Senior Subject Guide

Year 11 and 12

2020
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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/new-snr-assessment-te/qce-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

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 meetings.

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 (My Path) https://www.qtac.edu.au/atar-my-path/my-path.

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 2020, see Ms Jackson or Mrs Cole in Senior Schooling (iCentre). 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. To secure a final position in fee-based subjects, a deposit is required by **13 September 2019 (Week 9, Term 3)**. 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 2020 and 2021, 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.

Bring Your Own Device

Information and Communication Technology (ICT) is integral to learning and 21st Century Skills. The use of ICTs can accelerate, enable, improve and transform student learning in all key learning areas and phases of education. Through use of ICTs, teachers can engage the digital generation, improve individual learning opportunities, spark innovation and enhance pedagogy.

Browns Plains State High School has adopted the Bring Your Own Device (BYOD) model for computers and other personal electronic devices. This is due to the Australian Government’s disbandment of the National Secondary Schools Computer Fund (NSSCF). It is mandatory that senior students bring their own device to school.
BPSHS Pathways

**SET Plan (Year 10)**

- **Academic**
  - Student studies appointed Mathematics and English
    - Plus
    - 4 other course of study
      - (4 General or 3 General and 1 Applied or 3 General and 1 Certificate III/Diploma)
  - No access to School Based Traineeship or Apprenticeship
  - QCE attainment Senior Statement
  - ATAR Eligible
  - Tertiary entrance (University) with ATAR result

- **Personalised**
  - Student studies appointed Mathematics and English
    - Plus
    - 4 other courses of study
      - in any combination (General [max 3], Applied or VET)
  - Access to School Based Traineeships or Apprenticeship
  - QCE Attainment Senior Statement
  - Vocational Education and Training, Tertiary entrance (eg TAFE) or Work
  - Possible ATAR Eligibility

### Examples

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>Academic</td>
<td>Academic</td>
<td>Personal</td>
<td>Personal</td>
</tr>
<tr>
<td>English</td>
<td>Mathematical Methods</td>
<td>Biology</td>
<td>Geography</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Applied</strong></td>
<td></td>
<td>Information and Communications Technology</td>
<td>Essential English</td>
<td>Essential Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>Science in Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematical</td>
<td>Visual Art in Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Methods</td>
<td>Social &amp; Community Studies</td>
<td></td>
</tr>
<tr>
<td><strong>VET</strong></td>
<td></td>
<td>Certificate II in Sport and Recreation / Certificate III in Fitness</td>
<td>Certificate III in Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Technical (CAD)</td>
<td></td>
</tr>
<tr>
<td><strong>ATAR eligible</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
QCA senior syllabuses

**Mathematics**
- General
  - General Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- Applied
  - Essential Mathematics

**Science**
- General
  - Biology
  - Chemistry
  - Physics
- Applied
  - Science in Practice

**English**
- General
- Applied
  - Essential English

**Technologies**
- General
  - Design
- Applied
  - Information & Communication Technology
- VET
  - Certificate II and III Hospitality
  - Certificate III Engineering Technical (CAD)

**Health and Physical Education**
- General
  - Health
  - Physical Education
- VET
  - Cert II Sport and Recreation / Certificate III in Fitness

**Humanities**
- General
  - Business
  - Geography
  - Legal Studies
  - Modern History
- Applied
  - Social & Community Studies
- VET
  - Diploma of Business

**The Arts**
- General
  - Drama
  - Music
- Applied
  - Dance in Practice
  - Media Arts in Practice
  - Music in Practice
  - Visual Arts in Practice
General Mathematics
General senior subject

Mathematics Department

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

Required Foundation Skills
- C 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

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

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

Expenses

- Scientific calculator
- BYOD - Students must have a BYOD to participate in this subject
Mathematical Methods
General senior subject

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.

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

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

### 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).

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<th>Unit 3</th>
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<tr>
<td>Summative internal assessment 1 (IA1): • Problem-solving and modelling task</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Examination</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Expenses

- Graphics calculator T184+ (or similar) - **calculators cannot have Computer Algebra System (CAS) functionality if used during exams**
- BYOD - Students must have a BYOD to participate in this subject
Specialist Mathematics
General senior subject

Mathematics Department

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

Required Foundation Skills
- B standard or better in Year 10 Specialist Mathematics Preparation
- 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.

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

Assessment

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

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<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>20%</td>
</tr>
<tr>
<td>• Examination</td>
<td>15%</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>

Expenses

- Graphics calculator T184+ (or similar) - **calculators cannot have Computer Algebra System (CAS) functionality if used during exams**
- BYOD - Students must have a BYOD to participate in this subject
**Essential Mathematics**

**Applied senior subject**

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**Mathematics Department**

**Head of Department**

Mr Tomasz Dolecki  
tdole1@eq.edu.au

**Required Foundation Skills**

This course is best suited to those students 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number, data and graphs</strong></td>
<td><strong>Money, travel and data</strong></td>
<td><strong>Measurement, scales and data</strong></td>
<td><strong>Graphs, chance and loans</strong></td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
</tr>
<tr>
<td>• Number</td>
<td>• Managing money</td>
<td>• Measurement</td>
<td>• Bivariate graphs</td>
</tr>
<tr>
<td>• Representing data</td>
<td>• Time and motion</td>
<td>• Scales, plans and models</td>
<td>• Probability and relative frequencies</td>
</tr>
<tr>
<td>• Graphs</td>
<td>• Data collection</td>
<td>• Summarising and comparing data</td>
<td>• Loans and compound interest</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<td>• Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>

Expenses

- Scientific calculator
- BYOD - Students are expected to have a BYOD to participate in this subject
English

General senior subject

English Department

Head of Department
Ms Leticia Dwyer  lmfre0@eq.edu.au

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

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 mode-appropriate features to achieve particular purposes.
Structure

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

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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — written response for a public audience</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response — persuasive spoken response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Expenses

- BYOD - Students must have a BYOD to participate in this subject
- Viewing of live performance/s fee
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language that works</strong></td>
<td><strong>Texts and human experiences</strong></td>
<td><strong>Language that influences</strong></td>
<td><strong>Representations and popular culture texts</strong></td>
</tr>
<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td>• Responding to reflective and nonfiction texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multimodal and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Creating representations of Australian identities, places, events and concepts</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — spoken/signed response</td>
<td>• Extended response — Multimodal response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Extended response — Written response</td>
</tr>
</tbody>
</table>

Expenses

- BYOD - Students are expected to have a BYOD to participate in this subject
Business
General senior subject

Humanities Department

Head of Department
Ms Kirsty Carey  kcare16@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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business creation</td>
<td>Business growth</td>
<td>Business diversification</td>
<td>Business evolution</td>
</tr>
<tr>
<td>- Fundamentals of business</td>
<td>- Establishment of a business</td>
<td>- Competitive markets</td>
<td>- Repositioning a business</td>
</tr>
<tr>
<td>- Creation of business ideas</td>
<td>- Entering markets</td>
<td>- Strategic development</td>
<td>- Transformation of a business</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>25%</td>
</tr>
<tr>
<td>- Examination — combination response</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>25%</td>
</tr>
<tr>
<td>- Investigation — business report</td>
<td></td>
</tr>
</tbody>
</table>

Expenses

- **BYOD** - Students must have a BYOD to participate in this subject
- Production of assignments - $2 to $3
- Internet/Printing cost - $10 to $15
- USB/Memory stick (8GB minimum)
Geography
General senior subject

Humanities Department

Head of Department
Ms Kirsty Carey    kcare16@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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding to risk and vulnerability in hazard zones</strong></td>
<td><strong>Planning sustainable places</strong></td>
<td><strong>Responding to land cover transformations</strong></td>
<td><strong>Managing population change</strong></td>
</tr>
<tr>
<td>- Natural hazard zones</td>
<td>- Responding to challenges facing a place in Australia</td>
<td>- Land cover transformations and climate change</td>
<td>- Population challenges in Australia</td>
</tr>
<tr>
<td>- Ecological hazard zones</td>
<td>- Managing the challenges facing a megacity</td>
<td>- Responding to local land cover transformations</td>
<td>- Global population change</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>- Examination — combination response</td>
<td>- Investigation — data report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>- Investigation — field report</td>
<td>- Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Expenses

- **BYOD - Students must have a BYOD to participate in this subject**
- USB/Memory stick (8GB minimum)
- Excursions are compulsory for the field work 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
General senior subject

Humanities Department

Head of Department
Ms Kirsty Carey  kcare16@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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beyond reasonable doubt</strong></td>
<td><strong>Balance of probabilities</strong></td>
<td><strong>Law, governance and change</strong></td>
<td><strong>Human rights in legal contexts</strong></td>
</tr>
<tr>
<td>• Legal foundations</td>
<td>• Criminal investigation process</td>
<td>• Governance in Australia</td>
<td>• Human rights</td>
</tr>
<tr>
<td>• Criminal trial process</td>
<td>• Criminal trial process</td>
<td>• Law reform within a dynamic society</td>
<td>• The effectiveness of international law</td>
</tr>
<tr>
<td>• Punishment and sentencing</td>
<td>• Punishment and sentencing</td>
<td></td>
<td>• Human rights in Australian contexts</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>25%</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td></td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>25%</td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td></td>
<td>• Examination — combination response</td>
</tr>
</tbody>
</table>

Expenses

- **BYOD** - Students must have a BYOD to participate in this subject
- Production of assignments - $2 to $3
- Internet/Printing cost - $10 to $15
- USB/Memory stick (8GB minimum)
- Excursions may occur periodically throughout the course (approximately $15-$50)
Modern History
General senior subject

Humanities Department

Head of Department
Ms Kirsty Carey  kcare16@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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas in the modern world</strong></td>
<td><strong>Movements in the modern world</strong></td>
<td><strong>National experiences in the modern world</strong></td>
<td><strong>International experiences in the modern world</strong></td>
</tr>
<tr>
<td>• Industrial Revolution, 1760s–1890s</td>
<td>• Australian Indigenous rights movement since 1967</td>
<td>• Germany, 1914–945</td>
<td>• Australian engagement with Asia since 1945</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — essay in response to historical sources</td>
<td>• Investigation — historical essay based on research</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

| **Summative internal assessment 2 (IA2):**  | **Summative external assessment (EA):** |
| • Independent source investigation | • Examination — short responses to historical sources |
| 25% | 25% |

Expenses

- **BYOD** - **Students must have a BYOD to participate in this subject**
- USB/ Memory stick (8GB minimum)
- Excursions may occur periodically throughout the course (approximately $15-$50)
Social & Community Studies
Applied senior subject

Humanities Department

Head of Department
Ms Kirsty Carey  kcare16@eq.edu.au

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

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and 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:
• recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
• recognise and explain the ways life skills relate to social contexts
• explain issues and viewpoints related to social investigations
• organise information and material related to social contexts and issues
• analyse and compare viewpoints about social contexts and issues
• apply concepts and ideas to make decisions about social investigations
• use language conventions and features to communicate ideas and information, according to purposes
• plan and undertake social investigations
• communicate the outcomes of social investigations, to suit audiences
• appraise inquiry processes and the outcomes of social investigations.
Structure

The Social and Community Studies course is designed around three core life skills areas, which must be covered within every elective topic, studied, and be integrated throughout the course.

<table>
<thead>
<tr>
<th>Core life skills</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal skills — Growing and developing as an individual</td>
<td>Gender and identity</td>
</tr>
<tr>
<td>Interpersonal skills — Living with and relating to other people</td>
<td>Health: Food and nutrition</td>
</tr>
<tr>
<td>Citizenship skills — Receiving from and contributing to community</td>
<td>Into relationships</td>
</tr>
<tr>
<td></td>
<td>Legally, it could be you</td>
</tr>
<tr>
<td></td>
<td>Money management</td>
</tr>
<tr>
<td></td>
<td>Today’s society</td>
</tr>
<tr>
<td></td>
<td>The world of work</td>
</tr>
</tbody>
</table>

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| At least two different components from the following: | Presented in one of the following modes: | Presented in one of the following modes: | • 60–90 minutes  
| written: 500–900 words  
spoken: 2½–3½ minutes  
multimodal: 3–6 minutes  
performance: continuous class time  
product: continuous class time. | • written: 600–1000 words  
spoken: 3–4 minutes  
multimodal: 4–7 minutes. | • 50–250 words per item on the test. |

Expenses

- BYOD - Students are expected to have a BYOD to participate in this subject
- USB/Memory stick (8GB minimum)
Diploma of Business (BSB50215)
Vocational Education and Training (VET) senior subject

Humanities Department

Head of Department
Ms Kirsty Carey  kcare16@eq.edu.au

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

Required Foundation Skills  Cost of VET course
• C standard or better in Year 10 English  $1990 (payment plan is available)

Thrive in a career in business with this high-level qualification. The Diploma of Business is a 12-18 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 8 units of competency:
• BSBWOR501 Manage work priorities & professional development
• BSBADM502 Manage meetings
• BSBMKG501 Identify & evaluate marketing opportunities
• BSBMGT515 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 1:00pm to 3:00pm on Wednesday afternoon and 8:15am to 9:15am Friday mornings. 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 a 12-18 month period with a total cost of $1,990. 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.

Expenses

- **BYOD - Students must have a BYOD to participate in this subject**
- **USB (minimum 8GB)**
Design
General senior subject

Technologies Department

Head of Department
Mr Andrew McDowell  amcdo46@eq.edu.au

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

Mandatory Companion Subject
- English

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design in practice</strong></td>
<td><strong>Commercial design</strong></td>
<td><strong>Human-centred design</strong></td>
<td><strong>Sustainable design</strong></td>
</tr>
<tr>
<td>• Experiencing design</td>
<td>• Explore — client needs and wants</td>
<td>• Designing with empathy</td>
<td>• Explore — sustainable design opportunities</td>
</tr>
<tr>
<td>• Design process</td>
<td>• Develop — collaborative design</td>
<td></td>
<td>• Develop — redesign</td>
</tr>
<tr>
<td>• Design styles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td>15%</td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
<td>25%</td>
</tr>
<tr>
<td>• Project</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td>35%</td>
</tr>
<tr>
<td>• Project</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td>25%</td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td></td>
</tr>
</tbody>
</table>

Expenses

- **BYOD - Students must have a BYOD to participate in this subject**
- USB/Memory stick (8GB minimum)
Building & Construction Skills
Applied (Year 11) and VET (Year 12) senior subject

Technologies Department

Head of Department
Mr Andrew McDowell  amcdo46@eq.edu.au

Registered Training Organisation (RTO)

Cost of VET course  Subject Fees
VETIS or SkillsTech Subsidy*  $50 per year

Year 11 – Applied – Building and Construction Skills

Year 11 Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and 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 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:

- describe industry practices in construction tasks
- demonstrate fundamental construction skills
- interpret drawings and technical information
- analyse construction tasks to organise materials and resources
- select and apply construction skills and procedures in construction tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt construction processes
- create structures from specifications
- evaluate industry practices, construction processes and structures, and make recommendations.
Structure

The Building & Construction Skills course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Industry practices</td>
<td>Carpentry plus at least two other electives:</td>
</tr>
<tr>
<td>• Construction processes</td>
<td>• Bricklaying</td>
</tr>
<tr>
<td></td>
<td>• Concreting</td>
</tr>
<tr>
<td></td>
<td>• Landscaping</td>
</tr>
<tr>
<td></td>
<td>• Plastering and painting</td>
</tr>
<tr>
<td></td>
<td>• Tiling.</td>
</tr>
</tbody>
</table>

Assessment

For Building and Construction Skills, assessment will consist of four instruments, including:

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>A project consists of a product component and at least one of the following components:</td>
<td>Students demonstrate production skills and procedures in class under teacher supervision.</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td>• spoken: 2½–3½ minutes</td>
<td>• 50–250 words per item</td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td>• multimodal</td>
<td></td>
</tr>
<tr>
<td>• multimodal</td>
<td>• non-presentation: 8 A4 pages max (or equivalent)</td>
<td></td>
</tr>
<tr>
<td>• presentation: 3–6 minutes</td>
<td>• product: continuous class time.</td>
<td></td>
</tr>
</tbody>
</table>

Expenses – Year 11 and 12

- BYOD - Students are expected to have a BYOD to participate in this subject
- $50 per year, subject fees, includes materials such as glues, cement, study materials, paint…
- Leather lace up full covered shoes – students to purchase their own and must be worn as per uniform policy and workplace, health and safety in the workshop
- Optional – work shirt (individual expense)

* SkillsTech Subsidy

SkillsTech have a special subsidy for Technology students. Students can study any number of Technology Certifications (Certificate I in Constructions, Certificate II in Engineering Pathways or Certificate III Engineering – Technical (CAD)) and it will only use the one VETIS funding. Otherwise the full cost of the course is $3,140.
Year 12 – VET - Certificate I in Construction (CPC10111)

During, Year 12 students will study the entry-level course of CPC10111 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.

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's 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

The Certificate I in Construction course is designed around the following units of competency:

- Core units:
  - CPCCCM1012A - Work effectively and sustainably in the construction industry
  - CPCCCM1013A - Plan and organise work
  - CPCCCM1014A - Conduct workplace communication
  - CPCCCM2001A - Read and interpret plans and specifications
  - CPCCCM2005B - Use construction tools and equipment
  - CPCCWHS1001 - Prepare to work safely in the construction industry
  - CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry
  - CPCCVE1011A - Undertake a basic construction project

- Elective units:
  - CPCCCM1015A - Carry out measurements and calculations
  - CPCCCM2004A - Handle construction materials
  - CPCCCM2006B - Apply basic levelling procedures

Assessment

For the Certificate I in Construction assessment techniques, include:
- Projects
- Theory
- Practical demonstrations
Industrial Technology Skills
Applied (Year 11) and VET (Year 12) senior subject

Technologies Department
Head of Department
Mr Andrew McDowell  amcdo46@eq.edu.au

Registered Training Organisation (RTO)

Cost of VET course
VETIS or SkillsTech Subsidy*  $50 per year

Year 11 – Applied – Industrial Technology Skills

Year 11 Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

Pathways
A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of automotive and with additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.
Structure

The Industrial Technology Skills course is designed around:
- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Industry area</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Automotive</td>
<td>• Automotive mechanical</td>
</tr>
<tr>
<td>Production processes</td>
<td></td>
<td>• Automotive body repair</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>• Automotive electrical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sheet metal working</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Welding and fabrication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fitting and machining</td>
</tr>
</tbody>
</table>

Assessment

For Industrial Technology Skills, assessment will consist of four instruments, including:
- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).
- at least one examination

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
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<tr>
<td>A response to a single task, situation and/or scenario.</td>
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<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components: | Students demonstrate production skills and procedures in class under teacher supervision. | • 60–90 minutes  
  • 50–250 words per item |
| • written: 500–900 words  
  • spoken: 2½–3½ minutes  
  • multimodal  
    - non-presentation: 8 A4 pages max (or equivalent)  
    - presentation: 3–6 minutes  
  • product: continuous class time. |                                                                                           |                                                                                     |

Expenses – Year 11 and 12

- BYOD - Students are expected to have a BYOD to participate in this subject
- $50 per year – subject fees – includes gas, welding rods and wire, study materials etc.
- Steel cap boots - students to purchase their own and must be worn
- Optional - overalls – individual expense

* SkillsTech Subsidy

SkillsTech have a special subsidy for Technology students. Students can study any number of Technology Certifications (Certificate I in Constructions, Certificate II in Engineering Pathways or Certificate III Engineering – Technical (CAD)) and it will only use the one VETIS funding. Otherwise the full cost of the course is $3,140.
Year 12 – VET - Certificate II in Engineering Pathways (MEM20413)

During, Year 12 students will study the entry-level course of MEM20413 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, boilermaking, 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.

Pathways

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

Vocational Units of Competency

The Certificate II in Engineering Pathways course is designed around the following units of competency:

- Core units:
  - MEM13014A - Apply principles of occupational health and safety in the work environment
  - MEMPE005A - Develop a career plan for the engineering and manufacturing industry
  - MEMPE006A - Undertake a basic engineering project
  - MSAENV272B - Participate in environmentally sustainable work practices

- Elective units:
  - MEM18001C - Use hand tools
  - MEM18002B - Use power tools/hand held operations
  - MSAPMSUP106A - Work in a team
  - MEMPE004A - Use fabrication equipment
  - MEMPE002A - Use electric welding machines
  - MEMPE003A - Use oxy-acetylene and soldering equipment
  - MEMPE007A - Pull apart and re-assemble engineering mechanisms
  - MEMPE001A - Use engineering workshop machines

Assessment

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

- Projects
- Theory
- Practical demonstrations – observation, diagnostic testing and notes
Information & Communication Technology

Applied senior subject

Technologies Department

Head of Department
Mr Andrew McDowell amcdo46@eq.edu.au

Required Foundation Skills
C standard or better in Year 10 English

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

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

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

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

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.
Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>Animation</td>
</tr>
<tr>
<td>Software</td>
<td>Application development</td>
</tr>
<tr>
<td>ICT in society</td>
<td>Data management</td>
</tr>
<tr>
<td></td>
<td>Digital imaging and modelling</td>
</tr>
<tr>
<td></td>
<td>Document production</td>
</tr>
<tr>
<td></td>
<td>Online communication</td>
</tr>
</tbody>
</table>

Assessment

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

- at least two projects
- at least one extended response.

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

Expenses

- BYOD - Students are expected to have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)
- Headphones
MEM30505 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 given an introduction 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.

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
The Certificate III in Engineering Technical (CAD) course is designed around the following units of competency:
- MEM16006A - Organise and communicate information
- MEM16008A - Interact with computing technology
- MEM30031A - Operate computer-aided design (CAD) system to produce basic drawings
- MSAENV272B - Participate in environmentally sustainable work practices
- MEM09002B - Interpret technical drawing
- MEM9202A – Produce free hand sketches
- MEM30032A - Produce basic engineering drawings
- MEM30033A - Use computer-aided design (CAD) to create and display 3-D models
- ICPPRN395 – Set up and produce 3D print
- CUAAACD303 – Produce technical drawings
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.

Expenses – Year 11 and 12
- BYOD - Students must have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)

* SkillsTech Subsidy
SkillsTech have a special subsidy for Technology students. Students can study any number of Technology Certifications (Certificate I in Constructions, Certificate II in Engineering Pathways or Certificate III Engineering – Technical (CAD)) and it will only use the one VETIS funding. Otherwise the full cost of the course is $4,900.
Certificate II in Hospitality (SIT20316) and Certificate III in Hospitality (SIT30616)

Vocational Education and Training senior subject

Technologies Department

Head of Department
Mr Andrew McDowell  amcdo46@eq.edu.au

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

Cost of VET course
VETIS plus $100 or $1105 (if VETIS fund is used)

Across Year 11 and 12 students will work towards achieving Certificate II in Hospitality SIT20316 and Certificate III in Hospitality SIT30616. 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:**
  - SITXFSA001 - Use hygienic practices for food safety
  - SITHCCC003 - Prepare and present sandwiches
  - SITHIND002 - Source and use information on the hospitality industry
  - SITHFAB005 - Prepare and serve espresso coffee
  - SITXWHS001 - Participate in safe work practices
  - SITHFAB002 - Provide responsible service of alcohol
  - BSBWOR203B - Work effectively with others
  - SITHCCC002 - Prepare and present simple dishes
  - SITXCCS003 – Interact with customers
  - SITHFAB004 - Prepare and serve non-alcoholic beverages
  - SITHIND004 - Work effectively in hospitality service
  - SITXCCS006 - Provide service to customers

- **Certificate III units:**
  - SITXCOM002 - Show social and cultural sensitivity
  - SITHIND003 – Use hospitality skills effectively
  - BSBSUS201 - Participate in environmentally sustainable work practices
  - BSBXMLM201 - Communicate in the workplace
  - SITXHRM001 - 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

- **BYOD** - Students are expected to have a BYOD to participate in this subject
- **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.
- **Excursions** – compulsory to attend at least one in Year 11 and one in Year 12 (costs range from $30.00 to $80.00)

Cost of VET course

Are you eligible to receive VETIS funding?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
| - Certificate II in Hospitality will use the students VETIS funding  
- In addition to this, Certificate III in Hospitality will cost $100  
Training Direct will send an invoice for $100.00 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 $780.  
- In addition to this, Certificate III in Hospitality will cost $325.  
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 ($65 per unit). Payment is required 14 days from the date on the invoice. |

Health
General senior subject

HPE Department
Head of Department
Mr Alex Rados  arado7@eq.edu.au

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

Mandatory Companion Subject
- English

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience as a personal health resource</td>
<td>Peers and family as resources for healthy living</td>
<td>Community as a resource for healthy living</td>
<td>Respectful relationships in the post-schooling transition</td>
</tr>
<tr>
<td></td>
<td>• Alcohol (elective)</td>
<td>• Homelessness (elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Body image (elective)</td>
<td>• Road safety (elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anxiety (elective)</td>
<td></td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — action research</td>
<td>• Investigation — analytical exposition</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Expenses

- **BYOD** - Students must have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)

*NOTE: Health is a theory based subject with no practical (sport) component.*
Physical Education
General senior subject

HPE Department

Head of Department
Mr Alex Rados  arado7@eq.edu.au

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

Mandatory Companion Subject
- English

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor learning, functional anatomy, biomechanics and physical activity</td>
<td>Sport psychology, equity and physical activity</td>
<td>Tactical awareness, ethics and integrity and physical activity</td>
<td>Energy, fitness and training and physical activity</td>
</tr>
<tr>
<td>• Motor learning integrated with a selected physical activity</td>
<td>• Sport psychology integrated with a selected physical activity</td>
<td>• Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity</td>
<td>• Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity</td>
</tr>
<tr>
<td>• Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>• Equity — barriers and enablers</td>
<td>• Ethics and integrity</td>
<td></td>
</tr>
</tbody>
</table>

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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<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Project — folio</td>
<td>Summative internal assessment 3 (IA3): Project — folio</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Investigation — report</td>
<td>Summative external assessment (EA): Examination — combination response</td>
</tr>
</tbody>
</table>

Expenses

- BYOD - Students must have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)
Certificate II in Sport & Recreation (SIS20115) and Certificate III in Fitness (SIS30315)
Vocational Education and Training senior subject

HPE Department

Head of Department
Mr Alex Rados    arado7@eq.edu.au

Registered Training Organisation (RTO)
The College of Health and Fitness    https://www.thecollegeofhealthandfitness.qld.edu.au/

Cost of VET course
VETIS or $750 (if VETIS funding is used)    There is a $65 BOND fee for this subject.

Across Year 11 and 12 students will work towards achieving Certificate II in Sport & Recreation SIS20115 and Certificate III in Fitness SIS30315. This course will allow students to start working towards their career in fitness. This qualification will equip students with a broad range of knowledge needed to work as a fitness or exercise instructor.

The sport and recreation industry is forecast to continue its already impressive growth with more than 50,000 jobs set to become available over the next five years.

Students will learn the basic knowledge needed to succeed in areas like fitness program instruction, provision of healthy eating information, and introduction of exercise for older clients. Students may also have a chance to specialise in areas like group exercise instruction.

Successful completion of this dual qualification will allow students to seek employment as a qualified exercise instructor or in outdoor recreation centres.

Pathways
Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
- Aqua Exercise Instructor
- Group Exercise Instructor
- Gymnasium Instructor
- Customer Service Assistant (Sport and Recreation)
- Community Activities Assistant

Vocational Units of Competency
The Certificate II in Sport & Recreation and Certificate III in Fitness course is designed around the following units of competency:
- BSBWOR202 - Organise and complete daily work activities
- HLTAID003 - Provide first aid
- HLTWHS001 - Participate in workplace health and safety
- SISFFIT001 - Provide health screening and fitness orientation
- SISFFIT002 - Recognise and apply exercise considerations for specific populations
- SISFFIT003 - Instruct fitness programs
- SISFFIT004 - Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005 - Provide healthy eating information
- SISFFIT014 - Instruct exercise to older clients
- SISXCAI002 - Assist with activity sessions
- SISXCCS001 - Provide quality service
- SISXEMR001 - Respond to emergency situations
- SISXFAC001 - Maintain equipment for activities
- SISXIND001 - Work effectively in sport, fitness and recreation environments
- SISXIND002 - Maintain sport, fitness and recreation industry knowledge
Assessment

For the Certificate II in Sport & Recreation and Certificate III in Fitness assessment techniques, include:

- Projects
- Examinations
- Practical demonstrations – observation, diagnostic testing and notes
- Extended response
- Participation in sporting events
- Coaching sporting teams

Work experience

Work experience is a compulsory part of assessment for each certification. Students will be required to complete a total of 10 hours of work experience. Some work experience will be organised by the school and the rest will need to be organised by the student. The work experience will need to be completed both outside and inside school hours.

Expenses

- **BOND** – **students MUST pay a $65.00 bond to enrol in this subject.** This will be returned to the students on completion of the course at the end of year 12. If a student withdraws from the course prior to completion the bond will be used to pay the $65.00 withdrawal fee.
- **BYOD** - **Students MUST have a BYOD to participate in this subject**
  - USB/Memory stick (minimum 8GB)
  - Additional cost for first aid certificate
  - Excursion costs may apply to gym/s and other fitness venues

**NOTE: There is a $65 course withdrawal fee**
Biology
General senior subject

Science Department

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

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

Mandatory Companion Subject
- English

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cells and multicellular organisms</strong></td>
<td><strong>Maintaining the internal environment</strong></td>
<td><strong>Biodiversity and the interconnectedness of life</strong></td>
<td><strong>Heredity and continuity of life</strong></td>
</tr>
<tr>
<td>- Cells as the basis of life</td>
<td>- Homeostasis</td>
<td>- Describing biodiversity</td>
<td>- DNA, genes and the continuity of life</td>
</tr>
<tr>
<td>- Multicellular organisms</td>
<td>- Infectious diseases</td>
<td>- Ecosystem dynamics</td>
<td>- Continuity of life on Earth</td>
</tr>
</tbody>
</table>

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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<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>- Data test</td>
<td>- Research investigation</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>- Student experiment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 50%</td>
<td></td>
</tr>
<tr>
<td>- Examination</td>
<td></td>
</tr>
</tbody>
</table>

Expenses

- BYOD - Students must have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)
- Year 11 Excursion (Compulsory) – approximately $60. This excursion is a COMPULSORY component of the course and as such students MUST attend. Non-attendance will result in being not rated for the subject.
- Year 12 Excursion – approximately $70
- Griffith University Anatomy Labs - $40
Chemistry
General senior subject

Science Department

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

Required Foundation Skills
- B standard or better in Year 10 Mathematics (preferred Specialist Mathematics Preparation)
- Mid B standard or better in Year 10 Physics/Chemistry
- Mid C standard in year 10 English

Mandatory Companion Subject
- English

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.
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical fundamentals — structure, properties and reactions</td>
<td>Molecular interactions and reactions</td>
<td>Equilibrium, acids and redox reactions</td>
<td>Structure, synthesis and design</td>
</tr>
<tr>
<td>• Properties and structure of atoms</td>
<td>• Intermolecular forces and gases</td>
<td>• Chemical equilibrium systems</td>
<td>• Properties and structure of organic materials</td>
</tr>
<tr>
<td>• Properties and structure of materials</td>
<td>• Aqueous solutions and acidity</td>
<td>• Oxidation and reduction</td>
<td>• Chemical synthesis and design</td>
</tr>
<tr>
<td>• Chemical reactions — reactants, products and energy change</td>
<td>• Rates of chemical reactions</td>
<td></td>
<td></td>
</tr>
</tbody>
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Assessment

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

Expenses

- BYOD - Students must have a BYOD to participate in this subject.
- USB/Memory stick (minimum 8GB)
- Science competitions $30.00
- Safety Glasses (optional)
Physics
General senior subject

Science Department

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

Required Foundation Skills
• B standard or better in Year 10 Mathematics (preferred Specialist Mathematics Preparation)
• Mid B standard or better in Year 10 Physics/Chemistry
• Mid C standard in year 10 English

Mandatory Companion Subject
• English
• 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 matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

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

Objectives
By the conclusion of the course of study, students will:
• describe and explain scientific concepts, theories, models and systems and their limitations
• apply understanding of scientific concepts, theories, models and systems within their limitations
• analyse evidence
• interpret evidence
• investigate phenomena
• evaluate processes, claims and conclusions
• communicate understandings, findings, arguments and conclusions.
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermal, nuclear and electrical physics</td>
<td>Linear motion and waves</td>
<td>Gravity and electromagnetism</td>
<td>Revolutions in modern physics</td>
</tr>
<tr>
<td>• Heating processes</td>
<td>• Linear motion and force</td>
<td>• Gravity and motion</td>
<td>• Special relativity</td>
</tr>
<tr>
<td>• Ionising radiation and nuclear reactions</td>
<td>• Waves</td>
<td>• Electromagnetism</td>
<td>• Quantum theory</td>
</tr>
<tr>
<td>• Electrical circuits</td>
<td></td>
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<td></td>
</tr>
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Assessment

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<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 50%

• Examination

Expenses

- BYOD - Students must have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)
Science in Practice
Applied senior subject

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 Year 10 Science

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

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

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

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

The Science in Practice course is designed around core topics and at least three electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scientific literacy and working scientifically</td>
<td>• Science for the workplace</td>
</tr>
<tr>
<td>• Workplace health and safety</td>
<td>• Resources, energy and sustainability</td>
</tr>
<tr>
<td>• Communication and self-management</td>
<td>• Health and lifestyles</td>
</tr>
<tr>
<td></td>
<td>• Environments</td>
</tr>
<tr>
<td></td>
<td>• Discovery and change</td>
</tr>
</tbody>
</table>

Assessment

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

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Collection of work</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A response to a series of tasks relating to a single topic in a module of work.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

At least three different components from the following:
- written: 200–300 words
- spoken: 1½ –2½ minutes
- multimodal
  - non-presentation: 6 A4 pages max (or equivalent)
  - presentation: 2–3 minutes
- performance: continuous class time
- test:
  - 20–30 minutes
  - 50–250 words per item.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Expenses

- BYOD - Students are expected to have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)
Drama
General senior subject

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**

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

**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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Performance</td>
<td>20%&lt;br&gt;Summative internal assessment 3 (IA3):&lt;br&gt;• Project — practice-led project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Project — dramatic concept</td>
<td>20%&lt;br&gt;Summative external assessment (EA): 25%&lt;br&gt;• Examination — extended response</td>
</tr>
</tbody>
</table>

**Expenses**

- BYOD - Students must have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)
- 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
General senior subject

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)

Mandatory Companion Subject
• English

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
• demonstrate technical skills
• explain music elements and concepts
• use music elements and concepts
• analyse music
• apply compositional devices
• apply literacy skills
• interpret music elements and concepts
• evaluate music to justify the use of music elements and concepts
• realise music ideas
• resolve music ideas.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designs</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td><strong>Identities</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;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?</td>
<td><strong>Innovations</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td><strong>Narratives</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Performance</td>
<td>20%&lt;br&gt;Summative internal assessment 3 (IA3):&lt;br&gt;• Integrated project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Composition</td>
<td>20%</td>
</tr>
<tr>
<td>Summative external assessment (EA): 25%&lt;br&gt;• Examination</td>
<td></td>
</tr>
</tbody>
</table>

Expenses

- BYOD - Students must have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)
- Excursion and workshops when available
Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others’ dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Structure

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance performance</td>
<td>Ballet</td>
</tr>
<tr>
<td>Dance production</td>
<td>Contemporary</td>
</tr>
<tr>
<td>Dance literacies</td>
<td>Jazz</td>
</tr>
<tr>
<td></td>
<td>Tap</td>
</tr>
<tr>
<td></td>
<td>Ballroom</td>
</tr>
<tr>
<td></td>
<td>Popular dance</td>
</tr>
<tr>
<td></td>
<td>World dance</td>
</tr>
</tbody>
</table>
Assessment

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

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the production of a design solution and folio or choreographic work.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

The Project in Dance in Practice requires:
- a dance performance: 1½ – 2 minutes
- at least one other component from the following
  - written: 500–900 words
  - spoken: 2½–3½ minutes
  - multimodal
    - non-presentation: 8 A4 pages max (or equivalent)
    - presentation: 3–6 minutes
  - product: variable conditions.

- Dance performance: 2–3 minutes
- Production performance: variable conditions
- Teaching performance: variable conditions

- Design solution and folio: variable conditions
- Choreographic work: 2–3 minutes

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Expenses

- BYOD - Students are expected to have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)
- Auxiliary cable
- Senior dance shirt and black dance tights or leggings
- Attendance at performance excursions and workshops when available
- Costumes for public performances (organised throughout school year)
Media Arts in Practice
Applied senior subject

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
$30 per year

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

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:

• identify and explain media art-making processes
• interpret information about media arts concepts and ideas for particular purposes
• demonstrate practical skills, techniques and technologies required for media arts
• organise and apply media art-making processes, concepts and ideas
• analyse problems within media arts contexts
• use language conventions and features to communicate ideas and information about media arts, according to context and purpose
• plan and modify media artworks using media art-making processes to achieve purposes
• create media arts communications that convey meaning to audiences
• evaluate media art-making processes and media artwork concepts and ideas.
Structure

The Media Arts in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Media technologies</td>
<td>• Audio</td>
</tr>
<tr>
<td>• Media communications</td>
<td>• Curating</td>
</tr>
<tr>
<td>• Media in society</td>
<td>• Graphic design</td>
</tr>
<tr>
<td></td>
<td>• Interactive media</td>
</tr>
<tr>
<td></td>
<td>• Moving images</td>
</tr>
<tr>
<td></td>
<td>• Still image</td>
</tr>
</tbody>
</table>

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of skills in the production of media artwork/s.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td>• variable conditions</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td></td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td></td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
</tr>
<tr>
<td>• multimodal</td>
<td></td>
<td>• multimodal</td>
<td>• multimodal</td>
</tr>
<tr>
<td>– non-presentation: 8 A4 pages max (or equivalent)</td>
<td></td>
<td>– non-presentation: 10 A4 pages max (or equivalent)</td>
<td>– non-presentation: 10 A4 pages max (or equivalent)</td>
</tr>
<tr>
<td>– presentation: 3–6 minutes</td>
<td></td>
<td>– presentation: 4–7 minutes</td>
<td>– presentation: 4–7 minutes</td>
</tr>
<tr>
<td>• product: variable conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Expenses

- **BYOD - Students must have a BYOD to participate in this subject**
- USB and SD Card for Media use only (refer to School’s published stationery list)
- Levy - $30 per year – this will cover repairs and maintenance of equipment
- Workshop or backstage excursion when available
Music in Practice
Applied senior subject

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

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

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

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

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

Objectives
By the conclusion of the course of study, students should:
- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others’ music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.
Structure

The Music in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Music principles</td>
<td>• Community music</td>
</tr>
<tr>
<td>• Music practices</td>
<td>• Contemporary music</td>
</tr>
<tr>
<td></td>
<td>• Live production and performance</td>
</tr>
<tr>
<td></td>
<td>• Music for film, TV and video games</td>
</tr>
<tr>
<td></td>
<td>• Music in advertising</td>
</tr>
<tr>
<td></td>
<td>• The music industry</td>
</tr>
<tr>
<td></td>
<td>• Music technology and production</td>
</tr>
<tr>
<td></td>
<td>• Performance craft</td>
</tr>
<tr>
<td></td>
<td>• Practical music skills</td>
</tr>
<tr>
<td></td>
<td>• Songwriting</td>
</tr>
<tr>
<td></td>
<td>• The music industry</td>
</tr>
<tr>
<td></td>
<td>• Music technology and production</td>
</tr>
<tr>
<td></td>
<td>• Performance craft</td>
</tr>
<tr>
<td></td>
<td>• Practical music skills</td>
</tr>
<tr>
<td></td>
<td>• Songwriting</td>
</tr>
</tbody>
</table>

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product (Composition)</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the application of skills to create music.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: variable conditions
- product: variable conditions.

- music performance: minimum of two minutes total performance time
- production performance: variable conditions
- manipulating existing sounds: minimum of two minutes
- arranging and creating: minimum of 32 bars or 60 seconds
- multimodal non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Expenses

- BYOD - Students are expected to have a BYOD to participate in this subject
- USB/ Memory stick (minimum 8GB)
- Excursion and workshops when available
Visual Arts in Practice
Applied senior subject

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
$30 per year

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

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

Students reflect on both their own and others’ art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

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:
- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.
Structure
The Visual Arts in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visual mediums, technologies, techniques</td>
<td>• 2D</td>
</tr>
<tr>
<td>• Visual literacies and contexts</td>
<td>• 3D</td>
</tr>
<tr>
<td>• Artwork realisation</td>
<td>• Digital and 4D</td>
</tr>
<tr>
<td></td>
<td>• Design</td>
</tr>
<tr>
<td></td>
<td>• Craft</td>
</tr>
</tbody>
</table>

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

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of identified skills to the production of artworks.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

A project consists of:
- a product component: variable conditions
- at least one different component from the following
  - written: 500–900 words
  - spoken: 2½–3½ minutes
  - multimodal
    - non-presentation: 8 A4 pages max (or equivalent)
    - presentation: 3–6 minutes.
- variable conditions

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Expenses
- BYOD - Students are expected to have a BYOD to participate in this subject
- USB/Memory stick (minimum 8GB)
- 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.