BROWNS PLAINS STATE HIGH SCHOOL

Subject Guide
Year 11 and 12
2025

Queensland Government | Queensland Curriculum & Assessment Authority

For all Queensland schools

172142

Contents

Principal's Welcome

Welcome to the next exciting phase of your learning journey at Browns Plains State High School.

Our school is committed to providing diverse pathways for senior school students to realise their full potential. We are confident that our approach to the Senior QCE system will provide students with the best opportunity to achieve at their personal best and support them to achieve their preferred post-school destination.

Year 11 and 12 students are considered post compulsory students; that is, they have made a conscious decision to return to school to successfully complete their senior studies. Successful completion of senior studies is signified by attaining a Queensland Certificate of Education (QCE) as well as academic results that will connect them to post-school learning and/or employment. The preconditions for successful completion of senior studies are school attendance of at least 95%, engaging in the chosen program of study and achieving in their learning pathways.

To assist students in attaining a QCE, Browns Plains State High School requires the cooperation of parents, carers and students. Our school staff will support our students to meet the requirements of their chosen learning pathway. Students will be expected to approach their studies in a mature and diligent manner, access available support services as appropriate, and be accountable for their actions and educational outcomes. Parents/carers are expected to support their students and work collaboratively with Browns Plains State High School to facilitate their student achieving optimal outcomes. The first collaboration and agreement about student learning for senior schooling will take place at our Senior Education and Training plan (SET Plan) interviews.

This document provides information regarding Senior Education Pathways at Browns Plains State High School, including specific subject and program offerings. It is important to note that all subjects may not run in 2025 due to class sizes. Families will be notified if one of their choices falls into this category. It is also important to take into consideration that all subject choices are conditional on involvement in the Student Resource Scheme, the BYOD program and/or the payment of additional subject or VET course fees. If a student has not met specific academic prerequisites, they may also be ineligible for certain learning pathways.

We look forward to planning with you and your student for long term success in your senior studies at Browns Plains State High School and your successful post-schooling transition.

Ben Ward

Principal

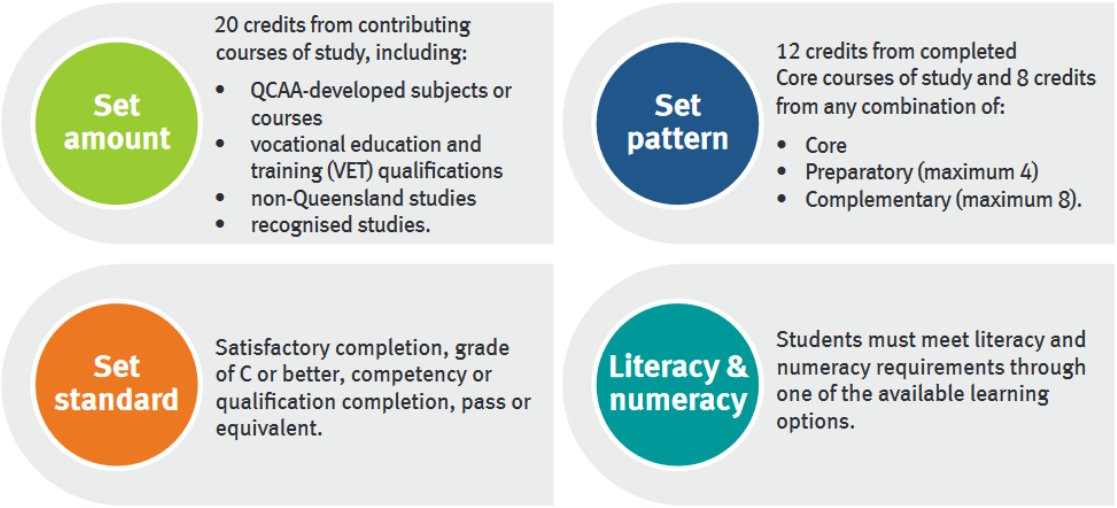
Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

To receive a QCE, students must achieve the *set amount* of learning, at the *set standard*, in a *set pattern*, while meeting *literacy and numeracy* requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

QCE Requirements

To obtain a QCE, students must achieve:



For more information: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/eligibility-requirements

Australian Tertiary Admission Rank (ATAR)

An Australian Tertiary Admission Rank (ATAR) is a rank indicating a student's position overall relative to other students and allows tertiary admission centres to compare students from across Australia when they apply for tertiary places. The Queensland Tertiary Admissions Centre (QTAC) will be responsible for ATAR calculations. The ATAR is a number between 0 and 99.95 (highest), in increments of 0.05. However, ATARs below 30 will be reported as '30.00 or less'.

To be eligible, QTAC will calculate the ATARs based on:

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

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject - English, Essential English, or Literature. 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.

Guidelines

To be considered for enrolment into Year 11, students are required to achieve a minimum of a C result in the majority of their Year 10 subjects studied. In addition, students must have demonstrated a commitment to completing all assessment. They must have a consistent attendance record and an appropriate grade awarded for effort and behaviour over the course of their studies.

Career

It is helpful for students to have several careers in mind before choosing subjects. If students are uncertain about their future career goals, then they should select subjects that will ensure that they have several career options open to them. Students will also need to identify which qualifications are required in order to secure work in different sectors. Once they understand the different pathways that lead to their career choices, they should select the most appropriate one for them.

The following resources are available to provide the student with information about occupations and the subjects and courses needed to gain entry.

- My Futures: https://myfuture.edu.au/
- QTAC courses and institutes: https://www.qtac.edu.au/courses-institutions
- Queensland TAFE Handbook: https://tafeqld.edu.au/
- Job Outlook and Labour Market: https://labourmarketinsights.gov.au/
- Australian Government Job Jump Start: https://www.jobjumpstart.gov.au/

School Subjects

The school offers three types of subjects:

- **General** – suited to students who are primarily interested in tertiary (university) studies
- **Applied** – suited to students who are primarily interested in studies that lead to vocational education and training or work
- **VET** – Vocational Education and Training subjects provide students with entry-level certifications that can lead to further study, traineeships, apprenticeships or work

Take the following steps to ensure they understand the content and requirements of each subject:

- Read information for each subject information outlined in this booklet
- Speak to Heads of Department and teachers of each subject, and students who are studying the subject to further your understanding.
- Listen carefully at subject selection information sessions.

Choosing Subjects

It is important to choose senior subjects carefully as their decisions may affect the types of occupations available to them in the future, their success at school and their attitude towards education. As an overall plan, it is suggested that students choose subjects:

- They enjoy and are good at
- In which they have achieved positive results
- Which reflect their interests and abilities
- Which help them reach their career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout their life

It is important to remember students are an individual, and that their particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told them that they will like or dislike it
- Their friends are or are not taking it
- They like or dislike the teacher

Tertiary entrance

If students plan to study a degree or diploma course at university after Year 12 ensure they know:

- the ATAR required
- prerequisite subjects
- assumed knowledge and
- recommended study for their preferred course.

This information can be found on the QTAC website https://www.qtac.edu.au/courses-institutions

Assistance

If students need further guidance and support in subject selection, see teachers, Year Level Coordinators, Guidance Officer or Head of Departments.

School Based Traineeships and Apprenticeships

Students may have an opportunity to complete a traineeship and/or begin an apprenticeship while they are still at school. Browns Plains State High School values student's attendance and will only approve applications for apprenticeships or traineeships that lead to career outcomes aligned with a student's SET Plan.

If students wish to secure an apprenticeship or traineeship in 2025, see Ms Jackson or Mrs Shields in Senior Schooling (AR04). For further information about Traineeships and Apprenticeships, visit the government website: www.apprenticeshipsinfo.qld.gov.au

Fee Based Subjects

Students are only able to select subjects, which have fees associated with participation if they do not have an outstanding debt owed to Browns Plains State High School. Similarly, continuing enrolment in fee-based subjects will be dependent on payment of associated fees by the specified due dates. Students who have not paid a deposit by the specified date and those who do not make the required payments by the due dates in 2024 and 2025, will be required to choose other subjects which are not fee-based.

The majority of the VET courses offered at Browns Plains State High School use the VETIS funding provided by the Government to pay for the qualification. Therefore, if you wish to study more than one certificate students may be required to pay for the additional certifications (depending on the VET course). This information will be discussed at their SET Plan interview.

BYOD

Browns Plains State High School has adopted the Bring Your Own Device (BYOD) model for computers and other personal electronic devices. It is **mandatory** that students bring their own device to school.

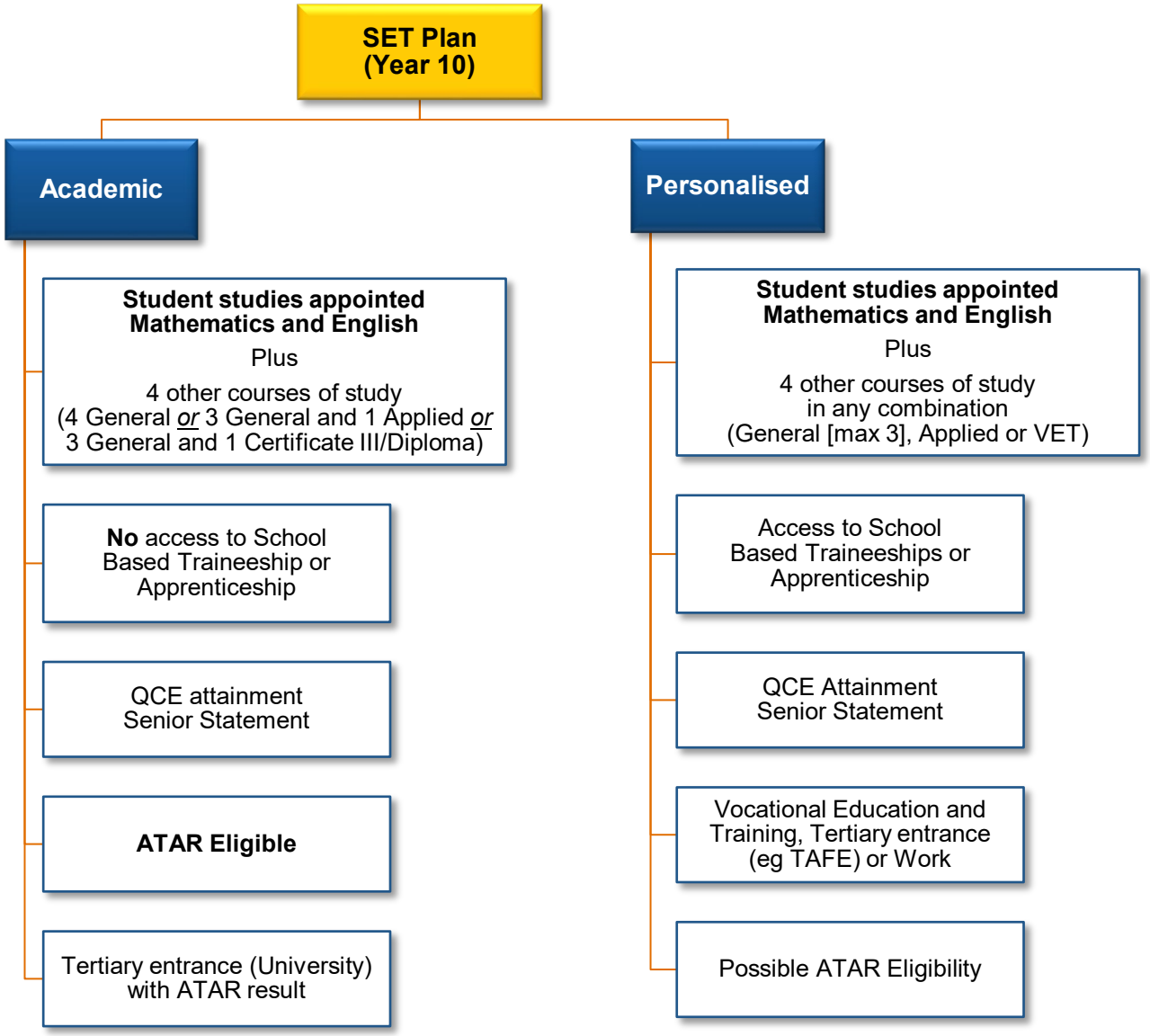
Please refer to the school website for more information and minimum BYOD specifications (https://brownsplainsshs.eq.edu.au/curriculum/bring-your-own-device)

Laptop Lockers

School laptop lockers are available for students to hire to secure their valuables including their BYOD. The laptop lockers will provide students with a secure space of their own. It will be their responsibility to care for and maintain that space. Students will also need to develop effective time management skills, as access to their lockers will only be allowed before and after school, and during lunch breaks. They will need to ensure they think ahead and plan their day so they are not late to class.

Information about hiring a school laptop locker can be collected from the Office.

BPSHS Pathways



Examples

	Student 1	Student 2	Student 3	Student 4
Pathway	Academic	Academic	Personal	Personal
General	*Literature* *Mathematical Methods* Biology Geography Chemistry Business	*English* *General Mathematics* Health Design Music		*English* Physical Education
Applied		Social and Community Studies	*Essential English* *Essential Mathematics* Science in Practice Visual Arts in Practice ICT	*Essential Mathematics* Drama in Practice Business Studies
VET			Certificate II and III Hospitality (SIT)	Certificate III in Engineering Technical (CAD)
ATAR eligible	Yes	Yes	No	No

QCAA Senior Syllabuses

English (page 7)

General
- English (ENG)
- Literature (LIT)

Applied
- Essential English (ENE)

Mathematics (page 13)

General
- General Mathematics (MAG)
- Mathematical Methods (MAM)
- Specialist Mathematics (MAS)

Applied
- Essential Mathematics (MAE)

Arts (page 21)

General
- Drama (DRA)
- Music (MUS)

Applied
- Drama in Practice (DRP)
- Media Arts in Practice (MAP)
- Music in Practice (MUP)
- Visual Arts in Practice (VAP)

Health & Physical Education (p33)

General
- Health (HEA)
- Physical Education (PED)

Applied
- Sport and Recreation (REC)

Humanities & Social Sciences (p41)

General
- Business (BUS)
- Geography (GEG)
- Legal Studies (LEG)
- Modern History (MHS)

Applied
- Business Studies (BSQ)
- Social & Community Studies (SCS)
- Tourism (TOU) NEW in 2024

VET
- Diploma of Business (DBS)

Languages (page 57)

- Japanese

Science (page 59)

General
- Biology (BIO)
- Chemistry (CHM)
- Physics (PHY)
- Psychology (PSY)

Applied
- Science in Practice (SCP)

Technologies (page 69)

General
- Design (DES)
- Engineering (EGR)

Applied
- Information & Communication Technology (ICJ)

Applied and VET
- Building & Construction Skills / Certificate I in Construction (BSK)

VET
- Certificate II in Engineering Pathways (EGP)
- Certificate III Engineering Technical (CAD)
- Certificate II and III Hospitality (SIT)

English (ENG)

General senior subject

General

English Department

Head of Department
Ms Renee Camilleri rcami17@eq.edu.au

Required Foundation Skills

- B standard or better in Year 10 English or C standard in English Extension.

English or Literature is a mandatory subject for students pursuing a Tertiary (university) pathway.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Expenses

- Viewing of live performance/s fee (costs will vary depending on performances)

Literature (LIT)

General senior subject

General

English Department

Head of Department
Ms Renee Camilleri rcami17@eq.edu.au

Required Foundation Skills

- A standard in Year 10 English, B or higher in Literature or by invitation of the HOD of English

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Expenses

- Viewing of live performance/s fees (cost vary depending on performances).

Essential English (ENE)

Applied senior subject

Applied

English Department

Head of Department
Ms Renee Camilleri rcami17@eq.edu.au

Required Foundation Skills
This course is best suited to those students who were in Year 10 Essential English, who experienced some difficulty with Year 10 English or who are thinking of pursuing further study at TAFE or other institutions, which do not require English as a prerequisite.

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives

- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

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

Assessment

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

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

Summative assessments

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

General Mathematics (MAG)

General senior subject

General

Mathematics Department

Head of Department
Mr Tomasz Dolecki tdole1@eq.edu.au

Required Foundation Skills

- B standard or better in Year 10 Mathematics
- C standard or better in Year 10 English

Tertiary (university) prerequisite for particular courses of study.

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

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

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Expenses

- Scientific calculator

Mathematical Methods (MAM)

General senior subject

General

Mathematics Department

Head of Department
Mr Tomasz Dolecki tdole1@eq.edu.au

Required Foundation Skills

- A standard in Year 10 Mathematics or C standard (or higher) in Year 10 Mathematics Extension
- C standard or better in Year 10 English

Tertiary (university) prerequisite for particular courses of study.

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

Expenses

- Graphics calculator T184+ (or similar) - **calculators cannot have Computer Algebra System (CAS) functionality if used during exams**

Specialist Mathematics (MAS)

General senior subject

General

Mathematics Department

Head of Department
Mr Tomasz Dolecki tdole1@eq.edu.au

Required Foundation Skills
- B standard or better in Year 10 Mathematics Extension
- C standard or better in Year 10 English

Mandatory Companion Subject
- Mathematical Methods

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

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

Summative assessments

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

Expenses

- Graphics calculator T184+ (or similar) - **calculators cannot have Computer Algebra System (CAS) functionality if used during exams**

Essential Mathematics (MAE)

Applied senior subject

Applied

Mathematics Department

Head of Department
Mr Tomasz Dolecki tdole1@eq.edu.au

Required Foundation Skills
This course is best suited to those students who were in Year 10 Essential Mathematics or who experienced some difficulty with Year 10 Mathematics or who are thinking of pursuing further study at TAFE or other institutions, which do not require General Mathematics/Mathematical Methods/Specialist Mathematics as a prerequisite.

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

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

Summative assessments

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

Expenses

- Scientific calculator

Drama (DRA)

General senior subject

General

Arts Department

Head of Department
Mrs Keryn Clark kdora16@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

Mandatory Companion Subject

- English or Literature

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Expenses

- Students are required to participate in at least two (2) workshops/excursions/art councils during Years 11/12. Prices will vary (approximately $10.00 to $60.00) depending on the workshop/excursion/art council.

Music (MUS)

General senior subject

General

Arts Department

Head of Department
Mrs Keryn Clark kdora16@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English
- Recommended well-developed understanding of music through the study of classroom music or external examinations (AMEB, TCL)
- Instrument – must be able to play an instrument (this includes vocals)

Mandatory Companion Subject

- English or Literature

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

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

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

Pathways

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

Objectives

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.
- perform music ideas live in front of an audience (classroom, parades, functions)

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Expenses

- Headphones
- Excursion and workshops when available

Drama in Practice (DRP)

Applied senior subject

Applied

Arts Department

Head of Department
Mrs Keryn Clark kdora16@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

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

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

Pathways

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

Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Structure

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

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	**Performance** Performance (live or recorded): up to 4 minutes

Expenses

- Students are required to participate in at least two (2) workshops/excursions/art councils during Years 11/12. Prices will vary (approximately $10.00 to $60.00) depending on the workshop/excursion/art council.

Media Arts in Practice (MAP)

Applied senior subject

Applied

Arts Department

Head of Department
Mrs Keryn Clark kdora16@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

Subject Fees

$50 per year

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	**Design product** Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

Expenses

- **Subject Fee - $50 per year**
- USB and SD Card for Media use only (refer to School's published stationery list)
- Headphones
- Workshop or backstage excursion when available

Music in Practice (MUP)

Applied senior subject

Applied

Arts Department

Head of Department
Mrs Keryn Clark kdora16@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English
- Recommended well-developed understanding of music and instrumental capability (must be able to play an instrument – this includes vocals)

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

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

Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Structure

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

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

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

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Expenses

- USB/Memory stick (minimum 8GB)
- Headphones
- Excursion and workshops when available

Visual Arts in Practice (VAP)

Applied senior subject

Applied

Arts Department

Head of Department
Mrs Keryn Clark kdora16@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

Subject Fees

$50 per year

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

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

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention.

They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks **Prototype artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s **Folio of stylistic experiments** Up to 8 experimental artworks AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Expenses

- **Subject Fee - $50 per year** – this will cover access to some Art specific resources
- Specialised Equipment (Refer to School's published stationery list)
- Artist Resources – Canvas, enlargement of prints, screens etc. prices will vary depending on size
- Attendance at excursions and art shows during Years 11/12.

Health (HEA)

General senior subject

General

HPE Department

Head of Department
Mr Scott Hansen sfhan0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

Mandatory Companion Subject

- English or Literature

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

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

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

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

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 health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Road 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): • Investigation — action research	25%	Summative internal assessment 3 (IA3): • Investigation —analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

Physical Education (PED)

General senior subject

General

HPE Department

Head of Department
Mr Scott Hansen sfhan0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

Mandatory Companion Subject

- English or Literature

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

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

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

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

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

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

Assessment

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

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

Summative assessments

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

Sport and Recreation (REC) - General Recreation

Applied senior subject

Applied

HPE Department

Head of Department
Mr Scott Hansen sfhan0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

Subject Fee

approx $390 per year (camp and activities).

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.

As part of this elective for Sport and Recreation (REC) – General Recreation, units of study include:

Unit option	Unit title
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option H	Fitness for sport and 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.	• Performance • Investigation, plan and evaluation
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	• Investigation and session plan • Performance • Evaluation

Expenses

- Camp – the camp is a requirement of this course in year 11. The approximate cost of $395 is dependant on venue. There is a $100 non refundable fee for this subject.
- External activities

Sport and Recreation (REX) – Sport Development

Applied senior subject

Applied

HPE Department

Head of Department
Mr Scott Hansen sfhan0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

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.

As part of this elective for Sport and Recreation (REC) – General Recreation, units of study include:

Unit option	Unit title
Unit option B	Athlete development and wellbeing
Unit option D	Coaching and officiating
Unit option H	Fitness for sport and recreation
Unit option J	Optimising performance

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.	• Performance • Investigation, plan and evaluation
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	• Investigation and session plan • Performance • Evaluation

Business (BUS)

General senior subject

General

Humanities Department

Head of Department
Ms Devin Suddrey djsud0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English
- If studied, students should have achieved a C standard or better in Economics and Business at Year 10 level

Mandatory Companion Subject

- English or Literature

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

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

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

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

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

Assessment

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

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

Summative assessments

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

Expenses

- Production of assignments - $2 to $3
- Internet/Printing cost - $15 to $20

Geography (GEG)

General senior subject

General

Humanities Department

Head of Department
Ms Devin Sudrey djsud0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English
- If studied, students should have achieved a C standard or better in Geography at Year 10 level

Mandatory Companion Subject

- English or Literature

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

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

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Expenses

- Excursions are compulsory for the fieldwork component of the course. There is at least one trip a year and the cost is approximately $20 - $30 for each trip. Field trips are to coastal locations and National Parks. Local field studies are also conducted. Overnight camps can be offered but are dependent upon numbers. Costs are approximately $120+.

Legal Studies (LEG)

General senior subject

General

Humanities Department

Head of Department
Ms Devin Suddrey djsud0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English
- If studied, students should have achieved a C standard or better in Civics and Citizenship at Year 10 level

Mandatory Companion Subject

- English or Literature

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Expenses

- Production of assignments - $2 to $3
- Internet/Printing cost - $15 to $20
- Excursions may occur periodically throughout the course (approximately $15-$50)

Modern History (MHS)

General senior subject

General

Humanities Department

Head of Department
Ms Devin Suddrey djsud0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English
- If studied, students should have achieved a grade of C or better in History at Year 10 level

Mandatory Companion Subject

- English or Literature

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Industrial Revolution, 1760s–1890s • American Civil War 1850-1865	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • African-American civil rights movement, 1954–1968	**National experiences in the modern world** • Germany,1914–945 • Soviet Union, 1920s–1945	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Cold War, 1945–1991

Assessment

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

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

Summative assessments

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

Expenses

- Internet/Printing cost - $15 to $20
- Excursions may occur periodically throughout the course (approximately $15-$50)

Business Studies (BSQ)

Applied senior subject

Applied

Humanities Department

Head of Department
Ms Devin Suddrey djsud0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English or Essential English

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

Structure

Business 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	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: • 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 **Evaluation** One of the following: • 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

Expenses

- Production of assignments - $2 to $3
- Internet/Printing cost - $15 to $20

Social & Community Studies (SCS)

Applied senior subject

Applied

Humanities Department

Head of Department
Ms Devin Suddrey djsud0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

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.	**Item of communication** One of the following: • Multimodal • Spoken • Written **Evaluation** One of the following: • Multimodal • Spoken • Written
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal • Spoken • Written
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	

Tourism (TOU)

Applied senior subject

Applied

Humanities Department

Head of Department
Ms Devin Suddrey djsud0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

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

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

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

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

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

- explain tourism concepts, processes and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: • 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
Project	Students develop a traveller information package for an international tourism destination.	**Product** One of the following: • 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 **Evaluation** One of the following: • 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

Expenses

- Students are required to participate in at least two (2) excursions during Years 11/12. Prices will vary (approximately $60.00 to $80.00) depending on the excursion and location.

BSB50120 Diploma of Business (DBS)

Vocational Education and Training (VET) senior subject

VET

Humanities Department

Head of Department
Ms Devin Suddrey djsud0@eq.edu.au

Registered Training Organisation (RTO-31981)
Prestige Service Training www.pst.edu.au

Required Foundation Skills
- B standard or better in Year 10 English

Cost of VET course
$2750 (payment plan is available)

Mandatory Companion Subject
- English or Literature

Thrive in a career in business with this high-level qualification. The Diploma of Business is an 18-month course delivered by a qualified trainer from Prestige Service Training. The course is perfect for students who want to elevate their skills at a management or executive level. Students will take control with specialised knowledge, and advanced skills. The demand for skilled workers in the field of business, management and executive level operators is set to increase by greater than 50,000 jobs within the next five years. This course will give students the specialised skills needed to be competitive when seeking employment within the industry.

This qualification is facilitated by expert teaching staff who have a high degree of industry connection and are able to guide the students through their studies. The students will develop specialised knowledge, which includes communicating with influence, project work, workforce planning management, and risk.

Successful completion of this qualification will provide students with high-level business skills that will enhance their career and expand potential professional and educational pathways.

Pathways

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
- Executive Officer
- Program Consultant
- Program Coordinator
- Administration Manager
- Start your own business

Vocational Units of Competency

The Diploma of Business course is designed around the following eight units of competency:
- BSBWOR501 Manage work priorities & professional development
- BSBADM502 Manage meetings
- BSBMKG501 Identify & evaluate marketing opportunities
- BSBMGT516 Facilitate continuous improvement
- BSBHRM506 Manage recruitment, selection & induction process
- BSBFIM501 Manage budgets & financial plans
- BSBADM506 Manage business document design & development
- BSBPMG522 Undertake project work

Offline Subject

The Diploma of Business operates as an offline course. The class operates from 8:15am to 9:15am on Tuesday morning and 1:00 pm to 3:00 pm on Wednesday afternoon. Students select this course on the subject selection form but must be able to meet these specified times.

Assessment

For the Diploma of Business assessment techniques, include:

- Projects
- Examinations
- Extended responses
- Folio of work

Eligibility & Fees

The Diploma of Business runs over an 18-month period with a total cost of $2,499. Payment plans are available through Prestige Service Training. Students must be aged 15 years or above, currently studying at an Australian school and an Australian or NZ Citizen.

Please note:
All students receive three (3) attempts to complete an assessment item for a unit of competency. If students use all three (3) attempts, they will be charged an additional $250 per unit to attempt the assessment again.

Japanese

General senior subject

General

Science Department

Head of Department
Mr Scott Hansen sfhan0@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English
- Studied Japanese in Year 10

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

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

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

Pathways

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

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Structure

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

Assessment

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

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

Summative assessments

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

Biology (BIO)

General senior subject

General

Science Department

Head of Department
Mr Dan Klaer dklae3@eq.edu.au

Required Foundation Skills

- B standard or better in Year 10 Science Extension - Biology/Psychology
- C standard or better in Year 10 English

Mandatory Companion Subject

- English or Literature

Biology provides opportunities for students to engage with living systems.

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Expenses

- Year 11 Excursion – approximately $70. This excursion is a compulsory fieldwork component of the course. Non-attendance will result in being not rated for the subject.

Chemistry (CHM)

General senior subject

General

Science Department

Head of Department
Mr Dan Klaer dklae3@eq.edu.au

Required Foundation Skills

- B standard or better in Year 10 Mathematics or C standard or better in Year 10 Mathematics Extension
- B standard or better in Year 10 Science Extension - Physics/Chemistry
- C standard in year 10 English

Mandatory Companion Subject

- English or Literature

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Expenses

- Safety Glasses (optional)

Physics (PHY)

General senior subject

General

Science Department

Head of Department
Mr Dan Klaer dklae3@eq.edu.au

Required Foundation Skills

- A standard or better in Year 10 Mathematics or C standard or better in Year 10 Mathematics Extension
- B standard or better in Year 10 Science Extension - Physics/Chemistry
- C standard in year 10 English

Mandatory Companion Subject

- English or Literature
- Mathematical Methods

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Psychology (PSY)

General senior subject

General

Science Department

Head of Department
Mr Dan Klaer dklae3@eq.edu.au

Required Foundation Skills

- B standard or better in Year 10 Science Extension - Biology/Psychology
- B standard in year 10 English

Mandatory Companion Subject

- English or Literature

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
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• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Science in Practice (SCP)

Applied senior subject

Applied

Science Department

Head of Department
Mr Dan Klaer dklae3@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English
- C standard or better in any Year 10 Science

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.

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

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • 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: • 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

Design (DES)

General senior subject

General

Technologies Department

Head of Department
Mr Bevin Pillay bpill9@eq.edu.au

Required Foundation Skills

- C standard or better in Year 10 English

Mandatory Companion Subject

- English or Literature

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

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

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

Pathways

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

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

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 — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Engineering (EGR)

General senior subject

General

Technologies Department

Head of Department
Mr Bevin Pillay bpill9@eq.edu.au

Required Foundation Skills

- A standard or better in Year 10 Mathematics or C standard or better in Year 10 Mathematics Extension
- B standard or better in Year 10 English

Mandatory Companion Subject

- Specialist Mathematics and/or Mathematical Methods

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy	**Statics of structures and environmental considerations** • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces	**Machines and mechanisms** • Machines in society • Materials • Machine control

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): • Examination	25%	Summative external assessment (EA): • Examination	25%

Information & Communication Technology (ICJ)

Applied senior subject

Applied

Technologies Department

Head of Department
Mr Bevin Pillay bpill9@eq.edu.au

Required Foundation Skills
C standard or better in Year 10 English or Essential English

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, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

Information & Communication Technology 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	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

Expenses

- Headphones

Building & Construction Skills (BSK)

Applied (Year 11 Sem 1 BSK) and VET (Year 11-12 CTN) senior

Applied VET

Technologies Department

Head of Department
Mr Bevin Pillay bpill9@eq.edu.au

Registered Training Organisation (RTO-0275)
TAFE Queensland SkillsTech http://www.tafeskillstech.edu.au/course-search/search.php

Cost of VET course	**Subject Fees**
VETiS or special arrangement*	$75 per year

Year 11 Semester 1 – Applied – Building and Construction Skills

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 building and construction industries to construct structures. The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. 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 high-quality structures 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 domestic, commercial and civil construction 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 and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction 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 Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

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

Building & Construction 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	Site preparation and foundations
Unit option B	Framing and cladding
Unit option C	Fixing and finishing
Unit option D	Construction in the domestic building industry
Unit option E	Construction in the commercial building industry
Unit option F	Construction in the civil construction industry

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for 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 construct a unit context structure and document the construction process.	**Structure** Structure: 1 unit context structure constructed using the skills and procedures in 5–7 production processes **Construction process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Expenses – Year 11 and 12

- **$75 per year subject fees.** Includes materials such as glues, cement, study materials, paint…
- Steel cap safety boots and safety glasses. Students will be required to bring these to each class that they attend. Students can store these in School lockers for a fee in the workshops.
- Optional – work shirt (individual expense)

* Special arrangement

Under the Queensland Government's VETiS program, training is provided fee-free to eligible Year 10, 11 or 12 students enrolled in specified programs. While eligible students are entitled to one VETiS funded program, a special arrangement with TAFE Queensland SkillsTech may allow students to study more than one certificate. Conditions apply. Ask the VET Coordinator to confirm eligibility to complete more than one program. Otherwise, the full cost of the course is $3140.

Year 11 Semester 2 and Year 12
VET - CPC10120 Certificate I in Construction

During, Year 11 semester 2 and year 12 students will study the entry-level course of CPC10120 Certificate I in Construction. This course will allow the student to gain basic skills and increase their prospects for a career in a huge range of construction occupations. It will set the students up with the foundation skills and knowledge to gain an apprenticeship in any construction trade.

TAFE Queensland (RTO Code 0275) and Browns Plains State High School (RTO Code 30055) have entered into a Third Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Browns Plains State High School will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion.

Employers will be seeking an increased number of qualified workers and apprentices as construction enters a growth period over the next few years. Skills shortages are expected in specialised areas of construction, such as bricklaying and painting, where job prospects are high.

This course covers essential work health and safety requirements, and teaches students the basic skills in the use of construction tools and materials, reading and interpreting plans, making measurements and calculations and communicating in the workplace. This hands-on qualification is built around a basic construction project that integrates these skills just like in the workplace. The qualified teachers are professionals who will show the students what it is like to work in the construction industry and help the students apply their skills.

Successful completion of this course gives students the skills needed to confidently seek an apprenticeship in a wide range of construction occupations such as bricklaying, carpentry painting and decorating, and wall and floor tiling. Students may also look for employment as a trades assistant.

Pathways

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Construction Apprentice
- Construction Trades Workers
- Construction and Mining Labourers

Vocational Units of Competency

CPC10120 Certificate I in Construction consists of 11 units (8 core and 3 elective units):

CORE AND ELECTIVE UNITS				PRE-REQUISITE UNITS
Year 1 Semester 1	CPCWHS1001	Prepare to work safely in the construction industry	Core	
	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core	
	CPCCCM2004	Handle construction materials	Core	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.
Year 1 Semester 2	CPCCCM2005	Use construction tools and equipment	Core	
	CPCCOM1015	Carry out measurements and calculations	Elective	
	CPCCOM1014	Conduct workplace communication	Elective	

Year 2 Semester 1	CPCCOM1012	Work effectively and sustainably in the construction industry	Core	
	CPCCOM1013	Plan and organise work	Core	
	CPCCCM1011	Undertake basic estimation and costing	Core	
Year 2 Semester 2	CPCCOM2001	Read and interpret plans and specifications	Elective	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.
	CPCCVE1011	Undertake a basic construction project	Core	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.

Assessment

For the Certificate I in Construction assessment techniques, include:

- Projects
- Theory
- Practical demonstrations

MEM20422 Certificate II in Engineering Pathways (EGP)

VET

Technologies Department

Head of Department
Mr Bevin Pillay bpill9@eq.edu.au

Registered Training Organisation (RTO- 0275)
TAFE Queensland SkillsTech http://www.tafeskillstech.edu.au/course-search/search.php

Cost of VET course	**Subject Fees**
VETIS or Special arrangement*	$75 per year

Across years 11 and 12 students will study the entry-level course of MEM20422 Certificate II in Engineering Pathways. This course will increase a student's employability by building foundation skills in an engineering field. This qualification will give the students the confidence to pursue an engineering apprenticeship or undertake further study in design and drafting.

As part of the manufacturing and design industry, engineering offers the opportunity to be involved in broad-based skills areas driven by technology and design. Employers will increasingly need workers to be multi-skilled and equipped to move across industries to meet demand.

This course will give students foundation skills to operate tools and equipment to produce and modify objects. Students will learn basic welding skills, communication skills, and explore career options in the engineering and manufacturing industry. This course is centred around a basic engineering project that integrates the skills students learn just like in the workplace.

This certificate will set students on the path to pursue an apprenticeship in a wide range of engineering jobs including fitting and turning, sheet metal fabrication, boiler making, welding, casting and moulding, and diesel, mechanical or electrical fitting. Students may also look for work as a trade's assistant, or choose to develop their design and drafting skills through a traineeship or further study.

Partnership

Browns Plains State High School (RTO Code 30055) provides training and assessment of this accredited qualification on behalf of TAFE Queensland (RTO Code 0275) under a Third Party Training Agreement. Under this arrangement, TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment.

Pathways

Job roles and titles vary across different industry sectors. Possible job title relevant to this qualification include:

- Engineering Apprentice

Vocational Units of Competency

MEM20422 Certificate II in Engineering Pathways consists of 12 units (4 core and 8 elective units):

CORE AND ELECTIVE UNITS				Pre-requisites
Year 1 Semester 1	MEM13015	Work safely and effectively in manufacturing and engineering	Core	Not applicable

	MEM16006	Organise and communicate information	Elective	MEM13015 Work safely and effectively in manufacturing and engineering
	MSMENV272	Participate in environmentally sustainable work practices	Core	Not applicable
	MEM11011	Undertake manual handling	Elective	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
	MEM18001	Use hand tools	Elective	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
	MEM18002	Use power tools/handheld operations	Elective	
Year 1 Semester 2	MEMPE002	Use electric welding machines	Elective	Not applicable
	MEM16008	Interact with computing technology	Elective	MEM13015 Work safely and effectively in manufacturing and engineering. MEM16006 Organise and communicate information
	MSMSUP106	Work in a team	Elective	Not applicable
Year 2 Semester 1	MEMPE001	Use engineering workshop machines	Elective	Not applicable
	MEMPE006	Undertake a basic engineering project	Core	Not applicable

Assessment

For the Certificate II in Engineering Pathways assessment techniques, include:

- Projects
- Theory
- Practical demonstrations – observation, diagnostic testing and notes

Expenses – Year 11 and 12

- **$75 per year subject fees.** Includes gas, welding rods and wire, study materials etc.
- Steel cap safety boots and safety glasses. Students will be required to bring these to each class that they attend. Students can store these in School lockers for a fee in the workshops.
- Optional - overalls – individual expense

VETiS

Under the Queensland Government's VETiS program, training is provided fee-free to eligible Year 10, 11 or 12 students enrolled in specified programs. While eligible students are entitled to one VETiS funded program, a special arrangement with TAFE Queensland SkillsTech may allow students to study more than one certificate. Conditions apply. Ask the VET Coordinator to confirm eligibility to complete more than one program. Otherwise, the full cost of the course is $3140.

MEM30522 Certificate III Engineering Technical (CAD)

Vocational Education and Training senior subject

VET

Technologies Department

Head of Department
Mr Bevin Pillay bpill9@eq.edu.au

Registered Training Organisation (RTO- 0275)
TAFE Queensland SkillsTech http://www.tafeskillstech.edu.au/course-search/search.php

Cost of VET course
VETIS or special arrangement*

MEM30522 Certificate III in Engineering Technical (CAD) will set students on the pathway for a career in drafting and design. With specialised technical and design skills in demand, this qualification will set students up for employment across a range of industries, such as building and construction, civil construction and engineering.

In this course, students will be introduced to the manufacturing and engineering industry. Students will gain skills and knowledge in the areas of 2D and 3D detail drawings, AS1100 drawing standards and bills of material, print (paper and 3D), plot, email data, and manage CAD symbol libraries.

Partnership

Browns Plains State High School (RTO Code 30055) provides training and assessment of this accredited qualification on behalf of TAFE Queensland (RTO Code 0275) under a Third Party Training Agreement. Under this arrangement, TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment.

Pathways

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Draftsperson
- Engineering Technician
- Technical officer
- Designer

Vocational Units of Competency

MEM30522 Certificate III in Engineering – Technical consists of 10 units (3 core and 7 elective units):

CORE AND ELECTIVE UNITS				PRE-REQUISITE UNITS
Year 1 Semester 1	MEM13015	Work safely and effectively in manufacturing and engineering	Elective	Not applicable
	MEM16006	Organise and communicate Information	Core	MEM13015 Work safely and effectively in manufacturing and engineering
	MEM16008	Interact with computing technology	Core	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate Information

	MEM09229	Read and interpret technical engineering drawings	Elective	Not applicable
	MEM30031	Operate computer-aided design (CAD) system to produce basic drawing elements	Elective	Not applicable
Year 1 Semester 2	MEM30033	Use computer-aided design (CAD) to create and display 3D models	Elective	MEM30031 Operate computer-aided design (CAD) system to produce basic drawing elements
	MEM30032	Produce basic engineering drawings	Elective	Not applicable
Year 2 Semester 1	MEM09204	Produce basic engineering detail drawings	Elective	MEM09229 Read and interpret technical engineering drawings
	MEM30012	Apply mathematical techniques in a manufacturing engineering or related environment	Core	Not applicable
Year 2 Semester 2	MEM09202	Produce free hand sketches	Elective	Not applicable

Assessment

For the Certificate III in Engineering Technical (CAD) assessment techniques, includes theory and practical application. You may be assessed in a number of ways including observations, written assessment, questioning, portfolios, work samples and third-party feedback.

* Special arrangement

Under the Queensland Government's VETiS program, training is provided fee-free to eligible Year 10, 11 or 12 students enrolled in specified programs. While eligible students are entitled to one VETiS funded program, a special arrangement with TAFE Queensland SkillsTech may allow students to study more than one certificate. Conditions apply. Ask the VET Coordinator to confirm eligibility to complete more than one program. Otherwise, the full cost of the course is $4900.

SIT20322 Certificate II in Hospitality (SIT) and SIT30622 Certificate III in Hospitality

Vocational Education and Training senior subject

VET

Technologies Department

Head of Department
Mr Bevin Pillay bpill9@eq.edu.au

Registered Training Organisation (RTO-32355)
Training Direct http://www.trainingdirect.net.au/

Cost of VET course
VETIS plus $350 or $2295 (if VETIS fund is used)

Across Year 11 and 12 students will work towards achieving Certificate II in Hospitality SIT20322 and Certificate III in Hospitality SIT30622. This course will prepare the students for a well-rounded knowledge of the hospitality industry or continue with further study.

This course covers a wide range of core hospitality topics including how to deliver outstanding customer service, suggestive up-selling, techniques, handling customer complaints, an introduction to gaming, bar & beverage product knowledge and correct hospitality techniques.

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

Pathways

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Function Host
- Guest Service Agent
- Waiter
- Senior Bar Attendant
- Restaurant Host
- Front Office Receptionist
- Food and Beverage Attendant
- Front Office Assistant
- Function Attendant

Vocational Units of Competency

The Certificate II/III in Hospitality course is designed around the following units of competency:

- Certificate II units:
  - BSBWOR203B - Work effectively with others
  - SITHIND006 - Source and use information on the hospitality industry
  - SITHIND003 – Use hospitality skills effectively
  - SITXCCS003 – Interact with customers
  - SITXCOM007 - Show social and cultural sensitivity
  - SITXWHS005 - Participate in safe work practices
  - SITXFSA005 - Use hygienic practices for food safety
  - SITHCCC024 - Prepare and present simple dishes
  - SITHCCC025 - Prepare and present sandwiches
  - SITHFAB021 - Provide responsible service of alcohol
  - SITHFAB024 - Prepare and serve non-alcoholic beverages
  - SITHFAB025 - Prepare and serve espresso coffee
- Certificate III units:
  - SITHIND008 - Work effectively in hospitality service
  - SITXCCS014 - Provide service to customers
  - BSBSUS211 - Participate in sustainable work practices
  - BSBCMM211 – Apply communication skills

- SITXHRM007 - Coach others in job skills

Assessment

For the Certificate II in Hospitality and Certificate III in Hospitality assessment techniques, include:

- Practical demonstrations and performing
- Planning for an event
- Extended response
- Examinations
- Work Experience
- Functions

Functions

Functions are a compulsory part of assessment. They are **NOT** held within the hours of 9.00am to 3.00pm. Functions may include:

- High Tea 3.00pm – 5.00pm
- Breakfast before school 6.00am – 9.00am
- Restaurant evening 5.30pm – 10.00pm
- Mocktail party 3.00pm – 5.00pm
- Coffee shop lunch 12.30pm – 3.00pm

Work experience

Work experience is a compulsory part of assessment for each certification. Students will be required to complete a total of 36 service periods consisting of 12 in Certificate II in Hospitality and 24 in Certificate III in Hospitality. Some work experience will be organised by the school and the rest will need to be organised by the student (part time work can be used as experience). The work experience will need to be completed both outside and inside school hours.

Expenses – Year 11 and 12

- USB/Memory stick (minimum 8GB)
- **Uniform** - students will need to purchase long black dress pants (not jeans) or business skirt, black long sleeved collared business shirt or polo, black leather business shoes and black socks.

Cost of VET course

Are you eligible to receive VETIS funding?

YES	**NO**
• Certificate II in Hospitality will use the students VETIS funding • In addition to this, Certificate III in Hospitality will cost $350 Training Direct will send an invoice for $200.00 to the student/parent (as per the agreed payment terms). Invoices will be issued at the beginning of term 1 when student enters Year 12. This fee is non-refundable.	• Certificate II in Hospitality will cost $1020. • In addition to this, Certificate III in Hospitality will cost $1275. Training Direct will send an itemised invoice to the student/parent (as per the agreed payment terms) at the end of Term 2 and 4 for unit/s of competency that have been achieved by the student ($85 per unit). Payment is required 14 days from the date on the invoice.

FSK20119 Certificate II in Skills for Work and Vocational Pathways

VET

Senior Schooling Department

Head of Department
Mrs Michelle Shields mshie33@eq.edu.au

Registered Training Organisation (RTO)
Browns Plains State High School (30055)

NATIONALLY RECOGNISED TRAINING

Cost of VET course
Free

Duration
12 months

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable 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.

Pathways

This qualification has been designed to support achievement of vocational competency so that students can gain entry level skills for office administration positions across various industries as well as a provide a pathway into other VET courses such as Certificate II in IDMT or Business.

Vocational Units of Competency

To attain a FSK20119 Certificate II in Skills for Work and Vocational Pathways, 14 units of competency must be achieved. One core unit plus thirteen elective units. Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units.

Unit code	Title
FSKLRG011	**Use routine strategies for work-related learning (core)**
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM017	Use familiar and routine maps and plans for work
FSKOCM007	Interact effectively with others at work
FSKWTG008	Complete routine workplace formatted text
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKLRG009	Use strategies to respond to routine workplace problems
FSKWTG009	Write routine workplace texts
SIRXHWB001	Maintain personal health and wellbeing
SIRXWHS002	Contribute to workplace health and safety
ICPSUP2810	Use Computer systems in the printing and graphic arts sectors
FSKDIG02	Use digital technology for routine and simple workplace tasks
FSKRDG002	Read and respond to short and simple workplace signs and symbols

Assessment

Assessment is competency based and completed in an Administration position in a simulated business environment.

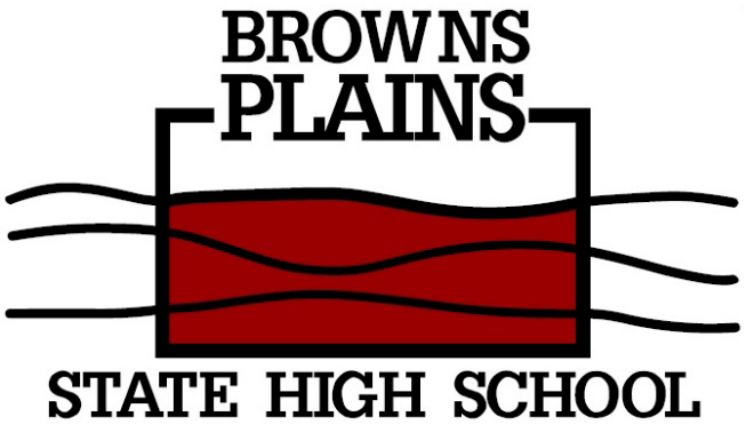
Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include but not limited to:

- Observations
- Portfolio
- Assignment
- Activity sheet
- Short answer/questions/quiz/simulations
- Role play
- Case studies

Enrolment

Enrolment in this course is at the discretion of the school. It will be offered to students that need to complete the course for core point requirements to attain their QCE (Queensland Certificate of Education).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