none">• Investigation (spoken 2-3 minutes) on Officiating in Futsal	50%

Pathways in Senior

This subject is designed to give students an insight into and Sport and Recreation and Sport and Recreation – Football subjects. Students studying this subject have a range of career options in the health and fitness industry, professional sporting careers, coaching, officiating and managing sports activities and teams.

The Health syllabus 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. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

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.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

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.

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- 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
- organise information for particular purposes
- 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
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol and other drugs (elective) • Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Transport safety (elective) • Anxiety (elective) 	Respectful relationships in the post-schooling transition

Assessment

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

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

Summative assessments

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

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies

skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

Adapt Education trading as My Industry RTO Code 32452

Stand Alone VET Certificate Course Certificate

11/12

VET
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 \$500 - 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.

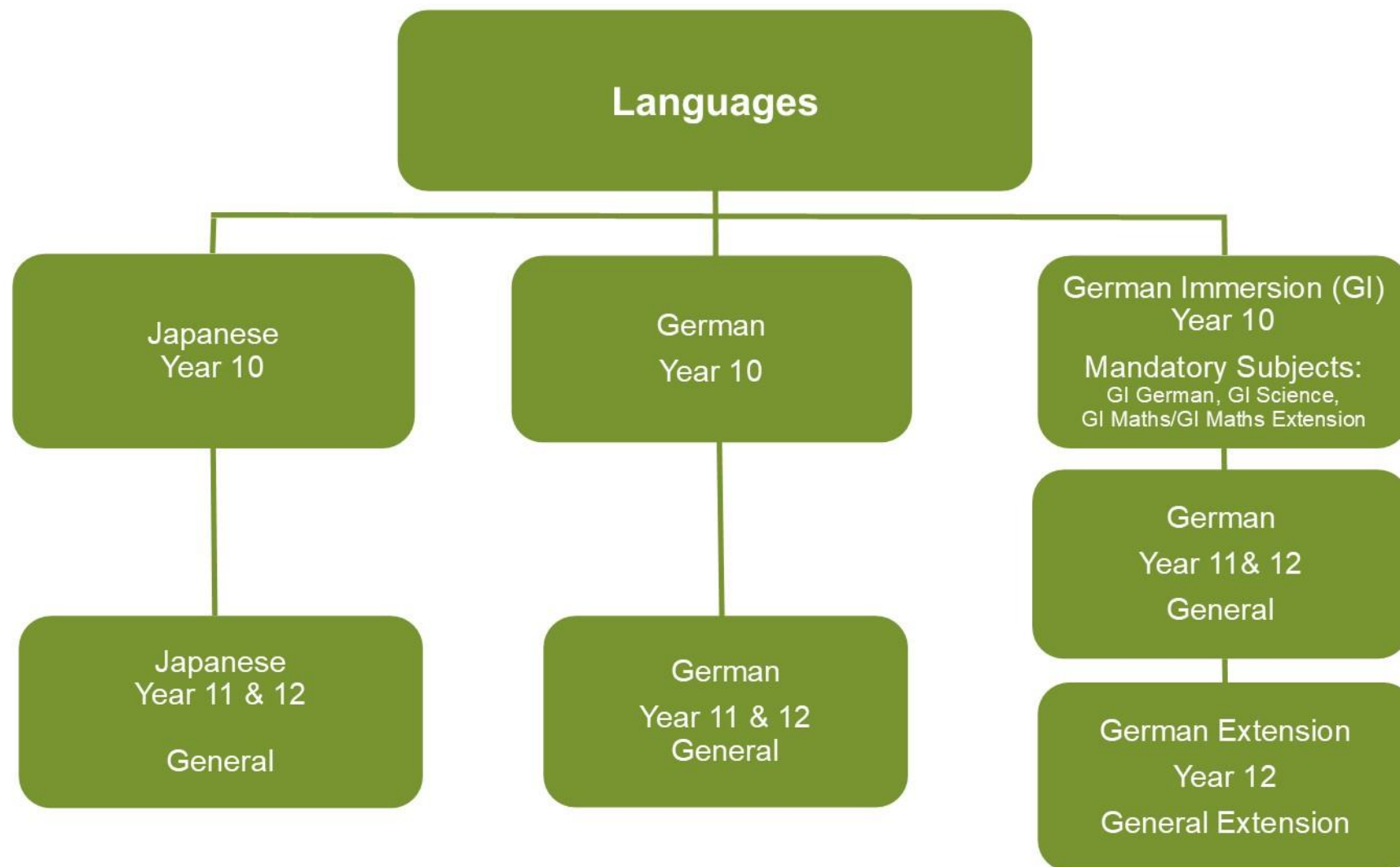
Students will complete a combination of classroom, online learning, projects and practical experiences as part of their timetabled class. They will be exposed to a range of learning experiences and equipment in order to prepare the students for the fitness, sport and recreation industry.

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 1st June 2024





Languages Head of Department – Chrissie Geuthner

cgeut1@eq.edu.au

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.

Year 10 German is an intensive program of three lessons per week that builds on previous study of the language.

Objectives

By the conclusion of the course of study, students will be able to:

- 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

Topic1	Topic 2	Topic 3	Topic 4
<ul style="list-style-type: none">• Professions and interesting jobs	<ul style="list-style-type: none">• Things I like, school trips and adventures	<ul style="list-style-type: none">• Modern World	<ul style="list-style-type: none">• Relationships

Assessment

Students will receive an overall subject result (A–E).

Topic1	Topic 2	Topic 3	Topic 4
Assessment 1: <ul style="list-style-type: none">• short response	Assessment 2: <ul style="list-style-type: none">• extended response	Assessment 3: <ul style="list-style-type: none">• combination response	Assessment 4: <ul style="list-style-type: none">• combination response

Pathways in Senior

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.

German Immersion Program

Year 10 program

10

The German Immersion Program continues into year 10 with the following mandatory subjects; German Immersion German, German Immersion Science and German Immersion Maths where German is the language of instruction. Maths Immersion follows the Maths Extension course. Science Immersion covers: Chemistry, Physics, Biology and Earth Science.

Immersion German

Year 10 subject

10

Immersion German is the language component of the German Immersion Program. In Year 10 students of Immersion German commence Senior German. Students are challenged both linguistically and intellectually to develop their understanding of German and of the world around them.

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 & audiences.

Objectives

By the conclusion of the course of study, students will be able to:

- Comprehend German to understand information, ideas, opinions and experiences.
- Identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of German language elements to construct meaning.
- structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate German.

Structure

Topic1	Topic 2	Topic 3	Topic 4
<ul style="list-style-type: none">• Family	<ul style="list-style-type: none">• Peers and Education	<ul style="list-style-type: none">• Travel and Exploration	<ul style="list-style-type: none">• Social Customs, German Influences around the world

Assessment

Students will receive an overall subject result (A–E). The four skills: listening, speaking, reading and writing are of equal importance. They are assessed throughout the course of both semesters in all skills.

Topic1	Topic 2	Topic 3	Topic 4
Assessment 1: Family <ul style="list-style-type: none">• Listening and reading	Assessment 2: Peers and Education <ul style="list-style-type: none">• Writing and Speaking	Assessment 3: Travel and Exploration <ul style="list-style-type: none">• Multimodal	Assessment 4: Social Customs <ul style="list-style-type: none">• Listening, reading, writing

Pathways in Senior

Achievement in this subject will contribute TWO (2) semester units to the completion of Senior German. Students are able to complete Senior German in Year 11 and move onto German Extension in Year 12.

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

Overview Semester 1

My world, our world

私のまわり

Over the course of this semester, students will cover topics associated with daily routines, school life, and where they live. They will be able to describe where they live, as well as talk about daily routines and school-related activities. They will learn how to express preferences, give opinions, and make comparisons. They will develop a better understanding of Japanese teenagers' lives and how they are similar and different to their own.

Overview Semester 2

My life : Smart choices

私の将来

During this semester, students will cover topics associated with making smart choices about their health as well as their futures. Students will learn how to talk about wellness and illness, as well as their future dreams and job aspirations. Students will learn how to give advice and make recommendations and suggestions, give reasons for choices, and justify opinions with evidence. Students will explore cultural differences.

Objectives

By the conclusion of the course of study, students will be able to:

- Comprehend Japanese to understand information, ideas, opinions and experiences.
- Identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of Japanese language elements to construct meaning.
- structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate Japanese.

Structure

Topic1	Topic 2	Topic 3	Topic 4
• If I were a manga character	• Part Time Job	• Future plans	• Homestay and exchange

Assessment

Students will receive an overall subject result (A–E). Assessment in this unit will incorporate the macro-skills of comprehending and composing. The assessment will combine a short test/s that will be administered prior to the students commencing the culminating task/s. Culminating tasks ask students to apply the knowledge and skills they have learned in a practical way.

Topic1	Topic 2	Topic 3	Topic 4
Assessment 1: <ul style="list-style-type: none">• Creating and evaluating Japanese texts and spoken language• Responding and analysing	Assessment 2: <ul style="list-style-type: none">• Creating and evaluating Japanese texts and spoken language• Responding and analysing	Assessment 3: <ul style="list-style-type: none">• Creating and evaluating texts and spoken language• Responding and analysing	Assessment 4: <ul style="list-style-type: none">• Creating and evaluating texts and spoken language• Responding and analysing

Pathways in Senior

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.

German Immersion students commence the general German subject in year 10 and complete the subject in year 11. They continue into German Extension in year 12.

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from German-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as German is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

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
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of German to construct meaning
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- communicate using contextually appropriate German.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Meine Welt — My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	Unsere Welt erkunden — Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • German influences around the world 	Unsere Gesellschaft; Kultur und Identität — Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	Meine Gegenwart; meine Zukunft — My present; my future <ul style="list-style-type: none"> • The present • Future choices

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

German Extension

General senior subject

General

Advanced study in an additional language, as offered in German Extension, equips students with a deeper intercultural understanding and enhanced linguistic abilities, preparing them for an increasingly globalised world.

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.

Use of German as the main medium for communication enables students to engage with creative thought and expression in German in an increasingly complex range of social and cultural contexts. 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. As students develop their analytical, creative and critical thinking in German, they reflect on their perspectives and attitudes. German Extension places students at the centre of their own learning.

In German Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of German texts. Students enhance further 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.

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 explore how meaning is conveyed in texts
- make decisions about language elements, structures and textual conventions to create or determine meaning in texts
- interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments
- create texts that communicate information and ideas in German for context, purpose, audience, tone and cultural conventions
- structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Structure

Unit 3	Unit 4
Guided investigation The school chooses two areas of study from the list below: <ul style="list-style-type: none"> • literature • the arts • social sciences • media studies • innovation, science and technology • business and commerce. 	Independent investigation 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.

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	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	30%
• Examination — combination response		• Investigative folio and interview	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Examination — extended response		• Examination — extended response	

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

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develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

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
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし — My world <ul style="list-style-type: none"> Family/carers Peers Education 	私達の世界をたんけんする — Exploring our world <ul style="list-style-type: none"> Travel and exploration Social customs Japanese influences around the world 	私達の社会、文化とアイデンティティ — Our society; culture and identity <ul style="list-style-type: none"> Lifestyles and leisure The arts, entertainment and sports Groups in society 	私の現在と将来 — My present; my future <ul style="list-style-type: none"> The present Future choices

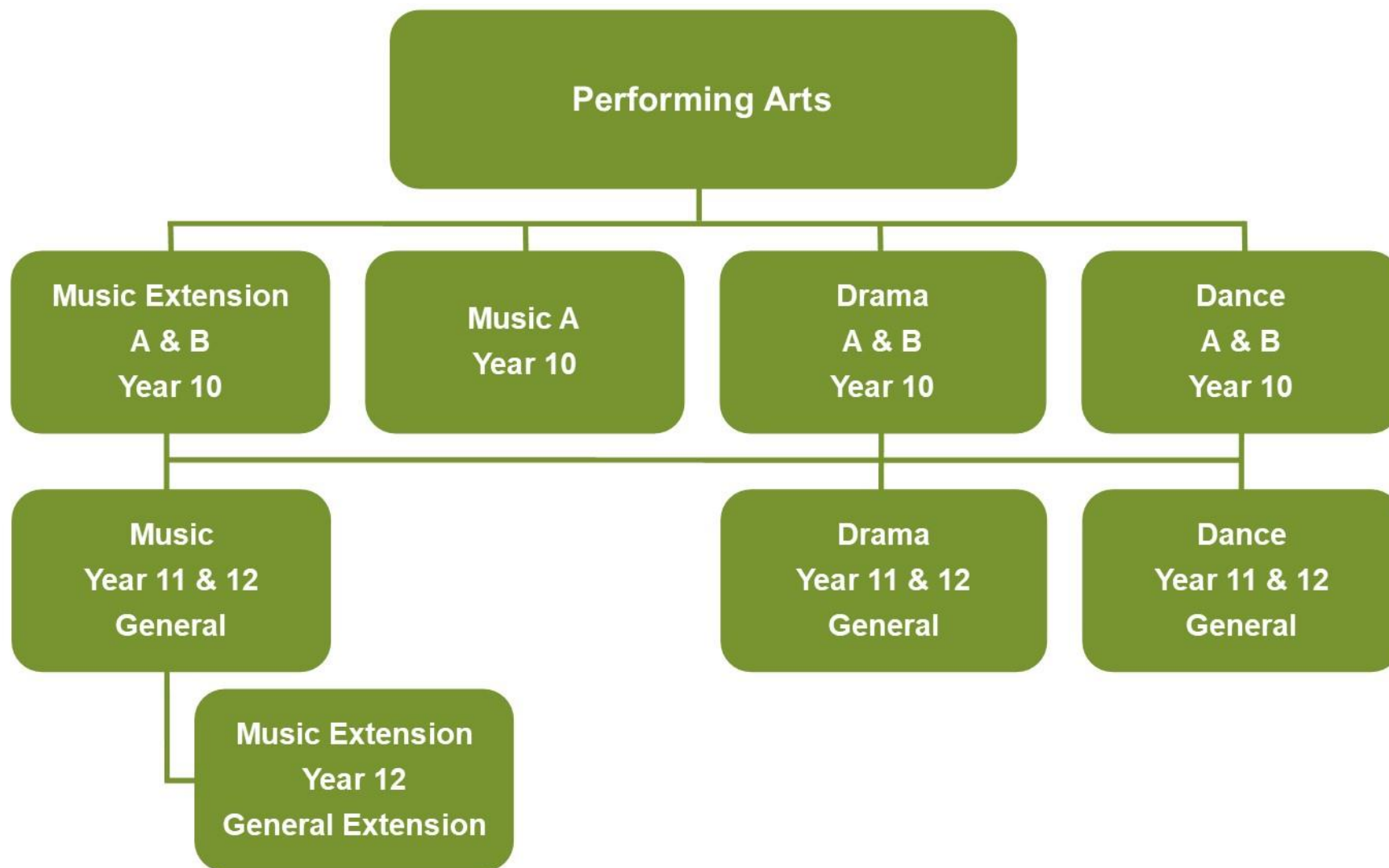
Assessment

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Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%



The Arts Head of Department – Jo Willett

jwill1286@eq.edu.au

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 reflect and examine 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.

The aim of this unit is to study dance across multiple popular dance genres and styles, including Musical Theatre and Hip Hop, 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. Students learn about dance in Musical Theatre and Music videos as they are now and explore their origins across time.

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

Topic 1

Popular Dance

With a focus on Musical Theatre and other current popular dance styles such as Hip Hop, students will reflect of dance in film and music videos by developing technical and expressive skills through performance and choreography as well as study dancers and choreographers by analysing dance works in these genres.

Assessment

Students will receive an overall subject result (A–E).

Assessment 1 - Performance	Assessment 2 - Exam Essay (Responding)	Assessment 3 – Project (Performance, Choreography and Responding)
Students will learn and perform a dance in the style of Musical Theatre	Exam Essay analysing an unstudied dance performance	Students will choreograph a dance, as part of a group, in the style of Hip Hop or Musical Theatre. They are also assessed on the performance of their own choreography and will need to write an analysis and evaluation of their choreographic process.

Pathways in Senior

Dance is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of dance develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of ‘the creative’ across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

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.

The aim of this unit is to study dance across multiple contemporary dance 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.

Objectives

By the conclusion of the course of study, students will be able to:

- 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

Topic 1

Contemporary Dance

Students will study Contemporary Dance styles, Contemporary dance choreographers and contemporary dance companies who have shaped and impacted this style such as Alvin Ailey, Bangarra, Mia Michaels, Natalie Weir and Christopher Bruce.

Students will also develop their contemporary dance technique and expressive skills. They will also gain a deeper understanding of the historical background of contemporary dance and ways which dance can be used to communicate meaning.

Assessment

Students will receive an overall subject result (A–E).

Assessment 1 - Performance	Assessment 2 - Exam Essay (Responding)	Assessment 3 – Project (Performance, Choreography and Responding)
Students will learn and perform a Contemporary dance	Exam Essay analysing an unstudied dance performance	Students will individually choreograph a dance for a group, in the style of Contemporary Dance. They are also assessed on the performance of their own choreography and will need to write an analysis and evaluation of their choreographic process.

Pathways in Senior

Dance is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of dance develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The aim of this course is to allow students to experiment with Australian plays to create performances, focused on the exploration of issues and experiences of young people in the 21st Century.

Objectives

By the conclusion of the course of study, students will be able to:

- 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 the dramatic languages to communicate dramatic meaning.
- synthesise and argue a position about dramatic action and meaning.

Structure

Topic 1

Australian Youth Theatre

By the conclusion of this course of study students will be immersed in a range of aesthetic experiences and explore dramatic context through a variety of conventions and styles found in contemporary Australian plays. They will also delve into some of Australia's exciting new works to direct small groups of students using scenes from these plays. During this unit students build on their analytical written skills by reviewing a live professional performance.

Assessment

Students will receive an overall subject result (A–E). The key cognitive objectives of the course constitute the criteria by which students will be assessed. Assessment techniques include: Directing a workshop, written director's notebook, written essay/exam and performance.

Assessment 1	Assessment 2	Assessment 3
Making - Performance (Scene from a published play text).	Making – Project – Director's Vision (Scene from a published text).	Responding – Live Theatre analysis

Pathways in Senior

Drama is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The aim of this course is to immerse the students in the exciting and vigorous Dramatic form Physical Theatre. Students will be encouraged to emphasise movement over text to communicate meaning. This course is designed for students to develop the essential skills in collaboration, devising, presenting and theatre analysis.

Objectives

- 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 the dramatic languages to communicate dramatic meaning.
- synthesise and argue a position about dramatic action and meaning.

Structure

Topic 1

The Devisor

By the conclusion of this course of study students will further develop their understanding of group dynamics. They will be immersed in a range of aesthetic experiences and explore dramatic context through a variety of conventions of Physical Theatre. Students will further develop rehearsal and performance skills by exploring blocking, vocal and physical techniques. During this unit students build on their analytical written skills by reviewing a live professional performance.

Assessment

Students will receive an overall subject result (A–E). The key cognitive objectives of the course constitute the criteria by which students will be assessed. Assessment techniques include: a dramatic concept, student devised performance and a written analytical essay.

Assessment 1	Assessment 2	Assessment 3
Making – Project - Dramatic Concept (based on an Urban Myth).	Making - Performance (student devised work).	Responding – Live Theatre analysis

Pathways in Senior

Drama is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

Music A – Popular Contemporary Music

Year 10 subject

10

In this area of study, students will create music works by generating and synthesising music ideas and using imagination and musical understanding to create cohesive vocal and/or instrumental music. Students will also interpret musical elements to communicate music ideas through performance.

Objectives

By the conclusion of the course of study, students will learn to analyse repertoire, compose and perform music in a variety of different contemporary music styles.

Structure

Topic 1	Topic 2
This contemporary music course aims to expose students to a range of pop music through composing, performing and listening. Students will learn compositional techniques used in contemporary song writing with particular focus on music technology (EDM, loops, sampling, etc.)	This course continues expanding on aspects of the contemporary music course studied in the previous unit. Students will continue to explore performance and compositional techniques used in contemporary music and analyse and evaluate repertoire.

Assessment

Students will receive an overall subject result (A–E).

Topic 1		Topic 2	
Assessment 1: Performance of a Contemporary work	Assessment 2: Composition	Assessment 3: Performance of a Contemporary Work in a fusion style.	Assessment 4: Multimodal Integrated project.

Pathways in Senior

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Music Extension – Semester 1

Year 10 subject

10

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

Objectives

By the conclusion of the course of study, students will learn to analyse and evaluate repertoire, compose in a jazz style and write their own songs.

Structure

Topic 1	Topic 2
Jazz The aim of this course is to introduce students to an array of jazz styles and understand the key musical characteristics of each style.	Song Writing This course will explore a broad range of song styles and their meaning, and teach students how to compose using appropriate technology.

Assessment

Students will receive an overall subject result (A–E).

Topic 1		Topic 2	
Assessment 1: Performance of a Jazz work	Assessment 2: Musicology Task	Assessment 3: Performance of a Contemporary song	Assessment 4: Composition Task

Pathways in Senior

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Music Extension – Semester 2

Year 10 subject

10

In an age of change, Music has the means to prepare students for a future of unimagined possibilities, with highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world.

Objectives

By the conclusion of the course of study, students will be confident in analysing and evaluating a broad range of vocal and contemporary music repertoire. They will perform and compose music in these styles.

Structure

Topic 1	Topic 2
Contemporary Music The aim of this course is to expand students understanding of contemporary music and its many sub genres. They will understand the music of different cultures and the meaning behind it while performing or composing their own works.	Around the World In this course, students will explore a variety of musical styles from around the world, gaining an understanding of the cultural contexts and societal roles of each tradition. They will analyse and evaluate music elements and concepts that express the unique characteristics of these cultures.

Assessment

Students will receive an overall subject result (A–E).

Topic 1	Topic 2	
Assessment 1: Musicology project	Assessment 2: Performance of a folk song or nationalistic work	Assessment 3: Composition Task

Pathways in Senior

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Dance

General senior subject

General

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will 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 will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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, cultural institutions, administration and management, health, communications, education, public relations, research, 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 dance skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts?	Moving through environments How does the integration of the environment shape dance to communicate meaning?	Moving statements How is dance used to communicate viewpoints?	Moving my way How does dance communicate meaning for me?

Assessment

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

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

Summative assessments

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

Drama

General senior subject

General

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on

their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists.

Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	Reflect How is drama shaped to reflect lived experience?	Challenge How can we use drama to challenge our understanding of humanity?	Transform How can you transform dramatic practice?

Assessment

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

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

Summative assessments

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

Music

General senior subject

General

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in

Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Music Extension

General senior subject

General

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students 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.

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.

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 realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

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

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).

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments — Composition specialisation

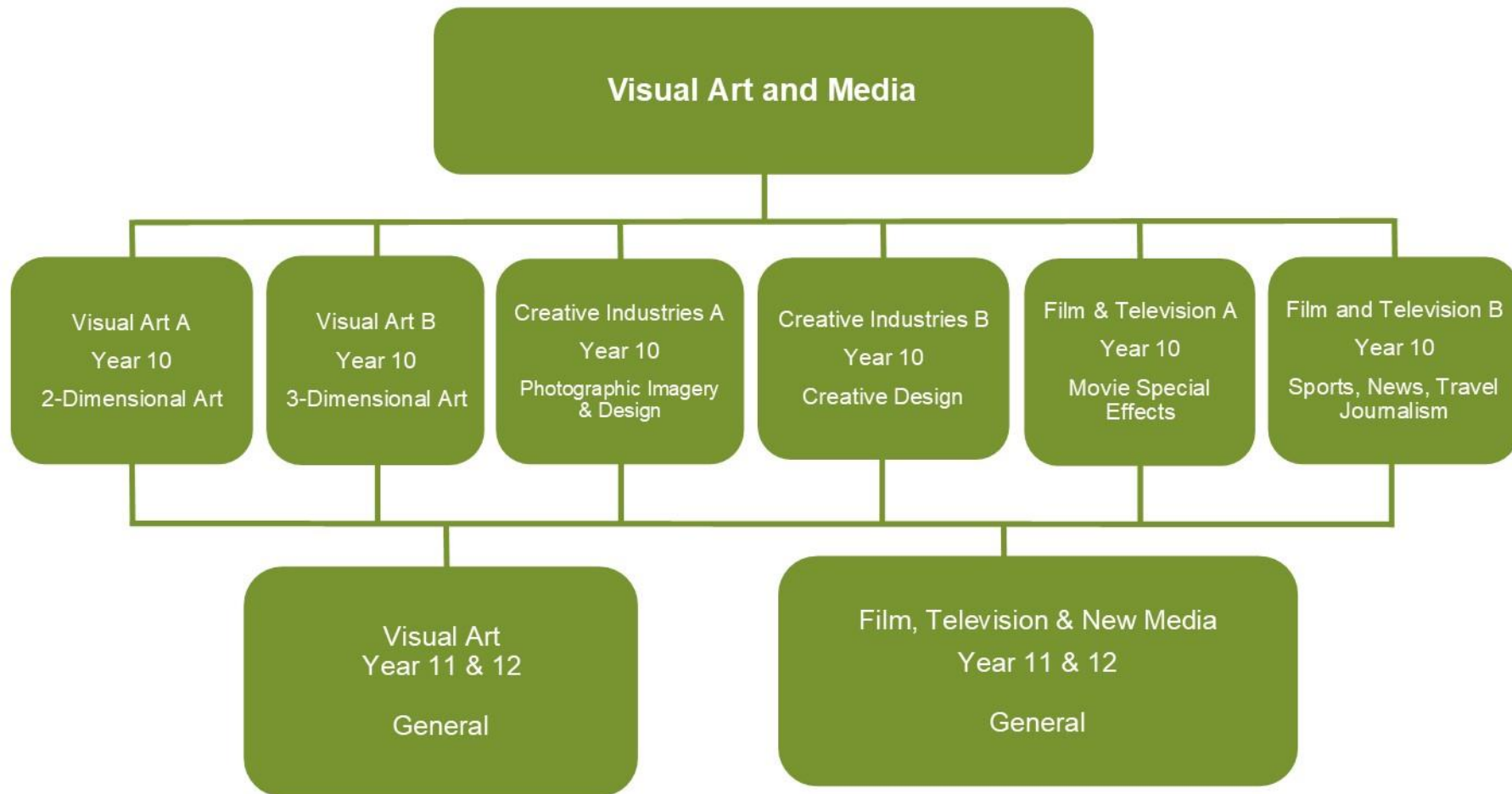
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Musicology specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Performance specialisation

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



The Arts Head of Department – Jo Willett
jwill1286@eq.edu.au

Creative Industries A - Photographic Imagery & Design

Year 10 subject

10

Photography has undergone a revolution in recent times, to the point that we cannot believe our own eyes! Our magazines and news media are full of re-touched, persuasive images that young people need to be able to question. Empowering students as digital artists is a creative way of raising their awareness of audience manipulation. This industry has also produced job opportunities for those who can wield a camera creatively.

The digital imaging design process introduces students to the principles of visual communication design. Students compose visual solutions to design problems while exploring a variety of creative techniques and selected software programs. Students hone their skills in creative problem solving, combining their photographic creativity with artistic manipulation.

Objectives

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

- Apply photography industry knowledge to own their work using both historical and current theories and trends.
- Work collaboratively with others on a basic photoshoot to achieve outcomes with a consumer-based focus.
- Apply photo editing skills with competency to achieve images to be used in further graphic design work.
- Evaluate their own work and the work of others via the application of critical thinking skills.

Structure

Topic1	Topic 2	Topic 3
<ul style="list-style-type: none">• Digital World An introduction to digital imagery and the main techniques of photographic manipulation, including Photoshop	<ul style="list-style-type: none">• Photographic artists Investigate established photographic artist and the impact they have had on world photography culture	<ul style="list-style-type: none">• Photographic folio Students take a collection of photographs to build up a body of work.

Assessment

Topic1	Topic 2	Topic 3
Assessment 1: Making task – digital folio of edited and manipulated photographs using Photoshop	Assessment 2: Research task investigating established photographic artists photography culture	Assessment 3: Photographic body of work with a theme highlighting specific techniques

Pathways in Senior

This course is an introduction to the Year 11 and 12 Media Arts in Practice. Media Arts in Practice is an Applied subject that prepares students for work by providing them with skills they need for particular work environments. Year 10 VCI prepares students for tertiary vocational education in advertising, gaming, product design, marketing, web design, media and many other creative offerings.

Design is urban life. Everything we use initially started as a design. From the layout of our suburbs and communities, the cars we drive, the clothes we wear, the chairs we sit on. Everything in the modern world has been designed.

In this subject, students will be exploring design through the history and theories of design and the influential designers. Practical aspects of the subjects will include researching, developing and creating solutions to 2D and 3D design problems. These may include creating a packaging proposal for a luxury product (3D design) and cover design for print, film, and music (2D design).

Objectives

By the conclusion of the course of study, students will be able to:

- Apply design arts industry knowledge to own their work using both historical and current theories and trends.
- Apply photo editing skills with competency to achieve images to be used in further graphic design work.
- Explore and create 3D product solutions suited to client specific needs.
- Apply the theories and techniques of graphic design to their own images to create product mock-ups and design solutions.
- Evaluate their own work and the work of others via the application of critical thinking skills to justify design solutions.

Structure

Topic1	Topic 2	Topic 3
Designed World Movements, trends and the invisible people that have impacted our lives.	Pack it up Packaging design, creating a look and feel of a specific product for a client.	See the Music Album cover - graphic design and branding in the music industry.

Assessment

Topic1	Topic 2	Topic 3
Assessment 1: Responding – exploring a variety of design areas and the people instrumental in creating the icons of design – written response.	Assessment 3: Making – design folio including hand drawn and 3D modelling of product packaging ready for prototyping and printing.	Assessment 4: Making – using graphic design skills and techniques to create an album cover for vinyl and CD production.

Pathways in Senior

This course is an introduction to the Year 11 and 12 Media Arts in Practice. Media Arts in Practice is an Applied subject that prepares students for work by providing them with skills they need for particular work environments. Year 10 VCI prepares students for tertiary vocational education in advertising, gaming, product design, marketing, web design, media and many other creative offerings.

Film, Television & New Media A – Movie Special Effects

Year 10 subject

10

In Film, Television and New Media A students will investigate movie special effects. The making of movie special effects is one of the most creative aspects of movie making today. The increased interest in movie special effects is due to the availability of specialised make-up and modelling materials, and also the ever improving capability of computer graphics.

The course in movie special effects introduces students to the art of filmmaking and also develops skills in computer-based special effects programs, such as Adobe After Effects. As well, Film, Television and New Media A draws upon the traditional skills of special effects such as lighting, clay modelling, latex prosthesis and make-up.

Objectives

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

- Construct proposals for special effects
- Structure visual and audio elements to make movie special effect sequences using Adobe After Effects
- Experiment with ideas for special effects using physical effect techniques
- Experiment with settings, points of view and genre conventions in a special effects sequence
- Appraise the contribution of special effect techniques in film production
- Analyse meaning and cultural influences in movie effects.

Structure

Topic1	Topic 2	Topic 3	Topic 4
Laser weapon and physical prop <ul style="list-style-type: none">• Creating a laser weapon battle sequence with Adobe After Effects	Appraising movie SFX <ul style="list-style-type: none">• Movie special effects techniques and their impact on film success	Making physical effects <ul style="list-style-type: none">• Creating make-up and wound effects using physical products such as make-up and latex	Cloning as an SFX <ul style="list-style-type: none">• Creating a human clone effect with an interaction sequence using Adobe After Effects

Assessment

Topic1	Topic 2	Topic 3	Topic 4
Assessment 1: Making task – creation of a physical laser weapon handle and creation of a digital beam effect with green-screen setting	Assessment 2: Responding task – Review of film and video special effects	Assessment 3: Making task – Creating a physical effect using latex and make-up	Assessment 4: Making task – Creating a clone effect in a video sequence

Pathways in Senior

This course is an introduction to Year 11 & 12 Film, Television and New Media. The study of media develops a twenty-first century media literacy that is a life-skill as well as a highly transferable communication and thinking skill. Film, Television and New Media allows for creative self-expression and future participation in a diverse range of global media contexts.

Film, Television & New Media B – Sports, News & Travel Journalism

Year 10 subject

10

In Film, Television and New Media B students will investigate sports, news and travel journalism and documentary filmmaking. Journalism is an occupation that involves talking to lots of different people and gathering information and stories into a form that is entertaining and informative. It can be combined with an interest in other fields, such as sports, current affairs, crime, diplomacy, music, travel, etc.

Modern journalists are often skilled at many different tasks. They write their own stories, but also do their own filming and editing.

The course in sports news and travel journalism introduces students to the skills of journalism and media communication. Film, Television and New Media B develops skills in camera work, interviewing, sports and news writing, bulletin preparation, news

reading, documentary making and on-screen presentation.

Objectives

By the conclusion of the course of study, students will be able to:

- Explain the features of media journalistic practices
- Symbolise ideas and stories using journalistic codes and conventions
- Apply literacy skills to news, sports and travel journalism
- Structure visual, audio and text elements to make journalistic products
- Appraise contemporary documentary sports, news and travel journalism products, practices and viewpoints.

Structure

Topic1	Topic 2	Topic 3	Topic 4
<ul style="list-style-type: none">• Television news journalism	<ul style="list-style-type: none">• Studio production for news, travel or sports• Multi-camera live event production techniques	<ul style="list-style-type: none">• Representation on news, sports or travel	<ul style="list-style-type: none">• Documentary making

Assessment

Topic1	Topic 2	Topic 3	Topic 4
Assessment 1: A filmed news story including reporter's piece to camera	Assessment 2: A filmed multi-camera studio production with lighting for news, sport or travel	Assessment 3: Analysis of a fiction movie dealing with either news, sports or travel production.	Assessment 4: A filmed live event coverage with multi-camera shooting.

Pathways in Senior

This course is an introduction to Year 11 and 12 Film, Television and New Media. The study of media develops a twenty-first century media literacy that is a life-skill as well as a highly transferable communication and thinking skill. Film, Television and New Media allows for creative self-expression and future participation in a diverse range of global media contexts.

Visual Art A – Two-Dimensional Art

Year 10 subject

10

In Visual Art A students will study two-dimensional art. This subject examines two-dimensional approaches and responses using media, techniques and processes such as illustration, painting, collage, digital art, printmaking and mixed media works.

Students will evaluate the ways in which other people and cultures live and have lived; exploring the ways in which artists, designers and craftspeople have presented their own viewpoints.

This subject fosters the student's own ideas through art making as well as develops their personal aesthetic, techniques, display and communication processes.

Objectives

By the conclusion of the course of study, students will be able to:

- Implement ideas and representations in two-dimensional art
- Analyse and interpret visual language, expression and meaning in two-dimensional art works
- Evaluate art practices, traditions and cultures in the making of two-dimensional art works
- Evaluate how representations communicate artistic intentions
- Identify the influences of other artists on their own artworks
- Create meaning through knowledge and understanding of materials, techniques, technologies and art processes.

Structure

Topic1	Topic 2	Topic 3	Topic 4
Rooms <ul style="list-style-type: none">• Students explore the ways in which people live within their homes – rooms, maps etc.	My home <ul style="list-style-type: none">• Students explore their own definition of “home” – what constitutes a home – and represent it in a variety of ways.	Country <ul style="list-style-type: none">• Students explore the concept of country through an exploration of Australian Landscape paintings across a variety of contexts.	My World <ul style="list-style-type: none">• Students make an artwork based around the idea of what is outside their window.

Assessment

Topic1	Topic 2	Topic 3	Topic 4
Assessment 1: Responding task – an exhibition catalogue about paintings and a folio of drawings or an analysis under exam conditions.	Assessment 2: Making task – body of work derived from exploratory folio culminating in at least one resolved piece that can be 2d/3D or mixed media.	Assessment 3: Responding task – Investigation about Australian Landscape painting.	Assessment 4: Making task – body of work derived from exploratory folio culminating in at least one resolved piece that can be 2D/3D and mixed media.

Pathways in Senior

This course is an introduction to Year 11 and 12 Visual Art. The study of Visual Art provides students with opportunities to become art makers, as well as opportunities to understand and appreciate visual art traditions and cultures. The subject allows for creative self-expression and gives students important life skills they can use in the future.

Visual Art B – Three-Dimensional Art

Year 10 subject

10

In Visual Art B students will explore three-dimensional art. This subject examines three-dimensional approaches and responses using media, techniques and processes such as sculpture, clay, installation, assemblage and mixed media works.

Students will evaluate the ways in which other people and cultures live and have lived; exploring the ways in which artists, designers and craftspeople have presented their own viewpoints.

This subject fosters the student's own ideas through art making as well as develops their personal aesthetic, techniques, display and communication processes.

Objectives

By the conclusion of the course of study, students will be able to:

- Implement ideas and representations in three-dimensional art
- Analyse and interpret visual language, expression and meaning in three-dimensional art works
- Evaluate art practices, traditions and cultures in the making of three-dimensional art works
- Evaluate how representations communicate artistic intentions
- Identify the influences of other artists on their own artworks
- Create meaning through knowledge and understanding of materials, techniques, technologies and art processes.

Structure

Topic1	Topic 2	Topic 3	Topic 4
Escape <ul style="list-style-type: none"> • Students explore concepts around the figure and representation of the concept of escape 	Structures <ul style="list-style-type: none"> • Students explore concepts around geometric and man-made forms leading to abstraction 	Hybrids <ul style="list-style-type: none"> • Students explore concepts around the mixing of forms and art forms to create hybrids 	Odyssey <ul style="list-style-type: none"> • Students explore concepts around the rituals, ceremonies and objects that add meaning to our and others lives

Assessment

Topic1 and Topic 2	Topic 3	Topic 4
Assessment 1: Responding – written responses to artists who use the concepts and art forms being explored Assessment 2: Making – Body of Work that examines the ideas explored in the topic – at least 2 sculptural pieces	Assessment 3: Making and Responding – presentation of the investigative inquiry undertaken including making, planning and responding to artists and ideas	Assessment 4: Making – student directed body of work consisting of at least one resolved 3d piece that represents their own ideas about rituals and ceremonies

Pathways in Senior

This course is an introduction to Year 11 and 12 Visual Art. The study of Visual Art provides students with opportunities to become art makers, as well as opportunities to understand and appreciate visual art traditions and cultures. The subject allows for creative self-expression and gives students important life skills they can use in the future.

Film, Television & New Media

General senior subject

General

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will 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.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation <ul style="list-style-type: none"> Technologies Institutions Languages 	Stories <ul style="list-style-type: none"> Representations Audiences Languages 	Participation <ul style="list-style-type: none"> Technologies Audiences Institutions 	Artistry <ul style="list-style-type: none"> Technologies Representations Languages

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

Visual Art

General senior subject

General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future

artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects 	Art as code <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions 	Art as knowledge <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed 	Art as alternate <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

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

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

Summative assessments

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

Career Education

Vocational Education Studies

Flex

10
10-11
11-12

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.

Year 10

Career Education + VOC commencing in Term 4
Short Course in Careers plus subject selection for Year 11-12 in Terms 1-3
Commence VOC (Vocational Education Studies) in Term 4.
VOC includes an extensive range of Certificate I and II courses

Year 11

VOC + Flex commencing in Term 3
VOC commenced in Year 10 is completed in Term 3, Year 11
Students commence Flex from Term 3 Year 11

Year 12

Flex
Self directed student learning of academic support if required

Vocational Education Studies (VOC)

The current Year 10 cohort will commence Vocational Education Studies in Term 4 of 2024, completing the course by Term 3, 2025.

VOC is a complementary program is 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, 2024. This VET Certificate will continue into 2025, with most students completing their course by the end of Semester 1, 2025.

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 course

Government funding under the VETiS program enables each student to complete one free Certificate I or 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.

Additionally, you must also consider potential future VET courses that a student may wish to study. If a course that a student is considering to do in Year 11 is an expensive course, you have the option to save VETiS funding and not use it for VOC. In this instance, students should select either a free or a lower cost VOC course and enrol as a fee for service student. VETiS will then be available to be allocated to TAFE or another VET Certificate in Year 11.

Costs for all VET Certificates are included in this subject guide. **Individual families are responsible for decisions regarding how their VETiS funding is allocated. Once used, VETiS funding will not be available for any other VET Certificate courses.** This includes TAFE and courses offered by external Registered Training Organisations (RTOs).

2024-2025 Vocational Education Studies Course Options (VET Certificate Courses)

Course	Description	Cost	Requirements	QCE Credits
Certificate II in Horticulture Construction Skills Training Centre (CSTC) RTO Code 0699	Students will learn about working in the horticulture industry including planting, treating plant diseases, using tools and working effectively with others.	VETiS Funding Or \$500 is Fee for Service	Work-safe PPE: Long pants, boots, sun-safe shirt, eye protection and gloves	4
Certificate II/III in Sports Coaching College of Sports and Fitness RTO Code 91345	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. Completing the Certificate III in Sports Coaching is optional	VETiS Funding Or \$250 for Cert II Additional \$250 to complete Cert III	Blue Card	4 + 4
Certificate I in Construction Adapt Education RTO Code 32452 (Trading as My Industry Training)	Students will learn the necessary skills and knowledge required to prepare them for an apprenticeship or general life skills.	VETiS Funding Or \$800 if Fee for Service	Work-safe PPE: Long pants, Steel-capped boots	3
Certificate II in Automotive Vocational Preparation Tactile Learning Centre RTO Code 30922	Students will learn about the components and workings of the mechanical and electrical systems of light vehicles.	VETiS Funding Or \$2000 if Fee for Service	Work-safe PPE: Long pants, Steel-capped boots	4

Course	Description	Cost	Requirements	QCE Credits
Certificate II in Engineering Pathways Adapt Education RTO Code 32452 (Trading as My Industry Training)	Students will learn the basics of engineering skills in the context of building 1 of 3 different projects: Go Kart, Drone or Robot.	VETiS Funding Or \$1000 if Fee for service	Work-safe PPE: Long pants, Steel-capped boots	4
Certificate II in Tourism Career Training Institute of Australia RTO Code 6517	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 full day Moreton Island experience where they will experience a range of activities including sand tobogganing and dolphin feeding.	VETiS Funding Or \$2146 (includes excursion)	Day trip to Tangalooma is a required activity	4
Certificate I in Hospitality (Beverages focus) Kenmore SHS RTO Code 30071	Students will learn a range of knowledge and skills necessary to enter the hospitality industry in entry level jobs. The cost includes coffee training, Responsible Service of Alcohol and Responsible Gambling Services	No VETiS Funding Approx. \$250	Excursion for Barista training	2
Certificate II in Financial Services Kenmore SHS RTO Code 30071	Students will develop the necessary knowledge and skills to be work ready at an entry level in the financial services industry.	No VETiS Funding No costs associated	Appropriate levels of literacy and numeracy	4
Certificate II in Skills for Work & Vocational Pathways Kenmore SHS RTO Code 30071	Students will learn skills to prepare them for the workforce or for further vocational training	No VETiS Funding No costs associated		4

Certificate II in Automotive Vocational Preparation

AUR20720 (Tactile Learning Centre RTO Code 30922)

Stand Alone VET Certificate Course



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
- AURTE007 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 14 May 2024



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
AHCPCHM204 Recognise plants
AHCPMG201 Treat weeds
AHCPMG202 Treat plant pests, diseases and disorders
AHCSOL203 Assist with soil or growing media sampling and testing
AHCPGD207 Plant trees and shrubs
AHCPGD209 Prune shrubs and small trees
AHCCCHM201 Apply chemicals under supervision
RIISAM203E Use hand and power tools
AHCNSY205 Pot up plants
AHCMOM203 Operate basic machinery and equipment
AHCMOM204 Undertake operational maintenance of machinery
AHCWRK213 Participate in workplace communications
AHCWRK211 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 2 August 2024



Certificate II SIS20321 and III SIS30521 in Sports Coaching (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 Certificate II in Sports Coaching SIS20321 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

The optional and additional Certificate III in Sports Coaching SIS30521 includes the following 10 competencies, including 6 core and 4 electives that students must achieve in order to complete the certificate.

Core:

BSBOPS403 Apply business risk management processes

HLTAID011 Provide first aid (CREDIT TRANSFER)

HLTWHS001 Participate in workplace health and safety

SISSSCO002 Work in a community coaching role (CREDIT TRANSFER)

SISSSCO003 Meet participant coaching needs

SISSSCO005 Continuously improve coaching skills and knowledge

Electives:

SISSSOF001 Work as an Official in Sport (CREDIT TRANSFER)

SISSSOF002 Continuously improve officiating skills and knowledge (CREDIT TRANSFER)

SISSSOF003 Officiate sport competitions (CREDIT TRANSFER)

SISSSCO012 Coach sport participants to an intermediate level

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 22 May 2024



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 3 June 2024



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

MEM11011 Undertake manual Handling

MEMPE002 Use electric welding machines

MEMPE004 Use fabrication equipment

MSMSUP106 Work in a team

MEMPE007 Pull apart and re-assemble engineering mechanisms (Go-Kart project)

MEM16008 Interact with computing technology (Robot and Drone project)

Students may choose one engineering project which will determine the class they are enrolled in. Engineering Projects are as follows:

1. Go-Kart Build
2. Autonomous Drone Flight
3. Robot Build

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 3 June 2024



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 \$2146, 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. On completion of the Certificate II students can upgrade to SIT30122 Certificate III in Tourism for a nominal fee and completing an additional four units of competency.

Course Information current as at 14 May 2024



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 14th July 2024



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 credits.

Objectives

The area of Hospitality is a growth area for employment. Certificate I in Hospitality is a nationally recognised 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 13th May 2024



Certificate II in Skills for Work and Vocational Pathways (KSHS RTO Code 30071)

Stand Alone VET Certificate Course

11

VET
Certificate

Overview

Certificate II in Skills for Work and Vocational Pathways provides students with foundation skills development to prepare for workforce entry or further vocational training pathways. This qualification is designed for individuals who require:

- A pathway to employment or vocational training.
- Reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3.
- Entry level digital literacy and employability skills.
- A vocational training and employment plan. No licensing, legislative or certification requirements apply to this qualification at the time of publication.
- To achieve this qualification, competency must be demonstrated in 14 units of competency including 1 core unit and 13 elective units.

Objectives

Students will learn the necessary skills and knowledge to be a confident and effective employee or to study a higher-level VET Certificate. On successful completion students will gain:

- Certificate II in Skills for Work and Vocational Pathways (FSK20119)
- 4 QCE points

Structure

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

FSKLRG011	Use routine strategies for work related learning
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKOCM006	Use oral communication skills to participate in workplace teams
FSKRDG008	Read and respond to information in routine visual and graphics texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKWTG009	Complete routine workplace formatted texts
FSKDIG001	Use digital technology for short and basic workplace tasks
FSKNUM003	Use whole numbers and halves for work
FSKRDG002	Read and respond to short and simple workplace signs and symbols
FSKWTG001	Complete personal details on extremely simple and short workplace forms
SIRXHWB001	Maintain personal health and wellbeing
SIRXWHS001	Work safely
TLIK2003	Apply keyboard skills

Assessment

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

- observations on practical tasks
- projects
- activity booklets
- questioning and feedback from supervisors.

Evidence contributing towards competency will be collected throughout the course. To attain a FSK20119 Certificate II in Skills for work and Vocational pathways 14 units (1 core units plus 13 elective units of competency) must be achieved.

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.

Pathways

The Certificate II in Skills for Work and Vocational Pathways will predominantly be used by students seeking to enter employment or to study a higher-level VET qualification.

Course Information current as at 3 June 2024

