Woodcrest
State College
P-12 Seamless Education

SENIOR SECONDARY SUBJECT GUIDE

2022

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Planning Your Pathway

Every student has their own dreams and plans as to what they will do when they leave school. Here at Woodcrest State College, we are committed to providing as many pathway opportunities to students to ensure that every student can achieve their career path.

To achieve this, we expect that all students will complete year 12 and attain their Queensland Certificate of Education and other industry recognised qualifications which will assist them to successfully transition to further education, training or employment.

Before selecting subjects, parents and students need to consider the appropriate educational pathway to follow as well as subject enjoyment and interests. Students need to remember that it is important to select subjects that will engage them for two years of study and not choose subjects they think will make other people happy or that their friends have selected.

Senior Schooling Pathways Matrix

To achieve a *Golden Beyond Year 12 Outcome*, students will be supported individually to achieve through a uniquely designed pathway similar to those outlined below.

Year 10	• English • Mathematics	• English • Mathematics	• English • Mathematics
Year 11 and Year 12 Subjects	• 6 General Subjects • 5 General Subjects + 1 Applied/Cert III	• Combination of 6 subjects ▪ 4 or less General Subjects ▪ 2 or more Applied subjects ▪ Cert II/Cert III • WesTEC Course	• Combination of 6 Applied and VET subjects • WesTEC Course • TAFE at Schools • SBA/SBT
Successful Completion	QCE ATAR Certificate II/III	QCE Certificate II/III/IV ATAR	QCE QCIA Certificate II/III/IV
Beyond Year 12	• QTAC Application for University/TAFE • Full time employment	• QTAC Application for University/TAFE • Full time employment • Apprenticeships/ Traineeships	• Apprenticeships/ Traineeships • Full time employment • TAFE

All students at Woodcrest complete a Certificate II in Skills for Work and Vocational Pathways.

Subject Descriptions

When selecting subjects to study in Years 11 and 12, students may choose from General, Applied and VET subjects. General and Applied subjects are studied at school while VET subjects can be studied at school, WesTEC or TAFE.

General Subjects

About General subjects

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

Results in General subjects contribute to the award of a QCE and may contribute to an ATAR .

Underpinning skills

All General syllabuses are underpinned by:

- literacy skills — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy skills — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the set of skills students need for success in life and work in the 21st century: critical thinking; creative thinking; communication; collaboration and teamwork; personal and social skills; ICT skills.

https://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects

Applied Subjects

About Applied subjects

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

Results in Applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR.

Underpinning factors

Applied syllabuses are underpinned by:

- literacy skills — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy skills — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

https://www.qcaa.qld.edu.au/senior/senior-subjects/applied-syllabuses

Vocational Education and Training

Vocational education and training (VET)

VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills.

https://www.qcaa.qld.edu.au/senior/vet

WesTEC and TAFE at Schools

Vocational Education and Training in Schools (VETiS) programs give high school students the opportunity to gain nationally recognised trade qualifications while still attending school. The TAFE at school program, https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html , provide students with the opportunity to engage in practical hands-on work and develop pathways into the industry to interest for their chosen career. Students enrolled at either WesTEC or another TAFE site, will generally attend TAFE one day a week.

https://westecttc.eq.edu.au/

Welcome to WesTEC Trade Training Centre!

WesTEC Trade Training Centre with TAFE Queensland South West and Mater Education enjoy a successful partnership which aims to achieve positive educational outcomes for Years 10, 11 and 12 students undertaking vocational certificate training.

Studying a TAFE at School program at WesTEC Trade Training Centre with TAFE Queensland South West gives students the opportunity to gain nationally recognised qualifications that count toward their Queensland Certificate of Education (QCE).

The centre partners with five local schools (Forest Lake State High School, Springfield Central State High School, Redbank Plains State High School, Woodcrest State College, and Bundamba State Secondary College) to provide specialised vocational training in the fields of construction, engineering, hairdressing, health support services, logistics and automotive.

WesTEC Trade Training Centre is a modern, well-equipped facility where students can undertake accredited Certificate I, Certificate II and Certificate III training while at school.

School Based Apprenticeships/ Traineeships

Senior Secondary students may undertake school-based apprenticeships/traineeships (SATs), providing them with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school. Students on SATs combine one or two days per week completing recognised training in the workforce with three or four days at school with their senior studies. A training contract must be completed and registered through the Department of Education and Training (DET). The school manages the employment contract but is not an employment agency and does not provide the SATs for students.

Work

Students enter a training contract with an employer. The training contract legally binds the employer and the student for the duration of the SAT. Sometimes the employer will be a group training organisation, principal employer organisation and/or a labour hire organisation who place apprentices and trainees with a range of host employers, who supervise and train and provide work on their behalf.

Employers are required to provide the student with a **minimum** of 375 hours (50 days) - 600 hours (80 days) for electrotechnology industry - of paid employment over each 12 month period of the training contract. Over each 3-month period, the student must work an average of 7.5 hours per week as a minimum.

To complete a school-based training contract, a trainee must have completed 50 days of paid employment for each year of the equivalent full-time nominal term. Refer to the Queensland Training Information Service (QTIS) website for school-based trainee completion information specific to each traineeship.

https://desbt.qld.gov.au/training/apprentices/sats

School

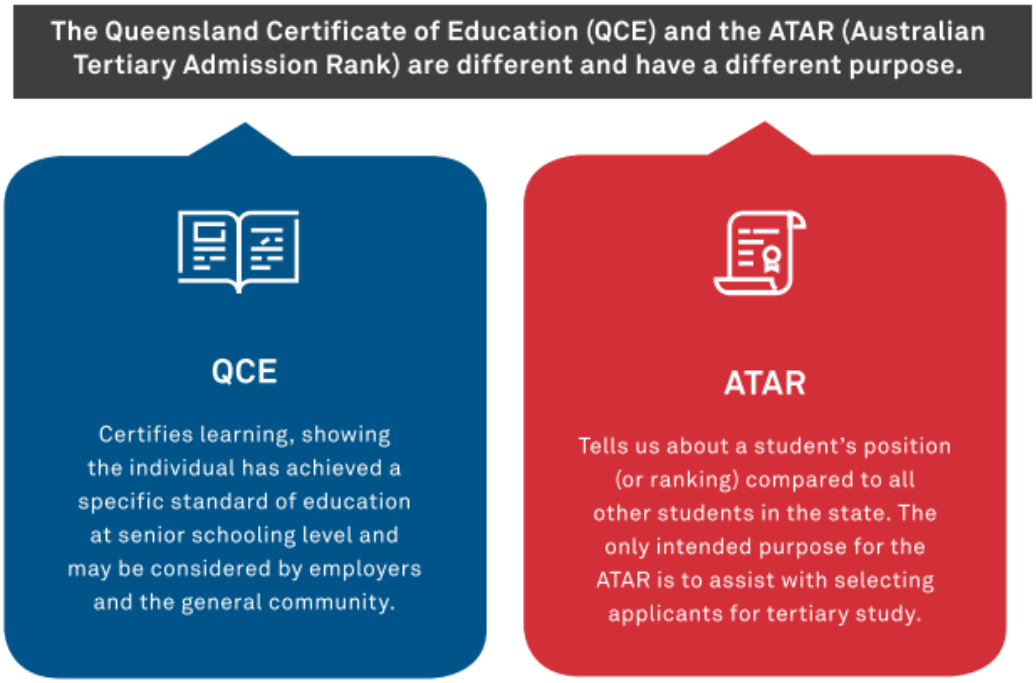
Students must gain support and approval from their school to undertake a SAT. Students continue to attend school as usual, however, some of their paid employment and/or training will become part of their school timetable. A SAT must **impact** on the student's school timetable to be considered school-based. The ATIS-048 Determining the impact on the school timetable information sheet provides further details.

The school, student, their parent/guardian, employer and training organisation will negotiate a schedule which outlines when the student is at school, work and training. This schedule must indicate exactly how the SAT will impact the school timetable.

https://desbt.qld.gov.au/training/apprentices/sats

Understanding QCE and ATAR

It is important to remember that a QCE (Queensland Certificate of Education) and an ATAR (Australian Tertiary Admissions Rank) do not provide the same outcome for students.



https://www.qtac.edu.au/wp-content/uploads/2020/06/All-About-Your-ATAR.pdf

At Woodcrest State College, students have the opportunity to complete a QCE and receive an ATAR if this suits their future pathway.

It is expected that every student at Woodcrest achieves a QCE.

Important Acronyms

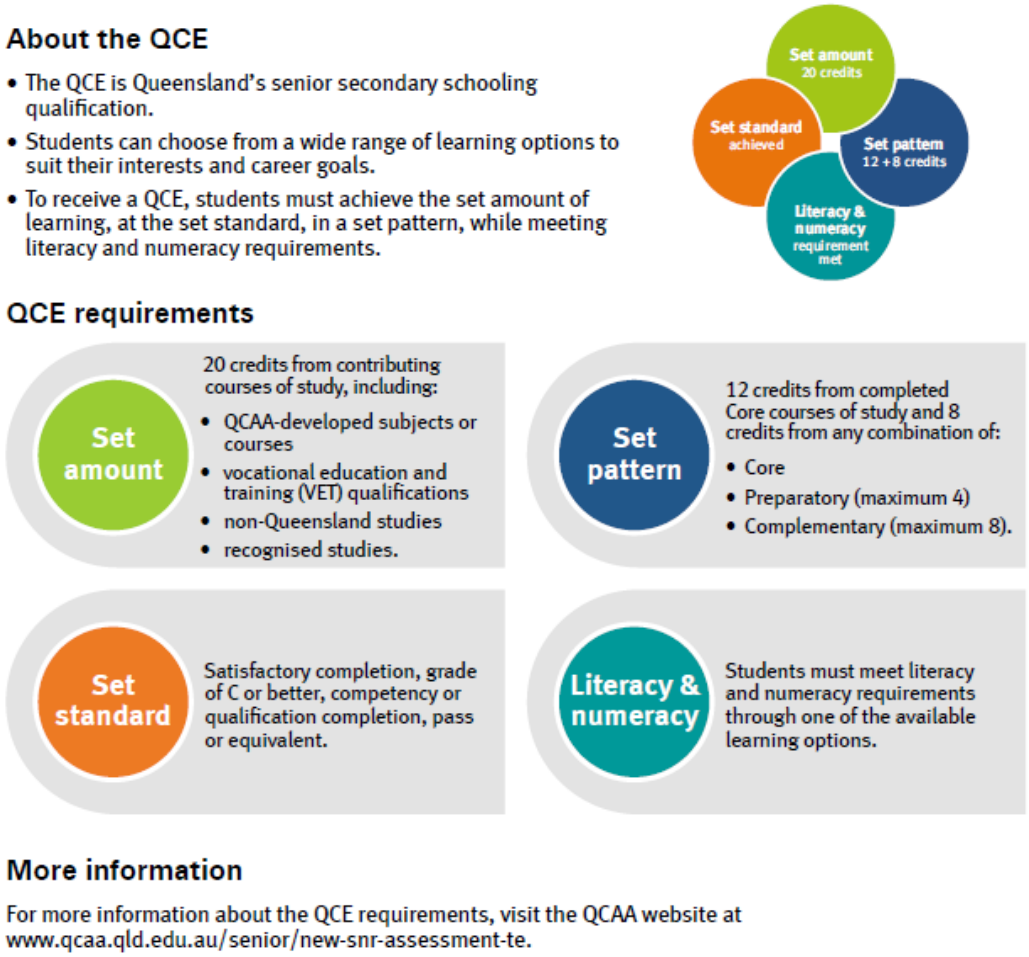
ATAR	Australian Tertiary Rank
BSDE	Brisbane School of Distance Education
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QCIA	Queensland Certificate of Individual Achievement
QTAC	Queensland Tertiary Acceptance Centre
QCIA	Queensland Certificate of Individual Achievement

Queensland Certificate of Education

All students who are completing their Senior studies at Woodcrest State College are expected to achieve a Queensland Certificate of Education (QCE). The QCE is Queensland's senior secondary schooling qualification and is evidence of successful completion of senior schooling. To receive a QCE, students must achieve the set amount of learning, at a minimum standard within a pattern and must meet literacy and numeracy requirements. QCE requirements and minimum standards are mandated by the Queensland Curriculum and Assessment Authority (QCAA). It is the responsibility of the School and other Education Providers to ensure processes and expectations are met.

To achieve a QCE, students must:

- Choose the appropriate pathway and then choose subjects in which they will be successful and vocational certificates which they will complete.
- Maintain a C level of Achievement or higher in English (General or Essential) and Mathematics (Methods, General or Essential) to satisfy the Literacy and Numeracy requirements.
- At all times remain on track to satisfy the core requirements and achieve the 20 credits.
- Follow the Senior Schooling Agreement as discussed and agreed to at SET Planning interviews. This includes meeting the minimum 93% attendance.



QCE Credit

QCE credit for Core courses of study

Applied and General subjects

QCAA syllabus	Set standard	QCE credits	Notes
Applied subject		**4 (maximum credit available)**	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met. Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.
Unit 2	Satisfactory	1	
Units 3 and 4	Grade of C or better	2	
General subject		**4 (maximum credit available)**	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met. Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.
Unit 2	Satisfactory	1	
Units 3 and 4	Grade of C or better	2	
General subject (Extension)		**2 (maximum credit available)**	
Units 3 and 4	Grade of C or better	2	
General subject (Senior External Examination)		**4 (maximum credit available)**	
Units 3 and 4	Grade of C or better	4	QCE credits contribute to the completed Core requirement when a student meets the set standard for Units 3 and 4. No credit accrues for partial completion of a subject. (See Section 4.1.2 for eligibility.)

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.2-categories-of-learning

VET — maximums

VET qualification	Requirements	QCE credits	Notes
Certificate II	**Recommended hours**	**4 (maximum credit available)**	
	Not applicable	4	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning.
Certificate III and IV	**Recommended hours**	**8 (maximum credit available)**	
	440 hours or more	8	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning. QCE credit for VET qualifications is based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.
	385–439 hours	7	
	330–384 hours	6	
	Fewer than 330 hours	5	
School-based apprenticeship		**6 (maximum credit available)**	
VET qualification	Maximum training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship	Up to 2	School-based apprenticeship VET qualifications do not contribute to the completed Core requirement of the QCE, as they cannot be completed while at school.
	• four-years — up to 33.3% of the competencies		
	• three-years — up to 40% of the competencies		
	• two-years — up to 50% of the competencies.		
On-the-job	minimum 50 days (375 hours) per 12 months from date of commencement (a minimum of 7.5 hours per week averaged over each 3-month period)	Up to 4 (2 credits for each 50 days completed each 12 months)	QCE credits may contribute to the completed Core requirement when a student completes all the on-the-job hours while at school. Partial credit may apply (1 credit for 25 days completed). The Queensland Government, Department of Employment, Small Business and Training provides further information about school-based apprenticeships and traineeships.
	Electrotechnology minimum 80 days (600 hours) per 12 months	Up to 4 (2 credits for each 80 days completed each 12 months)	
School-based traineeships		**8 (maximum credit available)**	
	As outlined with the relevant VET certificate level.	Up to 8	No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.2-categories-of-learning

Complementary courses	Standard	QCE credits	Notes
QCAA Aboriginal and Torres Strait Islander Languages Short Course (2018)	Grade of C or better	1	
QCAA Career Education Short Course (2018)	Grade of C or better	1	
University subject (one- or two-semester subject) studied as part of a school program in partnership with a tertiary education institution	Pass grade	2 credits for a one-semester FTE subject 4 credits for a two-semester FTE subject	These subjects contribute credit to a QCE only when a student is enrolled at a school. In some cases, credit may be accrued for partial completion. FTE is university full-time equivalent.
VET Diploma and Advanced Diploma qualifications	Competency completed	1 credit for each competency at AQF level 5 or above	Diploma and Advanced Diploma courses contribute credit to a QCE only when a student is enrolled at a school. In some cases, credit may be accrued for partial completion.
Recognised studies	Agreed standard	As recognised by the QCAA	

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.2-categories-of-learning

Attaining an ATAR (Australian Tertiary Admission Rank)

If you are intending to study at a University in Australia or want to complete some TAFE courses, then you must attain an ATAR.

ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied different subject combinations.

ATARs are represented as a number between 99.95 down to 0.00 in increments of 0.05. The highest ARAR is 99.95 and ATARs below 30 are reported as '30.00 or less'.

WHAT ARE THE ELIGIBILITY REQUIREMENTS FOR AN ATAR?

To be eligible for an ATAR, a student must:

- complete five General subjects (Units 3 and 4); or
- complete four General subjects (Units 3 and 4) plus one Applied subject (at Units 3 and 4) or a VET course at AQF Certificate III level or higher; and
- accumulate results within a five-year period.

Students must also satisfactorily complete (i.e. achieve a minimum grade of C or higher) an English subject (one of English, English as an Additional Language, English and Literature Extension, Literature, or Essential English).

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results. For more information about scaling and the ATAR, refer to QTAC's website.

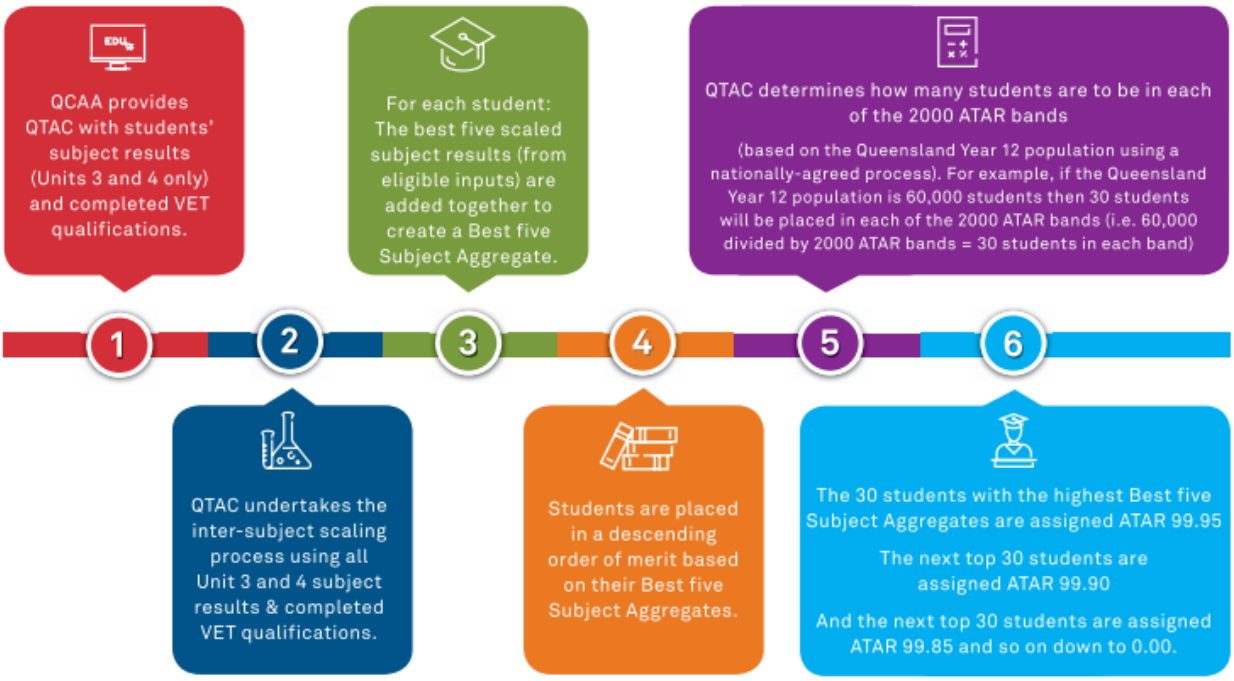
https://www.qtac.edu.au/wp-content/uploads/2020/06/ATAR_An_overview.pdf

Calculating an ATAR

Once students have successfully completed the assessment requirements for Units 3 and 4, and/or Certificate III qualifications, their ATAR is calculated by QTAC (Queensland Tertiary Acceptance Centre). It is important to understand that the school does not have control over the final ATAR results.

QTAC have a set process in which they follow to calculate individual students ATAR.

The key steps in the ATAR calculation process are:



NOTE: ATARs below 30 are reported as '30.00 or less'.

https://www.qtac.edu.au/wp-content/uploads/2020/06/All-About-Your-ATAR.pdf

Inter-subject Scaling

Scaling of subjects ensures that students are neither advantaged nor disadvantaged based on the subjects they choose to study or are on offer between Australian States. In Queensland, Scaling is completed by QTAC and involves a complex mathematical process. The scaling of subjects will change every year based on the number of students who complete the course of study and the results they achieve.

IMPORTANT

Students should not select subjects based on predicted scaling outcomes. Students should select subjects based on:

- **What they are good at**
- **What they enjoy/are interested in and can perform well in**
- **What are the prerequisites for the tertiary courses they want to apply for when they finish school.**

https://www.qtac.edu.au/wp-content/uploads/2020/06/All-About-Your-ATAR.pdf

Year 11 & 12 Study Class Processes

Purpose:

To provide clarity and consistency for all Senior Students and Senior Schooling Leaders when applying for and approving Study classes for Year 11 and 12 students.

Process:

It is the expectation of Woodcrest State College that all students will study six subjects over Years 11 and 12 to support their chosen pathway.

Consideration parameters for students to access a Study Class include but are not limited to:

Reason	Description A student may apply for a Study class if they are:	Process
Medical Reasons	• Under the care of a medical practitioner • Has provided the school with appropriate documentation • Medical reasons may include but are not limited to: - Health - Mental Health - Carer for a relative	1. Provide evidence of support (medical certificate) 2. Be supported by DP/GO/Inclusion 3. Check QCE attainment by HOD/DP 4. Complete subject change form including signatures from relevant HODs and parents 5. Submit to DP for actioning
Vocational	• Completing a School Based Traineeship/Apprenticeship • Supported by School Pathways program	1. Complete sign of Traineeship/Apprenticeship process 2. Check QCE attainment by HOD/DP 3. Complete subject change form including signatures from relevant HODs and parents 4. Submit to DP for actioning
Individual Learning Plans / Academic	• Be completely on an ATAR pathway (5/6 General Subjects) • Be supported by GO over a period of time to ensure Study class is appropriate and will not affect University pathway • One study lesson a week needs to be used to make contact with GO or relevant Academic Coach	1. Recommendation to be made by GO/DP 2. An Individual Learning Plan needs to be written and agreed to by students/parents 3. Check QCE attainment by HOD/DP 4. Complete subject change form including signatures from relevant HODs and parents 5. Submit to DP for actioning
Distance Ed	• By completing a subject through Distance Ed that has lessons that run outside normal school hours	1. Complete relevant subject selection for School of Distance Ed 2. Submit changes to relevant DP
Principal's Discretion	• A DP or Principal may deem this to be the best option for a student at any time during their course of study	1. An Individual Learning Plan needs to be written and agreed on 2. Check QCE attainment by HOD/DP 3. Complete subject change form including signatures from relevant HODs and parents 4. Submit to DP for actioning
Final decisions will be made on a case by case basis.		

Changing Subjects during Years 11 & 12

Changing subjects throughout Years 11 and 12 is possible, however subject changes may significantly affect a student's ability to gain a QCE and/or an ATAR.

For subject changes in Year 11 (Units 1 & 2)

There are specific times throughout Year 11 where students may elect to change subjects. These include:

1. Mid Unit 1 (During the Academic Review Interview)

2. At the end of Unit 1

3. At the end of Unit 2 (During the Academic Review Interview)

If a student wishes to change a subject, they must complete a subject change form (obtainable from the Student Counter at Secondary Admin or from a member of the Senior Secondary team) and have this approved by relevant Heads of Departments and parents. This process also involves an interview with a member of the Senior Secondary team (Deputy Principal, Head of Department Senior Schooling, Head of Department Pathways, Guidance Officer).

A member of the Senior Secondary team (Deputy Principal, Head of Department Senior Schooling, Head of Department Pathways, Guidance Officer) may suggest a subject change outside the times listed above. This is usually based on engagement, achievement, pathway change and/or medical concerns. These changes are considered on a case by case basis depending on student needs.

For subject changes in Year 12 (Units 3 & 4)

Subject changes during Units 3 and 4 are considered on a case by case basis depending on student needs. These changes will be identified and suggested by a number of the Senior Secondary Team and will only be made if the change does not hinder QCE attainment.

Year 11 and 12 Subject Change Request Form

Step 1 – STUDENT

Name: _____ Form: _____ Date: ___/___/___ Reasons for change:

_____

_____

Subject change FROM: _____ TO: _____ Line: _____

Subject change FROM: _____ TO: _____ Line: _____

Signature: _____ Date: ___/___/___

Step 2 – QCE ELIGIBILITY PROGRESS CHECK (Senior Secondary HOD OR Guidance Officer)

New pathway option: _____

Eligible for ATAR after change: ☐ Yes ☐ No Parents Aware: ☐ Yes ☐ No

Subject	Unit 1 Satisfactory / Unsatisfactory	Unit 2 Satisfactory / Unsatisfactory	Number of Core credits (predicted)
VET Subjects			
		Total predicted credits	

QCE Requirements	✔ ✕	
Literacy		
Numeracy		
Completed Core		Minimum 12 credits
QCE eligibility		Minimum 24 QCE credits achievable If 'no' student is made aware of implications on QCE, HOD SS advised & future monitoring scheduled

This is a prediction based on the student achieving the minimum requirements for a QCE. For students transferring into Woodcrest SC within the Senior Phase of Learning (Year 11 & 12), it is your responsibility to include all completed learnings (e.g. subjects) and the results achieved within the table above. To further assist you in completing the table above, please go to the HOD Senior Schooling and request a copy of your previous results (if provided).

Change recommended: ☐ Yes ☐ No

SET Plan change necessary: ☐ Yes ☐ No

Step 3 – TEACHER & HEAD OF DEPARTMENT/S CONSULTED

Name of **HOD** of **present** subject: _____ Change recommended: ☐ Yes ☐ No

Assessment completed: ☐ Yes ☐ No

Signature: _____ Date: ___/___/___

Comment:_____

_____

_____

Name of HOD of **new** subject: _____ Change recommended: ☐ Yes ☐ No

Signature: _____ Date: ___/___/___

Comment:_____
_____
_____
Student has been advised of subject fees: □

Step 4 - PATHWAYS HEAD OF DEPARTMENT (only for those students who are currently or wanting to study a VET subject).
Alternative study program approved: □ Yes □ No
Application forms returned: □ Yes □ No

TAFE	SAT	WesTEC

Comment:_____
_____
_____

Commencement date: _____ Completion date: _____
Day of the week required off site: _____
Signature: _____ Date: ___/___/___

Step 5 – PARENT/GUARDIAN CONSENT
Comment:
_____
_____
Change approved: □ Yes □ No
Signature: _____ Date___/___/___

Step 6 – CONFIRMATION (one only)
□ SENIOR SECONDARY HEAD OF DEPARTMENT □ GUIDANCE OFFICER
Student doing equivalent of 6 subjects: □ Yes □ No – refer to HOD SS
□ Approved □ Not approved
Signature: _____ Date: ___/___/___

Step 7 – TIMETABLE DEPUTY PRINCIPAL
OneSchool updated: □ Yes Timetable printed and provided to student: □ Yes
Signature: _____ Date: ___/___/___

Step 8 – QCAA Student Management
QCAA App updated: □ Yes Signature: _____ Date: ___/___/___

Choosing Subjects

Step 1. Choose a core subject - one English and one Mathematics Subject

	General Subject	Applied Subject
English	General English	Essential English
Mathematics	General Mathematics	Essential Mathematics
	Mathematical Methods	

Note: Students who wish to complete a General Maths subject may choose between General Mathematics or Mathematical Methods. For students wanting to study Specialist Mathematics, they must also study Mathematical Methods.

Step 2. Choose 4 Elective Subjects

	General Subject	Applied Subject	VET/TAFE Subjects
The Arts	Drama	Dance in Practice	
	Film Television and New Media	Drama in Practice	
	Music	Media in Practice	
	Music Extension*	Music in Practice	
	Visual Art	Visual Art in Practice	
Humanities	Ancient History	Tourism	Certificate III in Business
	Business		
	Modern History		
	Philosophy and Reason		
	Languages - Japanese*		
	Legal Studies		
Science and IT	Biology	Information, Communication and Technology	
	Chemistry	Science in Practice	
	Digital Solutions		
	Physics		
	Psychology		
HPE	Physical Education	Sport and Recreation	Certificate III in Fitness
Industrial Technology	Design	Early Childhood Studies	Certificate II in Hospitality
	Food and Nutrition	Engineering Skills	
		Furnishing Skills	
		Hospitality	
		Industrial Graphics Skill	
Mathematics	Specialist Mathematics*		

***Music Extension** – Students must complete Units 1 and 2 in the General subject of Music at a high standard and will continue to study Music in Units 3 and 4. They will drop one subject to be able to complete Units 3 and 4 in Music Extension. Students wishing to study Music Extension, may complete this through Brisbane School of Distance Education (BDSE)

***Japanese** – Students wishing to study Japanese will complete this through Brisbane School of Distance Education (BSDE)

***Specialist Mathematics** – Students wishing to study Specialist Maths may need complete this through Brisbane School of Distance Education (BSDE) if there are insufficient enrolment numbers to create a class on site.

General English (ENG)

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes.

Content

Year 11	Year 12
Unit 1 – Perspectives and Texts: *The Crucible* & Media texts	**Unit 3 – Textual connections**: *Schindler's Ark* **&** Media Texts
Unit 2 – Texts and culture: Poetry anthology and *The Sapphires*	**Unit 4 – Close study of literary texts:** Poetry anthology & *Macbeth*

Recommended previous level of Study

Minimum of Sound Achievement (SA) in General English

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. 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 exit subject result from QCAA that is A-E.

Assessment

Unit 1 – Formative assessment: 1. Extended Written Response for a public audience- Literary Essay on ***The Crucible*** (1000 – 1200 words)	25%	**Unit 3 – Summative assessment:** 1. Extended Response for a public audience: Literary Comparison Essay (***Schindler's Ark*** and film choice) 1000-1200 words	25%
2. Persuasive Spoken Response- Ted Talk (5-8 minutes)	25%	2. Extended Response: Persuasive Speech- Media representations (5-8 Minutes)	25%
Unit 2 – Formative assessment: 1. Imaginative Written Response: Short Story exam (800-1000) 120 minutes + 15 minutes planning	25%	**Unit 4 – Summative assessment** 1. Imaginative Written Response: Short Story exam (800-1000 words) 120 minutes +15 minutes planning	25%
2. Analytical Written Response Exam- ***The Sapphires*** (800-1000 words) 120 minutes + 15 minutes planning	25%	2. External Exam: Unseen Analytical Essay – ***Macbeth*** (800-1000words) 120 minutes +15 minutes planning	25%

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Incursion: Grin & Tonic "Macbeth"

Careers: Journalist, Judge, Teacher, Editor, Author, Solicitor, Sociologist

Special subject requirements: BYOD (Bring your own device) required.

Essential English (ENE)

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

Content

Year 11	Year 12
Unit 1: Language that works - Working it out Students explore how meaning is communicated in contemporary texts developed for and used in a work context. Students develop and use a range of strategies and skills to comprehend and interpret these texts. They explore how the relationships between context, purpose and audience create meaning in work-related texts. Students will study media texts.	**Unit 3: Language that influences** Students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions. They explore how issues are represented in a range of texts and develop their own point of view about these issues. Students will study media texts.
Unit 2: Texts and Human experiences - Triumph Through Adversity Students explore individual and/or collective experiences and perspectives of the world. Students explore how different perspectives, ideas, cultural assumptions, attitudes, values and beliefs are communicated through the textual representations of a range of human experiences. Students will study a novel and a film.	**Unit 4: Representations in popular culture texts** Students explore how the generic structures, language features and language of contemporary popular culture texts shape meaning. Students will study the film, ***The Sapphires.***

Recommended previous level of study

Minimum of Sound Achievement (SA) in Essential English

Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (ACSF) 1 Level 3.

Assessment

Unit 1: Formative assessment 1. Multimodal Spoken Presentation (Event Proposal) 4-6 mins 2. Stimulus Short Response Exam 15 mins planning/90minutes (400-600 words)	**Unit 3: Summative assessment** 1. Common Internal Assessment- Short Response to stimulus (seen and unseen) exam 15 mins planning 90 minutes 2. Spoken Presentation 4-6 minutes
Unit 2: Formative assessment 1. Spoken Book Club Review 4-6 minutes (Novel Study) 2. Extended Written Response-Journal entries 500-800 words (Film Study)	**Unit 4: Summative assessment** 1. Multimodal Spoken presentation 4-6 minutes (Film Review) 2. Written Opinionative Blog (500-800 words)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: Library Assistant, General Clerk, Tour Guide, Teacher Aide

Special subject requirements: BYOD (Bring your own device) required.

General Mathematics (MAG)

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.

Content:

Year 11	Year 12
Unit 1 – Money, measurement and relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Unit 3 – Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones
Unit 2 – Applied trigonometry, algebra, matrices and univariate data • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Unit 4 – Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Recommended pervious level of Study

Minimum of Sound Achievement (C) in Year 10 General Mathematics Preparation.

Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. 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 exit subject result from QCAA that is A-E.

Unit 1 • Formative Problem-solving and modelling task (FA1) • Formative Internal Exam (FA2)	**Unit 3** • Summative Problem-solving and modelling task (IA1) 20% • Summative Internal Exam (IA2) 15%:
Unit 2 • Formative Internal Exam (FA3)	**Unit 4** • Summative Internal Exam (IA3) 15% **Unit 3 & 4** • Summative External Exam (EA) 50%

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: 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.

Special subject requirements: BYOD (Bring your own device) required.

Mathematical Methods (MAM)

Mathematical Methods is designed for 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. 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.

Content

Year 11	Year 12
Unit 1 – Algebra, statistics and functions Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences	**Unit 3 – Further calculus** The logarithmic function 2 Further differentiation and applications 2 Integrals
Unit 2 – Calculus and further functions Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1	**Unit 4 – Further functions and statistics** Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Recommended pervious level of Study

Minimum of Sound Achievement (C) in Year 10 Mathematical Methods Preparation.

Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. 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 exit subject result from QCAA that is A-E.

Unit 1 • Formative Problem-solving and modelling task (FA1) • Formative Internal Exam (FA2)	**Unit 3** • Summative Problem-solving and modelling task (IA1) 20% • Summative Internal Exam (IA2) 15%:
Unit 2 • Formative Internal Exam (FA3)	**Unit 4 -** Summative Internal Exam (IA3) 15% **Unit 3 & 4** - Summative External Exam (EA) 50%

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: 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.

Special subject requirements: Access to a graphics calculator, which is included as part of the student Resource Scheme – SRS, BYOD (Bring your own device) required.

Essential Mathematics (MAE)

Essential Mathematics is designed for students to 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.

Content

Year 11	Year 12
Unit 1 – Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Graphs	**Unit 3 – Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data
Unit 2 – Money, travel and data • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Unit 4 – Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Recommended previous level of study

Nil

Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. 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.

Unit 1 • Formative Problem-solving and modelling task (FA1) • Formative Internal Exam (FA2)	**Unit 3** • Summative Problem-solving and modelling task (IA1) • Summative Common internal Exam (CIA2)
Unit 2 • Formative Problem-solving and modelling task (FA3) • Formative Internal Exam (FA4)	**Unit 4** • Summative Problem-solving and modelling task (IA3) • Summative Internal Exam (IA4)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: 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.

Special subject requirements: BYOD (Bring your own device) required.

General Elective Subjects

Ancient History (AHS)

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

Students analyse, interpret and interrogate archaeological and written evidence. Students gain multi-disciplinary skills in analysing primary and secondary sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Content

Four inquiry based units. These include a study of ONE of the following topics in each unit:

Year 11	Year 12
Unit 1 – *Digging up the past / Ancient societies* •Slavery • Art and architecture • Weapons and warfare • Technology and engineering • The family • Beliefs, rituals, funerary practices.	**Unit 3 –** *Reconstructing the ancient world* • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • The 'Fall' of the Western Roman Empire
Unit 2 – *Personalities in their time* • Hatshepsut • Akhenaten • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica	**Unit 4 –** *People, power and authority*: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Peloponnesian War • Ancient Rome — Civil War and the breakdown of the Republic •Augustus

Recommended previous level of Study

It is recommended that students have achieved a pass mark (minimum of C) or better, in Year 10 History (ancient or modern) OR Year 10 English.

Assessment

Unit 1 – Formative internal assessment: • Examination — short responses to historical sources (FIA1) • Independent source investigation (FIA2)	**Unit 3 –** Summative internal assessment • Examination — essay in response to historical sources (IA1) • Independent source investigation (IA2)
Unit 2 – Formative internal assessment: • Investigation — historical essay based on research (FIA3) • Examination — essay in response to historical sources (FIA4)	**Unit 4 –**Summative internal assessment: • Investigation — historical essay based on research (FIA3) • **External Examination** — short responses to historical sources (EA)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Approximately $50 – University visits, museums, archaeological digs

Careers: Archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Special subject requirements: A strong work ethic is required for this subject. You should enjoy learning about the past, ancient cultures and civilisations; as well as reading, writing, researching, analysing and critical thinking. BYOD (Bring your own device) required.

Biology (BIO)

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.

Content

4 units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Cells and multicellular organisms Cells as the basis of life Multicellular organisms	**Unit 3 – Biodiversity and the interconnectedness of life** Describing biodiversity Ecosystem dynamics
Unit 2 – Maintaining the internal environment Homeostasis Infectious diseases	**Unit 4 – Heredity and continuity of life** DNA, genes and the continuity of life Continuity of life on Earth

Recommended pervious level of Study

Minimum of Sound Achievement in Biology, General Mathematics and English is required.

Assessment

Unit 1 – Formative Assessment Data Test (10%) Student Experiment (20%)	**Unit 3 – Summative Assessment** Data Test (10%) Student Experiment (20%)
Unit 2 – Formative Assessment Research Investigation (20%) Examination – Short response (50%)	**Unit 4 – Summative Assessment** Research Investigation (20%) External Examination – Short response (50%)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Field trip as a requirement of Unit 3 Summative Assessment

Careers: Medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Special subject requirements: BYOD (Bring your own device) required.

Business (BUS)

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 about business leadership, management and entrepreneurship. Students investigate functional finance, human resources, marketing and operations as they engage with the dynamic business world, the changing workforce and digital technologies.

Content

Four inquiry-based units. These include:

Year 11	Year 12
Unit 1 – Business Creation • Fundamentals of business • Creation of business ideas	**Unit 3 – Unit 3: Business Diversification** • Competitive markets • Strategic development
Unit 2 – Business Growth • Establishment of a business • Entering markets	**Unit 4 – Business Evolution** • Repositioning a business • Transformation of a business

Recommended previous level of Study

It is recommended that students have achieved a pass mark (minimum of C) or better, in any Year 10 Humanities subject and/or Year 10 English.

Assessment

Unit 1 – Formative internal assessment: • Examination — Combination response (FIA1) • Investigation: Business report (FIA2)	**Unit 3 –** Summative internal assessment • Examination — Combination response (IA1) • Investigation — Business report (IA2)
Unit 2 – Formative internal assessment: • Investigation: Feasibility report (FIA3) • Examination — Combination response (FIA4)	**Unit 4 –**Summative internal assessment: • Investigation — Feasibility report (IA3) • **External Examination** — combination response (EA)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Approximately $50 – visit business and marketing ventures in Brisbane

Careers: Business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Special subject requirements: A strong work ethic is required to complete the general subject of Business. BYOD (Bring your own device) required.

Chemistry (CHM)

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.

Content

4 units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Unit 3 – Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction
Unit 2 – Molecular interactions and reactions • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Unit 4 – Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Recommended pervious level of Study

Minimum of Sound Achievement in Chemistry, General Mathematics and English is required.

Assessment

Unit 1 – Formative Assessment Data Test (10%) Student Experiment (20%)	**Unit 3 – Summative Assessment** Data Test (10%) Student Experiment (20%)
Unit 2 – Formative Assessment Research Investigation (20%) Examination – Short response (50%)	**Unit 4 – Summative Assessment** Research Investigation (20%) External Examination – Short response (50%)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Nil

Careers: Forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Special subject requirements: BYOD (Bring your own device) required.

Design (DES)

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 impact 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.

Content

Design units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Design in practice • Experiencing design • Design process • Design styles	**Unit 3 – Human-centred design** • Designing with empathy
Unit 2 – Commercial design • Explore — client needs and wants • Develop — collaborative design	**Unit 4 – Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

Recommended pervious level of Study

Students should have a C in year 10 General English. Previous study in Design or Visual Arts is recommended.

Assessment

Unit 1 – Formative internal assessment 1 (IA1): Examination — design challenge 15% Formative internal assessment 2 (IA2): Project 35%	**Unit 3 –** Summative internal assessment 1 (IA1): Examination — design challenge 15% Summative internal assessment 2 (IA2): Project 35%
Unit 2 – Formative internal assessment 3 (IA3): Project 25% Formative internal assessment (EA): Examination — design challenge 25%	**Unit 4 –** Summative internal assessment 3 (IA3): Project 25% Summative external assessment (EA): Examination — design challenge 25%

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Nil

Careers: 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.

Special subject requirements: To be successful it is required that student should have access to a BYOD (Bring your own device). A3 Folio, sketching pencils and markers are recommended.

Digital Solutions (DIS)

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

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are developed using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, and products featuring interactive data, animations and websites.

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

Content

4 units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Creating with Code Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions	**Unit 3 – Digital Innovation** Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions
Unit 2 – Application and Data Solutions Data-driven problems and solution requirements Data and programming techniques Prototype data solutions	**Unit 4 – Digital Impacts** Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Recommended pervious level of Study

Minimum of Sound Achievement in Digital, General Mathematics and English is required.

Assessment

Unit 1 – Formative Assessment Investigation – technical proposal (20%) Project – digital solution (30%)	**Unit 3 – Summative Assessment** Investigation – technical proposal (20%) Project – digital solution (30%)
Unit 2 – Formative Assessment Project – Folio (25%) Examination (25%)	**Unit 4 – Summative Assessment** Project – Folio (25%) External Examination (25%)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Nil

Careers: Science, technologies, engineering and mathematics.

Special subject requirements: BYOD (Bring your own device) required.

Drama (DRA)

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Content

Drama units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Share How does drama promote shared understandings of the human experience?	**Unit 3 – Challenge** How can we use drama to challenge our understanding of humanity?
Unit 2 – Reflect How is drama shaped to reflect lived experience?	**Unit 4 - Transform** How can you transform dramatic practice?

Recommended previous level of Study

A sound achievement in Year 10 English.

Assessment

Unit 1 – Share FIA1 – Performance FIA2 – Project- dramatic concept	Unit 3 – Challenge IA1 – Performance (20%) IA2 – Project – dramatic concept (20%)
Unit 2 – Reflect FIA3 – Project IE1 – Examination – extended response	Unit 4 – Transform IA3 – Project – practice-led project (35%) EA1 – Examination – extended response (25%)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: USQ Creative Industries Excursion and a Performance

Careers: 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.

Special subject requirements: Students undertaking the subject Drama, will be required to provide their own set of 'theatre blacks' (long black pants, black T-shirt and black canvas shoes), a USB (8GB) and a 16GB SD Card (SanDisk Class 10). BYOD (Bring your own device) required.

Film, Television and New Media (FTM)

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Content

Film, Television and New Media units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Foundation *How are tools and associated processes used to create meaning?* *How are institutional practices influenced by social, political and economic factors?* *How do signs and symbols, codes and conventions create meaning?*	**Unit 3 – Participation** *How do technologies enable or constrain participation?* *How do different contexts and purposes impact the participation of individuals and cultural groups?* *How is participation in institutional practices influenced by social, political and economic factors?*
Unit 2 – Story forms *How do representations function in story forms?* *How does the relationship between story forms and meaning change in different contexts?* *How are media languages used to construct stories?*	**Unit 4 – Identity** *How do media artists experiment with technological practices?* *How do media artists portray people, places, events, ideas and emotions?* *How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?*

Recommended previous level of Study

A sound achievement in Year 10 English.

Assessment

Unit 1 – Foundation FIA1 – Case study investigation FIA2 – Short film (pre-production/production)	**Unit 3 – Participation** IA1 – Case study investigation (15%) IA2 – Multi-platform project (25%)
Unit 2 – Story forms FIA3 – Narrative film sequence IE1 – Exam - extended response	**Unit 4 – Identity** IA3 – Stylistic project EA1 – Exam-extended response

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: TBC

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

Special subject requirements: Students undertaking the subject Film, Television and New Media, will be required to provide their own set of 'theatre blacks' (long black pants, black T-shirt and black canvas shoes) for film sequences, a USB (8GB) and a 16GB SD Card (SanDisk Class 10). BYOD (Bring your own device) required.

Food and Nutrition (FNU)

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

Content

Food and Nutrition units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Food science of vitamins, minerals and protein • Topic 1: Introduction to the food system • Topic 2: Vitamins and minerals • Topic 3: Protein • Topic 4: Developing	**Unit 3 –** Food science of carbohydrate and fat • Topic 1: The food system • Topic 2: Carbohydrate • Topic 3: Fat • Topic 4: Developing
Unit 2 – Food drivers and emerging trends • Topic 1: Consumer food drivers • Topic 2: Sensory profiling • Topic 3: Labelling and food safety • Topic 4: Food formulation for consumer markets	**Unit 4 –** Food solution development for nutrition consumer markets • Topic 1: Formulation and reformulation for nutrition consumer markets • Topic 2: Food development process

Recommended pervious level of Study

Students should have a C in year 10 General English and Biology or Chemistry.

Assessment

Unit 1 – Formative internal assessment 1: Examination (20%) Formative internal assessment 2: Project — folio (25%)	**Unit 3 –** Summative internal assessment 1: Examination (20%) Summative internal assessment 2: Project — folio (25%)
Unit 2 – Formative internal assessment 3: Project — folio (30%) Formative internal assessment: Examination (25%)	**Unit 4 –** Summative internal assessment 3: Project — folio (30%) Summative external assessment: Examination (25%)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: TBC

Careers: A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering, nutrition and health.

Special subject requirements: To be successful it is required that student should have access to a BYOD (Bring your own device). Students may need access to their home kitchen for project work. No specialist equipment is required.

Languages – Japanese (JAP)

The study of Japanese allows students to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes intercultural understanding and an understanding of linguistic structures. The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Content

Four inquiry based units. These include:

Year 11	Year 12
Unit 1 – *My World* 私のくらし • Family, carers and friends •Lifestyle and leisure •Education	**Unit 3 –** *Our society* 私達の社会 •Roles and relationships •Socialising and connecting with my peers •Groups in society
Unit 2 – *Exploring our world* 私達のまわり • Travel •Technology and media •The contribution of Japanese culture to the world	**Unit 4 –** *My future* 私の将来 • Finishing secondary school – plans and reflections •Responsibilities and moving on

Recommended previous level of Study:

It is recommended that students have achieved a pass mark (minimum of C) or better, in Year 10 Japanese.

Assessment:

Unit 1 – Formative internal assessment: • Examination — short responses (FIA1) • Examination – combination response (FIA2)	**Unit 3 –** Summative internal assessment • Examination — short responses (IA1) • Examination – combination response (IA2)
Unit 2 – Formative internal assessment: • Investigation — extended response (FIA3) • Examination — combination response (FIA4)	**Unit 4 –**Summative internal assessment: • Investigation — extended response (IA3) •**External Examination** — combination response (EA)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Approximately $50 – Universities, sites of Japanese language interest

Careers: Business, hospitality, law, science, technology, sociology and education

Special subject requirements: A strong work ethic is required for this subject. You will need to complete both written and spoken assessment tasks under exam conditions. BYOD (Bring your own device) required.

Legal Studies (LEG)

Legal Studies focuses on the interaction between society and the discipline of law. It 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 question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Content:

Four inquiry based units. These include:

Year 11	Year 12
Unit 1 – *Beyond reasonable doubt* • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Unit 3 –** *Law, governance and change* • Governance in Australia • Law reform within a dynamic society
Unit 2 – *Balance of probabilities* • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Unit 4 –** *Human rights in legal contexts* • Human rights • The effectiveness of international law • Human rights in Australian contexts

Recommended previous level of Study:

It is recommended that students have achieved a pass mark (minimum of C) or better, in any Year 10 Humanities subject and/or English.

Assessment:

Unit 1 – Formative internal assessment: • Examination — combination response (FIA1) • Investigation — inquiry report (FIA2)	**Unit 3 –** Summative internal assessment • Examination — combination response (IA1) • Investigation — inquiry report (IA2)
Unit 2 – Formative internal assessment: • Investigation — argumentative essay (FIA3) • Examination — combination response (FIA4)	**Unit 4 –**Summative internal assessment: • Investigation — argumentative essay (IA3) • **External Examination** — combination response (EA)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Approximately $50 – Law Courts, Boggo Road Gaol, QLD Police Museum

Careers: Law, law enforcement, paralegal, criminology, justice studies, politics

Special subject requirements: A strong work ethic is required for this subject. You should enjoy reading, writing, researching, analysing and critical thinking. BYOD (Bring your own device) required.

Modern History (MHS)

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. They learn to think historically, 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, inclusive, democratic, compassionate and sustainable future.

Content

Four inquiry-based units. These include a study of ONE of the following topics in each unit:

Year 11	Year 12
Unit 1 – *Ideas in the modern world* • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Russian Revolution, 1905–1920s	**Unit 3 –** *National experiences in the modern world* • Australia, 1914– 1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841– 1934 • Germany,1914– 1945 • Soviet Union, 1920s–1945 • United States of America, 1917–1945
Unit 2 – *Movements in the modern world* • Women's movement since 1893 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968	**Unit 4 –** *International experiences in the modern world* • Australian engagement with Asia since 1945 • Terrorism, anti-terrorism and counter-terrorism since 1984

Recommended previous level of Study

It is recommended that students have achieved a pass mark (minimum of C) or better, in any Year 10 Humanities subject and/or Year 10 English.

Assessment

Unit 1 – Formative internal assessment: • Examination — short responses to historical sources (FIA1) • Independent source investigation (FIA2)	**Unit 3 –** Summative internal assessment • Examination — essay in response to historical sources (IA1) • Independent source investigation (IA2)
Unit 2 – Formative internal assessment: • Investigation — historical essay based on research (FIA3) • Examination — short responses to historical sources (FIA4)	**Unit 4 –**Summative internal assessment: • Investigation — historical essay based on research (IA3) • **External Examination** — short responses to historical sources (EA)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Approximately $50 – Universities, Museums, sites of historical interest

Careers: History, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Special subject requirements: A strong work ethic is required for this subject. You should enjoy reading, writing, researching, analysing and thinking critically. BYOD (Bring your own device) required.

Music (MUS)

The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. A study of music provides students with opportunities to develop their intellect and personal growth and to contribute to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

Content

Music units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Designs *How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?*	**Unit 3 – Innovations** *How do musicians incorporate innovative music practices to communicate meaning when performing and composing?*
Unit 2 – Identities *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?*	**Unit 4 – Narratives** *How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?*

Recommended previous level of Study

A sound achievement in Year 10 English.
Studied Music in Year 10 and/or Instrumental Music.

Assessment

Units 1 and 2 assessments are formative, which provide feedback to students and teachers about each student progress in the course of study. Assessment in Unit 1 and 2 mirror summative assessments in Unit 3 and Unit 4. The summative assessment count towards their final mark.

Unit 1 – Designs FIA1 – Performance FIA2 – Composition	**Unit 3 – Innovations** IA1 – Performance (20%) IA2 – Composition (20%)
Unit 2 – Identities FIA3 – Integrated Project IE1 – Exam - Extended response	**Unit 4 – Narratives** IA3 – Integrated project (35%) EA1 – Exam - Extended response (25%)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Depending on availability of outside providers.

Careers:

Special subject requirements: Students are required to perform outside of timetable class i.e. lunch event or evening event. BYOD (Bring your own device) required.

Music Extension – (MUX)

In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. Students may choose to specialise in Composition, Musicology or Performance.

Music Extension is an Extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music Extension can establish a basis for further education and employment in the fields of performing arts and music.

Content

Unit 3 – Explore	Unit 4 – Emerge
Key Idea 1 – Initiate best practice Key Idea 2 – Consolidate best practice In Unit 3, students enter into an apprenticeship and work towards realising their potential as composers, musicologists or performers. As an apprentice, students will work alongside an expert, artisan and/or resource to explore their specialisation.	Key Idea 3 – Independent best practice As emerging artists, students critically reflect on their musicianship and refine practice in an endeavour to discover their personal style as musicians. They operate with increasing independence and sophistication through independent application of the subject matter from Unit 3 and through the student's emerging individual music voice or identity.

Prerequisites

- Students must have completed Units 1 and 2 of Music and be studying Units 3 and 4 in Music.
- A sound level in English is essential.
- Students are to apply through the Music Coordinator and Head of Department to be considered in this subject.

Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. 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 exit subject result from QCAA that is A-E.

Unit 3 –	Unit 4 –
Composition - IA1 (20%) and IA2 (20%) **OR** **Musicology -** IA1 (20%) and IA2 (20%) **OR** **Performance -** IA1 (20%) and IA2 (20%)	**Composition Project** – IA3 (35%) **OR** **Musicology Project** – IA3 (35%) **OR** **Performance Project** – IA3 (35%) EA – Examination (25%)*

EA – Summative external assessment draws on learning from both Units 3 and 4 and is completed by all students no matter their specialisation.

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Students will have an opportunity to participate in at least one excursion per year.
Additional costs for this will exist and will depend on ticket prices and travel costs.

Careers: Performer, Composer, Teacher, Music Librarian, Theatre Manager, Director, Song Writer, Therapist, Instrument maker/repairer, Radio programmer, Theatre Technician.

Special subject requirements:

1. A pair of earphones are essential
2. Access to specific technology and/or instruments specific to their specialisation

Philosophy and Reason (PHR)

Philosophy & Reason combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. Students engage in critical reasoning as they examine and analyse classical and contemporary ideas and issues.

In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others. Students consider what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

Content

Four inquiry-based units. These include:

Year 11	Year 12
Unit 1 – Fundamentals of reason	**Unit 3 –** *Moral philosophy and schools of thought* • Topic 1: Moral philosophy • Topic 2: Philosophical schools of thought
Unit 2 – *Reason in philosophy* • Topic 1: Philosophy of religion • Topic 2: Philosophy of science • Topic 3: Philosophy of mind	**Unit 4 –** *Social and political philosophy* • Topic 1: Rights • Topic 2: Political philosophy

Recommended previous level of Study

It is recommended that students have achieved a pass mark (minimum of C) or better, in any Year 10 Humanities subject and/or Year 10 English.

Assessment

Unit 1 – Formative internal assessment: • Examination — extended response (FIA1) • Extended response — analytical essay (FIA2)	**Unit 3 –** Summative internal assessment • Examination — extended response (IA1) • Extended response — analytical essay (IA2)
Unit 2 – Formative internal assessment: •Examination — extended response (FIA3) • Extended response — analytical essay (FIA4)	**Unit 4 –**Summative internal assessment: • Extended response — analytical essay (IA3) • **External Examination** — extended response (EA)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Approximately $50 – University visit, museums

Careers: Business, communication, ethics, journalism, law, politics, history, professional writing, psychology, science research and teaching.

Special subject requirements: A strong work ethic is required for this subject. You should enjoy reading, writing, constructing logical arguments, researching, analysing and thinking critically. BYOD (Bring your own device) required.

Physical Education (PED)

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. In becoming physically educated, students learn to see 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. Physical Education can lead to lead to tertiary studies, vocational education or work.

Content

Year 11	Year 12
Unit 1 – Motor learning, functional anatomy, biomechanics and physical activity **Topic 1:** Motor learning integrated with a selected physical activity **Topic 2:** Functional anatomy and biomechanics integrated with a selected physical activity	**Unit 3 –** Tactical awareness, ethics and integrity and physical activity **Topic 1**: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity **Topic 2**: Ethics and integrity
Unit 2 – Sport psychology, equity and physical activity **Topic 1:** Sport psychology integrated with a selected physical activity **Topic 2:** Equity — barriers and enablers	**Unit 4 –** Energy, fitness and training and physical activity **Topic 1**: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Recommended pervious level of Study

Students must have completed Year 10 Physical Education and received a B or higher. Students recommended to have achieved a B or higher in Year 10 English.

Assessment

Unit 1 **Assessment FA1:** Portfolio **Assessment: FA2:** Exam	**Unit 3 –** **Assessment: IA1** Portfolio **Assessment: IA2** Investigation Report
Unit 2 **Assessment: FA3** Investigation Report **Assessment: FA4** Exam	**Unit 4 –** **Assessment: IA3** Portfolio **Assessment IA4** External Exam

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: 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.

Special subject requirements: Strong writing and literacy skills. BYOD (Bring your own device) required.

Physics (PHY)

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Content

4 units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Unit 3 – Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics
Unit 2 – Maintaining the internal environment • Homeostasis • Infectious diseases	**Unit 4 – Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Recommended pervious level of Study

Minimum of Sound Achievement in Biology, General Mathematics and English is required.

Assessment

Unit 1 – Formative Assessment Data Test (10%) Student Experiment (20%)	**Unit 3 – Summative Assessment** Data Test (10%) Student Experiment (20%)
Unit 2 – Formative Assessment Research Investigation (20%) Examination – Short response (50%)	**Unit 4 – Summative Assessment** Research Investigation (20%) External Examination – Short response (50%)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Nil

Careers: Science, engineering, medicine and technology.

Special subject requirements: BYOD (Bring your own device) required.

Psychology (PSY)

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Content

4 units are based around inquiry questions. These include:

Year 11	Year 12
Unit 1 – Individual Development Psychological science A The role of the brain Cognitive development Human consciousness and sleep	**Unit 3 – Individual Thinking** Localisation of function in the brain Visual perception Memory Learning
Unit 2 – Individual Behaviour Psychological science B Intelligence Diagnosis Psychological disorders and treatments Emotion & motivation	**Unit 4 – The Influence of Others** Social psychology Interpersonal processes Attitudes Cross-cultural psychology

Recommended pervious level of Study

Minimum of Sound Achievement in Psychology, General Mathematics and English is required.

Assessment

Unit 1 – Formative Assessment Data Test (10%) Student Experiment (20%)	**Unit 3 – Summative Assessment** Data Test (10%) Student Experiment (20%)
Unit 2 – Formative Assessment Research Investigation (20%) Examination – Short response (50%)	**Unit 4 – Summative Assessment** Research Investigation (20%) External Examination – Short response (50%)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: *Nil*

Careers: Psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Special subject requirements: BYOD (Bring your own device) required.

Specialist Mathematics (MAS)

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.

Content

Year 11	Year 12
Unit 1 – Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Unit 3 – Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2
Unit 2 – Complex numbers, trigonometry, functions and matrices • Complex numbers 1 • Trigonometry and functions • Matrices	**Unit 4 – Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Recommended pervious level of Study

Minimum of Sound Achievement (HA) in Year 10 Mathematical Methods Preparation.

Assessment

Units 1 and 2 are devised to replicate instruments used in Units 3 and 4. Assessments in Unit 1 and 2 are formative. 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 exit subject result from QCAA that is A-E.

Unit 1 • Formative Problem-solving and modelling task (FA1) • Formative Internal Exam (FA2)	**Unit 3** • Summative Problem-solving and modelling task (IA1) 20% • Summative Internal Exam (IA2) 15%
Unit 2 • Formative Internal Exam (FA3)	**Unit 4** • Summative Internal Exam (IA3) 15% **Unit 3 & 4** • Summative External Exam (EA) 50%

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Nil

Careers: 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.

Special subject requirements: Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.
Students will need access to a graphics calculator, which is included as part of the student Resource Scheme – SRS.

Visual Art (ART)

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. As artists, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. As audience. Students investigate artistic expression and critically analyse artworks in through formal, contemporary, cultural and personal contexts.

Content

Visual Art units are based around concepts, focus and media and investigate the areas using the inquiry learning model. These include:

Year 11	Year 12
Unit 1 – Art as lens Concept: lenses to explore the material world Contexts: personal and contemporary Focus: people, place and objects Media: 2D, 3D, and time-based	**Unit 3 – Art as knowledge** Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed Media: students-directed
Unit 2 – Art as code Concept: arts as a coded visual language Contexts: formal and cultural Focus: codes, symbols, signs and art conventions Media: 2D, 3D, and time-based	**Unit 4 – Art as alternate** Concept evolving alternate representations and meaning Contexts: contemporary, personal, cultural and/or formal Focus: continued exploration of Unit 3 students-directed focus Media: student-directed

Recommended pervious level of Study

A sound achievement in Year 10 English.

Assessment

Units 1 and 2 assessments are formative, which provide feedback to students and teachers about each student progress in the course of study. Assessment in Unit 1 and 2 mirror summative assessments in Unit 3 and Unit 4. The summative assessment count towards their final mark.

Unit 1 – Art as lens FIA1 – Experimental Folio FIA2 – Reverse chronology Report	**Unit 3** – Art as knowledge IA1 – Inquiry phase 1 – Investigation report (15%) IA2– Inquiry phase 2 – Project (25%)
Unit 2 – Arts as code FIA3 – Resolved Project FIA4 – Internal Exam – Extended response	**Unit 4** – Art as alternate IA3 – Inquiry phase 3 – Project (35%) EA1 – External exam – Extended response (25%)

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Excursions: Students are required to participate in the Unit 3 Stimulus Excursion as part of their Internal Assessment 1 (IA1). Additional costs for this will exist and will depend on travel costs.

Careers: This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Special subject requirements: *Students undertaking the subject Visual Art will be required to provide their own* a USB (8GB) and a 16GB SD Card (SanDisk Class 10). BYOD (Bring your own device) required.

Applied Elective Subjects

Dance in Practice (DIP)

In Dance in Practice, students create, perform and produce dance works in class, school and community contexts. This involves the integration of knowledge of the world with experience and perception. In this subject, students will focus on experiencing and understanding the role of dance in and across communities as performers and choreographers.

Content

Core topics	Elective topics
Dance performance – develop the knowledge and understanding and skill necessary for an individual to perform in solo and group works. Dance production – learn to stage dance productions. It includes choreographic understanding, design in dance performance and the technical and design skills used in dance productions. Dance literacies – develop the knowledge, understanding and skill necessary to engage with dance information in order to understand and critique dance works.	Dance genres provide the context through which modules of work are developed. At least two dance genres are explored in Units 1 and 2 and again in Units 3 and 4 of the courses and three genres across the four-unit course of study. The genres are: • Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance

Recommended previous level of study

A sound level of achievement in year 10 English and a passion for dance.

Assessment

As this will be a new subject delivered in 2022, the assessment is currently being written. Students assessment is based around the three dimensions of this subject: knowing and understanding, apply and analysing, creating and evaluating.

Costs: Students will be required to have a set of 'theatre backs' for performances and correct footwear for *dance.*

Careers: 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.
Choreographer, performer, designer, technician, producer.

Drama in Practice (DRP)

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. Through the core of dramatic practices students also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Content:

Core topics	Elective topics
In Drama in Practice, students explore and engage with two core topics of study — 'Dramatic principles' and 'Dramatic practices' — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes.	The electives in this subject are areas of study that schools choose to undertake. It is through these areas of study that schools develop the core topics, knowledge, understanding and skills to construct modules of work.
Year 11	**Year 12**
Module 1 – Everything's a Story Module 2 – Once More, With Feeling	Module 3 – Utterly Absurd! Module 4 – Totally Epic! Module 5 – What Once was Old…

Recommended previous level of study

A sound achievement in Year 10 English.

Assessment

Module	Assessment: Elective	Dimensions
1	Performance: acting (stage and screen)	
	Product: Scriptwriting	
2	Performance (directing): directing	
	Project: acting (stage and screen)	
3	Performance (acting): scriptwriting and theatres through the ages	
	Project: directing, theatre through the ages	
4	Product: contemporary theatre	
	Performance: theatre through the ages	

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

Special subject requirements: BYOD (Bring your own device) required.

Early Childhood Studies (ECS)

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning.

Content:

Core topics	Elective topics
• Fundamentals of early childhood • Practices in early childhood	• Play and creativity • Literacy and numeracy skills • Being in a safe place • Health and physical wellbeing • Indoor and outdoor learning environments

Recommended previous level of study

C in English in year 10 is recommended.

Assessment

Project	Investigation	Extended response
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
• written: 500–900 words • product: continuous class time.	• written: 600–1000 words	multimodal: 4–7 minutes.

Costs: Students will be required to produce games and activities as a part of project assessment tasks.

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

Special subject requirements: BYOD (Bring your own device) required.

Engineering Skills (ESK)

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

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

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.

Content

Core topics	Elective topics
• Industry practices • Production processes	• Fitting and machining • Sheet metal working • Welding and fabrication

Recommended previous level of study

C in English and Maths in year 10 is recommended.

Assessment

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	N/A
• Multimodal: 500–900 words • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. Pathways include sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Special subject requirements: BYOD (Bring your own device) required.

Furnishing Skills (FUR)

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

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, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create.

Students develop 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.

Content

Core topics	Elective topics
• Industry practices • Production processes	• Cabinet-making • Furniture finishing • Furniture-making

Recommended previous level of study

C in English and Maths in year 10 is recommended.

Assessment

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	
Multimodal: 500–900 words product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. Pathways include furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher.

Hospitality Practices (HPJ)

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Content

Core topics	Elective topics
Navigating the hospitality industry Working effectively with others Hospitality in practice	Kitchen operations Beverage operations and service Food and beverage service

Recommended previous level of study

C in English and Maths in year 10 is recommended.

Assessment

Project	Extended Response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
written: 500–900 words product and performance: continuous class time	multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

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

Excursions: Year 11 – Eat Street Markets (required for assessment); Merlo Coffee
Year 12 – Local Restaurant Lunch (required for assessment); Hotel Back-of-house tour and lunch

Industrial Graphics Skills (GSK)

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

Students understand industry practices, interpret technical information and drawings, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.
Students develop skills by engaging in drafting tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Content

Core topics	Elective topics
Industry practices Drafting processes	Building and construction drafting Engineering drafting Furnishing drafting

Recommended previous level of study

C in English and Maths in year 10 is recommended.

Assessment

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	
A project consists of a technical drawing (which incldues a model) component and at least one of the following components: written: 500–900 words multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3-6 minutes product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. Pathways include architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Information & Communication Technology (ICJ)

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.

Content

Core topics	Elective topics	
Hardware	Animation	Network fundamentals
Software	Application development	Online communication
ICT in society	Audio and video production	Website production
	Data management	Document production
	Digital imaging and modelling	

Recommended previous level of study

A sound achievement in Digital and English.

Assessment

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

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Media Arts in Practice (MAP)

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media art-making processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

Content

Core topics	Elective topics
Students of Media Arts in Practice develop knowledge, understanding and skills from three core topics — 'Media technologies', 'Media communications' and 'Media in society'.	The electives in this subject are areas of study that schools choose to undertake. It is through these areas of study that schools develop the core topics, knowledge, understanding and skills to construct modules of work.
Year 11	**Year 12**
Module 1 – Engaging Audiences Module 2 – Documenting the world around us	Module 3 – Moving image with purpose Module 4 – Auteur Development

Recommended previous level of study

A sound achievement in Year 10 English.

Assessment

Module	Assessment: Elective	Dimensions
1	Extended response: Audio, moving images, still image	Knowledge and understanding Applying and creating Creating and evaluating
	Project: Audio, moving images, still image	
2	Product: Audio, curating, moving images	
	Project: Audio, curating and moving images	
3	Project: Audio, moving images, still image	
	Extended response: audio, moving images, still image	
4	Project: curating, moving images, still image	
	Product: Curating, moving images, still image	

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration.

Music in Practice (MUP)

Musicians fulfil many roles in a community — as makers/creators, performers, presenters, journalists, technicians, administrators and managers. Music in Practice gives students opportunities to explore these and other roles through active engagement with music and music productions, and, where possible, by interacting with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Content

Core topics	Elective topics
'Music principles' and 'Music practices' —and their associated concepts and ideas integrated in modules of work across Units 1 and 2, further developed in Units 3 and 4 and explored and developed through music activities.	Exploration of a minimum of four and a maximum of eight electives across the four-unit course of study. From the chosen electives, schools develop between four and eight modules of work that comprise the four-unit course of study.
Year 11	**Year 12**
Module 1: Design Module 2: Identities	Module 3: Innovations Module 4: Narratives

Recommended previous level of study

A sound achievement in Year 10 English.
Studied Music in Year 9 and/or 10 and/or Instrumental Music.

Assessment

Module	Assessment: Elective	Dimensions
1	Performance: contemporary music, performance music	Knowledge and understanding Applying and creating Creating and evaluating
	Product (composition): songwriting, practical music skills	
2	Project: community music, love production and performance	
	Extended response: practical music skills, world music	
3	Product (composition): contemporary music, songwriting	
	Performance: performance music, practical music skills	
4	Project: live production and performance, music for film, TV and video games, performance craft	
	Extended Response: practical music skills	

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: Employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

Science in Practice (SCP)

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.

Content

Core topics	Elective topics
Scientific literacy and working scientifically Workplace health and safety Communication and self-management	Science for the workplace Resources, energy and sustainability Health and lifestyles Environments Discovery and change

Recommended previous level of study

A sound achievement in English.

Assessment

Project	Investigation	Collection of Work	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words multimodal presentation: 3–6 minutes performance: continuous class time product: continuous class time.	written: 600–1000 words	written: 200–300 words multimodal presentation: 2–3 minutes	60–90 minutes 50–250 words per item

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Sport and Recreation (REC)

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Content

Year 11	Year 12
Unit 1 Module 1 Badminton & Community Recreation **Unit 1 Module 2** Sports Medicine & Touch Football	**Unit 3 Module 5** Tournament Organisation & Volleyball **Unit 3 Module 6** Sport Journalism & AFL
Unit 2 Module 3 Sports Coaching & Basketball **Unit 2 Module 4** Strength and Conditioning	**Unit 4 Module 7** Healthy Lifestyles & Aerobics **Unit 4 Modules 8** Life Saving and Water Safety

Recommended previous level of study

Students should have completed Year 10 Sport and Recreation and achieved no lower than a C.

Assessment

Unit 1 Module 1 Performance **Unit 1 Module 2** Investigation Report	**Unit 3 Module 5** Project **Unit 3 Module 6** Extended Response
Unit 2 Module 3 Project **Unit 2 Module 4** Performance	**Unit 4 Module 7** Performance **Unit 4 Modules 8** Performance

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

Careers: The skills developed in Sport and Recreation may be oriented towards work, personal fitness, or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life.

Tourism (TOU)

Tourism is one of Australia's most important industries, with many opportunities for travel, business ownership and employment. The Tourism industry includes businesses that provide goods and services to tourists. Tourism engages people in entertainment, culture, conferences, adventure, shopping, dining, challenges and self-development, or visiting friends and relatives.

Through studying Tourism, students are:
Challenged to consider how Tourism impacts on Australia and overseas
Exposed to authentic and real-life practices

Tourism students will be able to:
Contribute meaningfully to society, the workforce and the market place
Be prepared as potential employees of the future

Content

Core topics	Elective topics
1.Tourism as an industry 2.The travel experience 3.Sustainable tourism	Technology and tourism Forms of tourism Tourist destinations and attractions Tourism marketing Types of tourism Tourism client groups

Recommended previous level of study

It is recommended that students have achieved a pass (minimum of C) in any Year 10 Humanities subject and/or Year 10 English.

Assessment

Unit 1 – Formative assessment: • Project – multimodal • Investigation – travel Itinerary	**Unit 3 –** Summative assessment • Project – multimodal • Investigation – travel Itinerary
Unit 2 – Formative assessment: • Extended response – magazine article • Examination — combination response	**Unit 4 –**Summative assessment: • Extended response – magazine article • Examination — combination response

Costs: Approximately $70 for the year – visit a theme park, and tourist attractions in Brisbane

Careers: Tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Visual Art in Practice (VAP)

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas —2D, 3D, digital and 4D, design, and craft.

Content

Core topics	Elective topics
In each area of study, they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics: • Visual mediums, technologies and techniques • Visual literacies and contexts • Artwork realisation'.	The electives in this subject are areas of study that schools choose to undertake. It is through these areas of study that schools develop the core topics, knowledge, understanding and skills to construct modules of work.
Year 11	**Year 12**
Module 1 – Still Life Painting Module 2 – Form and Function Module 3 – From the Earth Module 4 – Figure it Out	Module 5 – Soft Sculpture Module 6 – Got it Covered Module 7 – Make Your mark Module 8 - Photography

Recommended previous level of study

A sound achievement in Year 10 English.

Assessment

Module	Assessment: Elective	Dimensions
1	Product: Two-dimensional	Knowledge and understanding Applying and creating Creating and evaluating
2	Project: Design	
3	Project: Three-dimensional	
4	Product: Digital and four-dimensional	
5	Project: Design	
6	Product: Digital and four-dimensional	
7	Project: two-dimensional	
8	Product: two-dimensional	

Costs: Included in the Student Resource Scheme (SRS). Refer to relevant Parent Guide

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

VET Elective Subjects

BSB30120 - Certificate III in Business

SUBJECT TYPE: VET **SUBJECT CODE: VBU** **DURATION: 2 YEARS**

QUALIFICATION DESCRIPTION

Certificate III in Business is aimed at students who have an interest in business and administration services and what it takes to become a business professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy. Money management skills are developed through completion of Be Money Smart through a career in small business. Students also gain fundamental knowledge of the Australian economy and the Australian Stock Exchange. Micro business opportunities are also explored.

ENTRY REQUIREMENTS

Interest in working in business or administration related roles. Good quality written and spoken communication skills and enthusiasm to participate in a range of projects. Computer, access to the internet and up to date software such as Microsoft Office, Adobe Acrobat Reader and Flash Player is required.

QUALIFICATION PACKAGING RULES

13 units of competency: 6 Core units and 7 Elective units.

National Code	Unit of Competency Title	Core/Elective
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBPEF301	Organise personal work priorities	Elective
FNSFLT301	Be MoneySmart	Elective
BSBWHS311	Assist with maintaining workplace safety	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBTWK301	Use inclusive work practices	Core
BSBXCM301	Engage in workplace communication	Core
BSBXTW301	Work in a team	Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBTEC301	Design and produce business documents	Elective
BSBWRT311	Write simple documents	Elective
BSBTEC303	Create electronic presentations	Elective
BSBOPS304	Deliver and monitor a service to customers	Elective

Note: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party). Binnacle Training's Program Disclosure Statement (PDS) accessed at http://www.binnacletraining.com.au/rto.php and select RTO Files sets out services and training products provided by Binnacle and WSC

ASSESSMENT

Assessments are continuous and matched to the various units of competency and may include producing business documents and spreadsheets; preparing electronic presentations, maintaining business resources in a simulated workplace environment. Students will be judged to be either Competent or Not Yet Competent in each module. Satisfactory completion of all 13 units is required to be awarded a Certificate or Statement of Attainment for partial completion of the qualification which is based on the percentage of competencies attained (25%, 50%, 75%). This qualification contributes 8 credit points towards a QCE. Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR (for further information refer to http://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

COSTS:(In addition to the Students Resource Scheme – SRS): Approximately $265 Approximately $420 (course fees yet to be finalised). This course is offered through an external RTO, Binnacle Training. Fees covers all electronic learning material on an online learning platform, resources and reporting. Texts and reprographics are provided by the school.

CAREERS: Administration officer, accounts payable/general clerk, customer services advisor/manager, business owner/manager. Successful completion can lead into other business related qualifications (Certificate IV or Diploma) which can lead directly into further tertiary (Bachelor) pathways at university

SERVICE AGREEMENT:
This course is offered through an external RTO, Binnacle Training, which has responsibility for training, compliance, reporting and recording student results, and delivered by qualified teachers at the school. Training will be delivered in the classroom with learning materials being electronic. Students are encouraged to study self-paced outside scheduled classes.

Binnacle Training

RTO Provider Code 31319

Nationally Recognised Training

SIS30315 - Certificate III in Fitness

SUBJECT TYPE: VET **SUBJECT CODE: VFN** **DURATION: 2 YEARS**

QUALIFICATION DESCRIPTION

The Certificate III in Fitness course will prepare you to:
Fitness screen and assess new clients. Monitor a client's fitness level and development. Provide fitness training to a single client or group of clients in a supervised and low risk setting. Provide advice on exercise and exercise equipment.

ENTRY REQUIREMENTS: Via Application – completed and submitted to HOD of HPE

QUALIFICATION PACKAGING RULES

Semester 1:

Unit Code	Unit Name
HLTWHS001	Participate in workplace health and safety
BSBSUS201	Participate in environmentally sustainable work practices
SISXFAC001	Maintain equipment for activities
BSBRSK401	Identify risk and apply risk management processes
HLTAID003	Provide first aid

Semester 2:

Unit Code	Unit Name
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXCCS001	Provide quality service

Semester 3/4:

Unit Code	Unit Name
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISFFIT001	Provide health screening and fitness orientation
SISFFIT006	Conduct fitness appraisals
SISFFIT003	Instruct fitness programs
SISFFIT005	Provide healthy eating information
SISFFIT014	Instruct exercise to older clients
SISFFIT002	Recognise and apply exercise considerations for specific populations

ASSESSMENT: Students will be assessed through using skills developed and may include: Competency based - Online modules in class and during home time

COSTS: (In addition to the Students Resource Scheme – SRS): Approximately $420 (course fees yet to be finalised)

CAREERS: Fitness instructor, Gym receptionist, Future studies - Cert 4 Fitness, University, TAFE

SERVICE AGREEMENT:
This course is offered through an external RTO, Binnacle Training, which has responsibility for training, compliance, reporting and recording student results, and delivered by qualified teachers at the school. Training will be delivered in the classroom with learning materials being electronic. Students are encouraged to study self-paced outside scheduled classes.

Binnacle Training

RTO Provider Code 31319

Nationally Recognised Training

SIT20316 - Certificate II in Hospitality

SUBJECT TYPE: VET **SUBJECT CODE: VHT** **DURATION: 2 YEARS**

QUALIFICATION DESCRIPTION:

Certificate II in Hospitality aims to:

- Develop practical skills that will be useful in a broad range of occupations within the Hospitality Industry
- Give students a hands-on experience.
- Develop teamwork, communication and time management skills.

ENTRY REQUIREMENTS:

Suitable students need to have a good work ethic, a real desire to work in the Hospitality Industry and commit to working in The Nest training Café during some lunch times.

Students must demonstrate literacy and numeracy skills required for the subject in an LLN test at the beginning of the course.

QUALIFICATION PACKAGING RULES:

12 units of competency: **6 Core units and 6 Elective units.**

Unit Code	Unit Name	Core/Elective
BSBWOR203	Work effectively with others	Core
SITHIND002	Source and use information on the hospitality industry	Core
SITHIND003	Use hospitality skills effectively	Core
SITXCCS003	Interact with customers	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXWHS001	Participate in safe work practices	Core
SITXFSA001	Use hygienic practices for food safety	Elective
SITXFSA002	Participate in safe food handling practices	Elective
SITHCCC003	Prepare and present sandwiches	Elective
SITHFAB002	Provide responsible service of alcohol	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005	Prepare and serve espresso coffee	Elective

ASSESSMENT:

Assessment in VET subjects is continuous. Students complete set modules of tasks in a timely manner. Assessment includes both written and practical demonstration of skills. Students will be judged to be either Successful or Unsuccessful in each module. The qualification contains 12 units of competency. Partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.
The assessment tasks will vary from semester to semester.

COSTS: (In addition to the Students Resource Scheme – SRS): *If accessing VETis funding no cost*

Not accessing VETis Funding $780

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

SERVICE AGREEMENT:

Training Direct Australia

Training Direct Australia #32355

Nationally Recognised Training