AIM HIGH

Wellington Point
STATE HIGH SCHOOL

2027 SENIOR SUBJECT HANDBOOK

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Introduction

Wellington Point State High School caters for a wide variety of clientele. We promote high quality teaching through a wide range of pedagogical and systemic processes, continually assessing what we offer, how we offer it, and how we can improve. Community plays a large part in providing quality education and recognition of achievement.

In the Senior Secondary curriculum, a variety of subjects are offered to students to enable them to prepare for future pathways. The range of subjects offered at Wellington Point State High School is designed to cater for students of all levels of ability, interests and career aspirations. Selecting subjects for the next two years is a very important process. Subject changes occur after careful consideration to ensure students meet QCAA subject requirements. It is very important that subject choices are discussed with students, teachers and parents, to ensure the correct choices are made for the beginning of Year 11. These conversations will start with SET Plan interviews. The major objective of this booklet is to provide you with as much information as possible.

The best decisions are based on good information. Good luck with your research and considerations. If you need more help, please consult with the Head of Senior Schooling, Deans, Guidance Officer, Deputy Principal, Subject Area HODs or your teachers.

Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your opinion about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Students who have outstanding student resource scheme amounts owing will be unable to select subjects that incur an additional subject fee until outstanding fees are paid, or families have entered into a payment plan which will see the outstanding amount paid by the end of the current school year.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines below.

Guidelines

1. Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you.

You will also need to find out about the various pathways you can take to obtain qualifications you

will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways you can select the most appropriate one for you.

The following resources may prove helpful with decision making about occupations and subjects:

- Australia's National Career Information Service, called *myfuture*, can be accessed at: www.myfuture.edu.au
- *myPROFILER with TAFE Qld* is a career and TAFE course resource and can be accessed *at* https://myprofiler.tafeqld.edu.au/
- The Good Careers Guide https://www.gooduniversitiesguide.com.au/careers-guide can also provide information on careers, working conditions, and related courses and careers.
- Explore Careers https://explorecareers.com.au/career-quiz/ allows students to complete an interest profile then explore industries.
- QTAC (Queensland Tertiary Admissions Centre) publishes the *Year 10 Guide to Tertiary Prerequisites* each year – (an digital copy is available on the 10 Home Group QLearn Course)

2. Find out about the subjects offered by your school

Wellington Point State High School offers the following types of subjects:

- General Subjects
- Applied Subjects
- Vocational Education and Training Courses

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in booklets provided by your school
- Talk to Heads of departments and teachers of each subject
- Look at books and materials used in subject
- Listen carefully at subject selection talks
- Talk to students who are already studying the subject.

4. Choose a combination of subjects that suit your needs and abilities

Avoid

- selecting subjects simply because someone has told you that they "will help you get a better ATAR"
- making decisions based exclusively on other people's opinions
- making decisions by yourself without research

5. Vocational Education

Consider taking Vocational Education and Training courses if:

- the subject relates to, or could provide a pathway to a job that attracts you
- success in the subject may give you advanced standing (credit) in a higher level course that you are interested in
- you are interested in the subject and think you would enjoy studying it.

6. Tertiary Entrance

If you wish to study a degree or diploma courses at University or TAFE after Year 12, ensure you select the prerequisite subjects required for your preferred courses. These are listed in the QTAC Tertiary Prerequisites 2029 book.

Also, make sure your selection of subjects meet the eligibility requirements to be issued with an ATAR:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects. Studying a tertiary subject whilst at school may support entry into a university. Consult with the Guidance Officer if you are considering studying a tertiary subject during senior.

7. Be prepared to ask for help

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, Heads of Department, HOD Snr Schooling, Year Coordinator, Guidance Officer, Deputy Principals and Principal. Don't be afraid to seek their assistance. They are all prepared to help.

Bring Your Own Device (BYOD) Program

Please check the subject prerequisites, as several subjects require students to have their own laptop to be able to enrol in the course. To select these subjects, you must be part of the BYOD Program.

BYOD is a term used to describe a digital device which is privately owned and is able to be used to access the departmental network and information systems in an educational setting. BYOD represents more than a privately owned device; it also includes software, applications, connectivity and appropriate behaviours.

At Wellington Point State High School, we have an eLearning vision which ensures technology is a tool used to enhance teaching and learning. Technology facilitates the creation and sharing of knowledge. Technology is more than a method of retrieving information. IT devices are a powerful means of differentiating and personalising a student's education, and student-owned devices facilitate student choice over which application best suits their learning and communication style.

School-Based Apprenticeships and Traineeships

School based apprenticeships and traineeships combine school and training with working in a real job, for a real boss and for a real wage. Students in Year 10, 11 and 12 are eligible. You also earn points towards your Queensland Certificate of Education.

There as three parts of a school based apprenticeship and traineeship:

- **On the job training** - one day per week when you will be released from school to attend work. You are required to work a minimum of 50 days in a calendar year and you may be given the opportunity to work on the holidays to ensure this requirement is met
- **Off the job training** - delivered by a Registered Training Organisation (RTO) in an appropriate environment, such as the work place, TAFE, private college or online. The training options are negotiated and outlined in the training plan
- School results must be maintained or improved and behaviour and attendance acceptable.

Wellington Point State High School is flexible regarding which day per week you are released for work and training, and will consult with you and your employer to best meet everyone's needs.

Getting Started:

- Finding an employer is up to the Student and Parent/Guardian.
- Work Experience Placement is a good opportunity to impress an Employer and discuss the possibility of a SAT.
- Convert your existing part time job into a school based traineeship.
- Contact Ms Jackie Booysen, the Industry Liaison Officer at Wellington Point State High School, for assistance with Work Experience and/or a SAT.

Senior Education Profile

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

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

For more information about the SEP see: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Duplication of Learning

The QCAA considers Applied subjects and VET qualification at Australian Qualifications Framework (AQF) Level 2 that have similar subject matter and learning goals to be duplication of learning. Where duplication has been identified, QCE credit will only accrue for one course, i.e. a maximum of 4 QCE credits.

Example of Applied Subjects and Certificate II VET qualifications with duplication of learning:

Learning area	Applied Subject	VET qualification	Max. QCE credit
Health and Physical Education	Sport & Recreation	SIS20115 Certificate II in Sport and Recreation	4
Humanities and Social Sciences	Tourism	SIT20116 Certificate II in Tourism	4
Technologies	Building & Construction Skills	CPC20220 Certificate II in Construction Pathways	4

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

The QCAA develops General and Applied senior subject syllabuses which are offered by Wellington Point State High School. Results in General and Applied subjects contribute to the awarding of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

General syllabuses

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

Applied syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

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

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

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

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results for the Unit 3 & 4 combination or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overviews

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Assessment

Units 1 and 2 assessments

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

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Assessment for Units 1 and 2 will use techniques to best prepare students for assessment requirements in Units 3 and 4.

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

Units 3 and 4 assessments

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

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

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

External assessment

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

External assessment is:

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

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

Applied syllabuses

Structure

The syllabuses structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Essential English and Essential Mathematics — Common internal assessment

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

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus and is not privileged over the other summative internal assessments. The CIA is:

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

SET planning at Wellington Point State High School
— empowering students to drive their own career path

Key strategies:
- delivering a planned program of learning experiences to support engagement in meaningful pathway conversations
- providing accurate, consistent and unbiased subject information
- engaging with employers, tertiary initiative and industry to enhance student understanding of career options.
- building a strong culture of team work to achieve each student's goals

WHAT
- Sequence of pathways-focused education lessons that support students to discover individual interests, values and skills, and explore potential career options
- Broad range of strategies to support students to connect classroom learning to the changing world of work
- Individual student career pathway plans formulated by students to inform senior subject choices and drive rich conversations at Senior Education and Training (SET) planning interviews

WHO
- students, their parents and carers, and school staff working together to support students to develop a cohesive senior secondary pathway plan
- Senior leadership team, Guidance Officers, Heads of Department, teachers and support staff working as a team to support students to achieve their career goals
- Employers, tertiary institutions and industry connecting with schools to build student awareness about career options and pathways.

HOW
- Experts in senior curriculum options provide information about pathways and senior secondary subjects
- Advertising of careers expos and tertiary institution open days/information sessions so that students and families can gather information and forge industry contacts
- Subject and pathway information evenings

Wellington Point State High School

"The (SET) plan encourages students to think about their future, consider their abilities and investigate their options for careers and further education. Through this process Year 10 students will make informed decisions about completing the senior phase of learning and about their future. It helps them to make immediate career and learning choices to lay the foundations of lifelong learning and lifelong career development."

Queensland Curriculum and Assessment Authority

Planning for learning in Years 11 and 12

Senior schooling is an exciting time for Queensland students and an important step in preparing for their future.

Schools work with Year 10 students and their families to help them plan their education, training and career goals and map their pathway to a Queensland Certificate of Education (QCE).

The Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification. It is internationally recognised and a sign of academic and personal success.

The QCE allows students to design a pathway that's right for them — whether their goals after Year 10 are to:

- study at university
- find skilled work
- attend TAFE or other training.

Students can choose from a wide range of subjects and courses, including Queensland Curriculum and Assessment Authority (QCAA) subjects, vocational education and training (VET), school-based apprenticeships and traineeships or other recognised courses.

How does the QCE work?

To achieve a QCE, students need to complete a set amount of learning, at a set standard, in the set pattern and meet literacy and numeracy requirements. They must also complete the QCAA's academic integrity course or equivalent.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training qualifications
- non-Queensland studies
- recognised studies.

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Academic integrity

Students must complete the QCAA's academic integrity course, or an equivalent program which meets the QCAA's requirements.

Subjects and courses

A wide range of subjects and courses can contribute credits to a QCE.

Most students will study six subjects/courses in Years 11 and 12. Many choose to include VET courses as part of their QCE pathway, and some choose to extend their learning with university subjects or other recognised courses.

The flexibility of the QCE means that students can choose a pathway to suit their goals.

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

QCAA General subjects — Core category of learning

General subjects prepare students for tertiary study, further education and training and work. They contribute **up to four credits per subject** to a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR). Examples include English, General Mathematics, Ancient History, Biology and Music Extension.

QCAA Applied subjects — Core category of learning

Applied subjects focus on practical skills and prepare students for further education and training and work. They may contribute **up to four credits per subject** to a QCE. One Applied subject may also contribute to an ATAR when combined with four General subjects. Examples include Essential English, Essential Mathematics, Business Studies, Industrial Technology Skills and Tourism.

QCAA Short Courses — Preparatory or Complementary category of learning, depending on course

Short Courses are suited to students interested in pathways to VET or further education and employment. They may contribute **one credit to a QCE**, but do not contribute to an ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Aboriginal & Torres Strait Islander Languages.

Vocational education and training (VET) — Core, Preparatory or Complementary category of learning, depending on course

VET prepares students for work through practical learning and is an important part of senior schooling for many students. Approximately 60% of Queensland senior students achieve VET qualifications. In recent years, the most popular courses have been in Business, Engineering Pathways, Fitness, Health Support, Hospitality and Sport & Recreation.

VET can also lead to further education and training and may contribute up to eight credits per course to a QCE. The amount of credit will vary, depending on the type of qualification. One VET qualification at Certificate III or above may also contribute to an ATAR.

Other courses — Core, Preparatory or Complementary category of learning, depending on course

Other courses allow students to study a particular area of interest through recognised certificates and awards or university subjects studied while at school. QCE credit and ATAR eligibility will vary, depending on the course. Non-Queensland studies, such as the International Baccalaureate or courses completed interstate, are also included in this category.

General Subjects (used in the calculation of an ATAR)

<table>
<tr><th colspan="3">ANCIENT HISTORY</th><th>General</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES ✓ / NO</td></tr>
<tr><td>Prerequisite</td><td colspan="3">Students are required to achieve a ‘Sound’ achievement or better in Year 10 English and/or a C or better in Year 10 Humanities to do this subject.
It is MANDATORY for students to be part of the BYOD Program to complete this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">A course of study in Ancient History can establish a basis for further education and employment in the fields of education, journalism, the media, archaeology, history, psychology, sociology, law, business, economics, politics, health and social sciences, writing, academia and research.</td></tr>
<tr><td>Course Outline</td><td colspan="3">Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.</td></tr>
<tr><td>Objectives</td><td colspan="3">By the conclusion of the course of study, students will:
1. Devise historical questions and conduct research.
2. Comprehend terms, concepts and issues.
3. Analyse evidence from historical sources.
4. Evaluate evidence from historical sources.
5. Synthesise evidence from historical sources.
6. Communicate to suit purpose.</td></tr>
<tr><td>Structure</td><td>Unit 1
Investigating the ancient world
Topic 1 - Digging up the past
Topic 2 - Features of ancient societies (beliefs, rituals and funerary practices)</td><td>Unit 2
Personalities in their time
Topic 3 - Xerxes
Topic 4 - Alexander the Great</td><td>Unit 3
Reconstructing the ancient world
Topic 5 – Rome During the Republic
Topic 6 – Early Imperial Rome from Augustus to Nero</td><td>Unit 4
People, power and authority
Topic 7 – Imperial Rome until the Fall of the Western Roman Empire
Topic 8 – Cleopatra (External exam)</td></tr>
</table>

<table>
<tr><th colspan="5">ANCIENT HISTORY — General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td></td><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 1: Examination — short response (25%)
• Time: 2 hours plus 15 minutes planning time</td><td colspan="2">Formative internal assessment 3: Investigation (25%) – historical essay based on research
• Length: Up to 2000 words</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 2: Investigation - independent source investigation (25%)
• Length: Up to 2000 words</td><td colspan="2">Formative internal assessment 4: Examination - extended response (25%)
• Time: 2 hours plus 15 minutes planning time
• Length: 800-1000 words
• Unseen question
• 6-7 seen sources
• 3-5 unseen sources</td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td></td><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td></td><td>Internal assessment 1: Examination - extended response (25%)
• Time: 2 hours plus 15 minutes planning time
• Length: 800-1000 words
• Unseen question
• 6-7 seen sources
• 3-5 unseen sources</td><td>25%</td><td>Internal assessment 3: Investigation (25%) – historical essay based on research
• Length: Up to 2000 words</td><td>25%</td></tr>
<tr><td></td><td>Internal assessment 2: Investigation - independent source investigation (25%)
• Length: Up to 2000 words</td><td>25%</td><td>External assessment: Examination — short response (25%)
• Time: 2 hours plus 15 minutes planning time</td><td>25%</td></tr>
</table>

<table>
<tr><th colspan="4">BIOLOGY</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students must achieve at least a B level in Year 10 Science. Students that achieve less than this will need to discuss their choices with the Science HOD.
Biological Science requires a lot of reading and research, and should only be attempted by students who are prepared to put in a continuous, genuine effort to keep up with the level of work. This includes doing at least a few hours every week on revision and study.

Mandated: Purchase of Students skills booklet each year ($40.00)</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.</td></tr>
<tr><td>Course Outline</td><td colspan="4">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.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
describe ideas and findings
apply understanding
analyse data
interpret evidence
evaluate conclusions, claims and processes
investigate phenomena.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Cells and multicellular organisms
Cells as the basis of life
Exchange of nutrients and wastes
Cellular energy, gas exchange and plant physiology</td><td>Maintaining the internal environment
Homeostasis
Infectious disease and epidemiology</td><td>Biodiversity and the interconnectedness of life
Biodiversity and populations
Functioning ecosystems and succession</td><td>Heredity and continuity of life
Genetics and heredity
Continuity of life on Earth</td></tr>
</table>

<table>
<tr><th colspan="4">BIOLOGY General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="3">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1:
Data test</td><td>Formative internal assessment 3:
Research Investigation</td></tr>
<tr><td>Formative internal assessment 2:
Student experiment</td><td>Formative internal assessment 4:
Examination</td></tr>
</table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="3">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)
<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Data test
Time: 60 minutes plus 15 minutes perusal
Length: 400-500 words in total, consisting of:
Short-response items (sentence or short paragraphs)
Written paragraphs 50-250 words per item (approximately 400-500 words)
Other types of item responses eg interpreting and calculating
Unseen stimulus
Queensland-approved graphics calculator permitted</td><td>10%</td><td>Summative internal assessment 3 (IA3):
Research Investigation
Time:
10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
Length:
Written: 1500—2000 words, or
Multimodal presentation: 9-11 minutes</td><td>20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Student experiment
Time:
10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
Length
Written: 1500—2000 words, or
Multimodal presentation: 9-11 minutes</td><td>20%</td><td>Summative external assessment (EA):
Examination
Short Response
Time: 90 minutes plus 10 minutes perusal
Queensland-approved graphics calculator permitted
Combination Response
Time: 90 minutes plus 10 minutes perusal
Queensland-approved graphics calculator permitted
Unseen stimulus</td><td>50%</td></tr>
</table></td></tr>
</table>

<table>
<tr><th colspan="4">BUSINESS</th><th>General</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES
✓</td><td>NO</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students do not need to have studied any prerequisite course. However, students are required to be achieving a ‘Sound’ achievement or better in Year 10 English and Maths.
It is MANDATORY for students to be part of the BYOD Program to complete this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalization, sustainability, resources, economy, and society.
Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing, and operations.
Students use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity, and sophistication of thought.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• describe business situations and environments
• explain business concepts and strategies
• analyse and interpret business situations
• evaluate business strategies
• create responses that communicate meaning to suit audience, context and purpose</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Business creation
Fundamentals of business
Creation of business ideas</td><td>Business growth
Establishment of a business
Entering markets</td><td>Business diversification
Competitive markets
Strategic development</td><td>Business evolution
Repositioning a business
Transformation of a business</td></tr>
</table>

<table>
<tr><th colspan="5">BUSINESS General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1:
Examination – combination response</td><td>Formative internal assessment 3:
Feasibility report</td></tr>
<tr><td>Formative internal assessment 2:
Business report</td><td>Formative internal assessment 4:
Examination – combination response</td></tr>
</table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)
<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination – combination response
  • 2 hours plus 15 minutes planning time
  • Short responses – sentences and paragraphs
  • short response – unseen stimulus, sentences and paragraphs
  • extended response – unseen stimulus, business report (extract)
  •</td><td>25%</td><td>Summative internal assessment 3 (IA3):
• Feasibility report – authentic case study and stimulus
  • up to 2000 words</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Business report
• up to 2000 words</td><td>25%</td><td>Summative external assessment (EA):
• Examination — combination response
• 2 hours plus 15 minutes planning time
– may ask students to respond using
– sentences or paragraphs
– an extended response – business report or business report extract
• may ask students to respond to unseen stimulus</td><td>25%</td></tr>
</table></td></tr>
</table>

CHEMISTRY				General
This subject contributes towards an ATAR?			**YES** ✓	**NO**
Prerequisite	Students must achieve at least a B level in Year 10 Science and are enrolled for General Mathematics/Mathematical Methods. Students that achieve less than this will need to discuss their choices with the Science HOD. Chemistry is not an easy subject and should only be attempted by students who are prepared to put in a continuous, genuine effort to keep up with the level of work. This includes doing at least a few hours every week on revision and study. **Mandated:** Purchase of Student skills booklet ($30.00)			
Possible Career Pathway	A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.			
Course Outline	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.			
Objectives	By the conclusion of the course of study, students will: • By the conclusion of the course of study, students will: • describe ideas and findings • apply understanding • analyse data • interpret evidence • evaluate conclusions, claims and processes • investigate phenomena.			
Structure	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
	Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

<table>
<tr><th colspan="5">CHEMISTRY General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1:
Data test</td><td>Formative internal assessment 3:
Research Investigation</td></tr>
<tr><td>Formative internal assessment 2:
Student experiment</td><td>Formative internal assessment 4:
Examination</td></tr>
</table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test
  • Time: 60 minutes plus 10 minutes perusal
  • Length: 400-500 words in total, consisting of:
  • Short-response items (sentence or short paragraphs)
  • Written paragraphs 50-250 words per item (approximately 400-500 words)
  • Other types of item responses eg interpreting and calculating
  • Data book permitted
  • Unseen stimulus
  • Queensland-approved graphics calculator permitted</td><td>10%</td><td>Summative internal assessment 3 (IA3):
• Research Investigation
• Time:
  • 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
• Length:
  • Written: 1500—2000 words, or
  • Multimodal presentation: 9-11 minutes</td><td>20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment
• Time:
  • 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
• Length
  • Written: 1500—2000 words, or
  • Multimodal presentation: 9-11 minutes</td><td>20%</td><td>Summative external assessment (EA):
• Examination
• Short Response
  • Time: 90 minutes plus 10 minutes perusal
  • Queensland-approved graphics calculator permitted
  • Seen data booklet provided
• Combination Response
  • Time: 90 minutes plus 10 minutes perusal
  • Queensland-approved graphics calculator permitted
  • Seen data booklet provided
  • Unseen stimulus</td><td>50%</td></tr>
</table>

<table>
<tr><th colspan="5">DRAMA — General</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES
✓</td><td>NO</td></tr>
<tr><td>Prerequisite</td><td colspan="4">A high achievement (B) or higher in Year 10 Drama is advised. A sound achievement (C+) or higher in Year 10 General English is essential.
It is ESSENTIAL for students to be part of the BYOD Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

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

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

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• demonstrate skills of drama
• apply literacy skills
• interpret purpose, context and text
• manipulate dramatic languages
• analyse dramatic languages
• evaluate dramatic languages.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Challenge
• How can we use drama to challenge our understanding of humanity?</td><td>Transform
• How can you transform dramatic practice?</td><td>Share
• How does drama promote shared understandings of the human experience?</td><td>Reflect
• How is drama shaped to reflect lived experience?</td></tr>
</table>

<table>
<tr><th colspan="4">DRAMA General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="3">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td></td><td colspan="2">Unit 1</td><td>Unit 2</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 1:
Performance</td><td>Formative internal assessment 3:
Project – practice-led project</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 2:
Project – dramatic concept</td><td>Formative internal assessment 4:
Examination – extended response</td></tr>
<tr><td rowspan="3">Assessment Unit 3 and 4</td><td colspan="3">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance
  • Preparation time: 9-12 hours (rehearsal and presentation), this will involve class time and students' own time.
  • Performance time: up to 5 minutes (all students must be actively engaged on stage for no more than 5 minutes).
  • Other: presented as a group (recommendation 2-10 people), but assessed individually.
20%</td><td>Summative internal assessment 3 (IA3):
• Project – practice-led project
• Duration:
  • Directorial vision - 12-18 hours (including preparation and individual presentation)
  • Up to 7 minutes of multimodal pitch
  • Performance - 6-9 hours (including preparation and group presentation)
  • Up to 5 minutes of performance (all students must be actively engaged on stage for no more than 5 minutes)
  • Other: individual or group (recommendations for group size 2-4 people)
35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project – dramatic concept
• Preparation time: 14-16 hours
Multimodal (at least two modes, written and digital, delivered at the same time): up to 1500 words, including:
  • a statement of intent
  • a sequenced digital record of key moments of the devised concept — one of the following
  – up to 12 photographs of staged dramatic action
  – up to 3 filmed moments of staged dramatic action (up to a total of 90 seconds)
  – up to 8 photographs of staged dramatic action, and 1 filmed moment of staged dramatic action (up to 30 seconds)
  • scripted dialogue: up to 500 words
20%</td><td>Summative external assessment (EA):
• Examination
• Time: 2 hours plus planning time (20 minutes)
• Mode: written
• Length: 800-1000 words
25%</td></tr>
</table>

ENGLISH		General
This subject contributes towards an ATAR?	**YES**	**NO**
	✓	

Prerequisite	Based on previous experience of student success, it is a prerequisite of entry to Senior English that students have achieved a minimum of a B-level result at the conclusion of Year 10 English. Alternatively, students should select Essential English – they may still be ATAR-eligible with this English subject strand selection and should review with the guidance officer. Students choosing English should be aware that it will require reading across a range of texts as well as a willingness to write and speak to groups of people. **As technology is integral to the core curriculum it is highly recommended that students be part of the BYOD eLearning Programs to support their learning.**
Possible Career Pathway	A course of study in English promotes open-mindedness, imagination, critical awareness, and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.
Course Outline	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. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: • skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts • skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences • enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style • creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others • critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences • empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

<table>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
1. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
2. Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences.
3. Create and analyse perspectives and representations of concepts, identities, times and places.
4. Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
5. Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
6. Select and synthesise subject matter to support perspectives.
7. Organise and sequence subject matter to achieve particular purposes.
8. Use cohesive devices to emphasise ideas and connect parts of texts.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes.
11. Use mode-appropriate features to achieve particular purposes.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Perspectives and texts
• Examining and creating perspectives in texts
• Responding to a variety of non-literary and literary texts
• Creating responses for public audiences through persuasive texts, and analytical extended responses.</td><td>Texts and culture
• Examining and shaping representations of culture in texts
• Responding to literary and non-literary texts, including a focus on Australian texts
• Creating imaginative texts</td><td>Textual connections
• Exploring connections between texts
• Examining different perspectives of the same issue in texts and shaping own perspectives
• Creating responses for public audiences through persuasive texts</td><td>Close study of literary texts
• Engaging with literary texts from diverse times and places
• Responding to literary texts creatively and critically
• Creating imaginative and analytical texts</td></tr>
</table>

<table>
<tr><th colspan="5">ENGLISH General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4, and receive feedback on their progress throughout the course. Schools devise assessment in Units 1 and 2 to suit their local context.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1 (FIA1):
Extended response — persuasive spoken</td><td>Formative internal assessment 2 (FIA2):
Extended response — analytical written</td></tr>
<tr><td></td><td>Formative internal assessment 3 (FIA3):
Examination — imaginative written response</td></tr>
</table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4, students complete four summative assessments each worth 25% (25 marks each). The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)
<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1): Conversations about issues in texts
• Extended response – persuasive spoken
• Spoken: up to 8 minutes; while this task is spoken, a student may use multimodal/digital components to support the development of the response; the response may be live or pre-recorded.
• Duration: 4 weeks notification and preparation
• Individual response</td><td>25%</td><td>Summative internal assessment 3 (IA3): Creative responses to literacy texts
• Extended response – imaginative written
• Time: 2 hours plus planning (15 minutes)
• The assessment may be completed over more than one session. Students are to have no more than the allocated time.
• The student response must be completed within 5 consecutive school days.
• Students to be given the specific task one week prior to the assessment from which point the teacher must not provide any guidance or feedback
• No notes allowed; stimulus text not permitted in the examination</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2): Conversations about concepts in texts
• Extended response – written response for a public audience
• Written: up to 1500 words (may be accompanied by digital elements appropriate to the type of publication)
• Duration: 5 weeks notification and preparation
• Open access to resources</td><td>25%</td><td>Summative external assessment (EA): Critical responses to literary texts
• Examination — analytical written response
• Time: 2 hours plus planning time (15 minutes)
• Response to an unseen question related to a literacy text from the external assessment section of the prescribed text list
• Students must not bring the studied text or notes into the examination</td><td>25%</td></tr>
</table></td></tr>
</table>

<table>
<tr><th colspan="4">FILM, TV & NEW MEDIA — General</th></tr>
<tr><td colspan="2">This subject contributes towards an ATAR?</td><td>YES
✓</td><td>NO</td></tr>
<tr><td>Prerequisite</td><td colspan="3">A sound achievement (C+) or higher in Year 10 General English is essential. Students must also be able to use computers and basic software programs adequately.
It is ESSENTIAL for students to be part of the BYOD Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.</td></tr>
<tr><td>Course Outline</td><td colspan="3">Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.</td></tr>
<tr><td>Objectives</td><td colspan="3">By the conclusion of the course of study, students will:
• design moving-image media products
• create moving-image media products
• resolve film, television and new media ideas, elements and processes
• apply literacy skills
• analyse moving-image media products
• evaluate film, television and new media products, practices and viewpoints.</td></tr>
<tr><td>Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td></td><td>Foundation
• Technologies
• Institutions
• Languages</td><td>Stories
• Representations
• Audiences
• Languages</td><td>Participation
• Technologies
• Audiences
• Institutions</td><td>Artistry
• Technologies
• Representations
• Languages</td></tr>
</table>

FILM, TV & NEW MEDIA — General

Assessment Unit 1 and 2

Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.

Formative Assessments (Year 11)

Unit 1	Unit 2
Formative internal assessment 1: Case Study Investigation	**Formative internal assessment 3:** Project – stylistic production
Formative internal assessment 2: Multi-platform content project	**Formative internal assessment 4:** Examination – extended response

Assessment Unit 3 and 4

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

Summative Assessments (Year 12)

Unit 3		Unit 4	

Summative internal assessment 1 (IA1):
• Case Study Investigation
  • Preparation time: **9-12 hours (**this will involve class time and students' own time.)
  • Length – **up to 1500** words
	15%	***Summative internal assessment 3 (IA3):***
		• Project – stylistic production Duration:
		  • **12-18 hours**
		Length:
		• Statement of intent: up to 500 words
		• One of the following:
		  ○ Storyboard: up to 24 frames
		  ○ Script – up to 5 minutes
		• Moving image media product: up to 5 minutes
			35%

Summative internal assessment 2 (IA2): • Multi-platform content project • Preparation time: **14-16 hours** • Length: – Pre-production treatment - up to 1000 words – Moving image media content – up to 5 minutes	**25%**	***Summative external assessment (EA):*** • Examination • Time: **2 hours** plus planning time **(20 minutes)** • Mode: written • Length: **800-1000 words**	**25%**

<table>
<tr><th colspan="5">GENERAL MATHEMATICS — General</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES
✓</td><td>NO</td></tr>
<tr><td>Prerequisite</td><td colspan="4">A student who wishes to take General Mathematics in Years 11 and 12 would need to achieve a minimum of ‘C+’ in Year 10 Mathematics.

It would beneficial to the student choosing this subject that they had successfully completed the Preparatory General Maths course in year 10.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">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.</td></tr>
<tr><td>Course Outline</td><td colspan="4">General Mathematics’ major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.
General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.
Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• recall mathematical knowledge
• use mathematical knowledge
• communicate mathematical knowledge
• evaluate the reasonableness of solutions
• justify procedures and decisions
• solve mathematical problems.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Money, measurement, algebra and linear equations
• Consumer arithmetic
• Shape and measurement
• Similarity and scale
• Algebra
• Linear equations and their graphs</td><td>Applications of linear equations and trigonometry, matrices and univariate data analysis
• Applications of linear equations and their graphs
• Applications of trigonometry
• Matrices
• Univariate data analysis 1
Univariate data analysis 2</td><td>Bivariate data and time series analysis, sequences and Earth geometry
• Bivariate data analysis 1
• Bivariate data analysis 2
• Time series analysis
• Growth and decay in sequences
Earth geometry and time zones</td><td>Investing and networking
• Loans, investments and annuities 1
• Loans, investments and annuities 2
• Graphs and networks
• Networks and decision mathematics 1
Networks and decision mathematics 2</td></tr>
</table>

<table>
<tr><th colspan="4">GENERAL MATHEMATICS</th><th>General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course. Schools devise assessment in Units 1 and 2 to suit their local context.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1 (FA1): Problem-solving and modelling task</td><td colspan="2">Formative internal assessment 3 (FA3): Examination</td></tr>
<tr><td colspan="2">Formative internal assessment 2 (FA2): Examination</td><td colspan="2">Formative internal assessment 4 (FA4): Examination</td></tr>
<tr><td rowspan="4">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task
  • Written
  • Up to 10 pages, excluding appendixes
  • Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
• Duration: 4 weeks (including 3 hours of class time)
• Use of technology is required; schools must specify the technology used.</td><td>20%</td><td>Summative internal assessment 3 (IA3):
• Examination
• 90 minutes plus 5 minutes perusal
• short response format, consisting of a number of items that ask students to respond to the following activities:
  • calculating using algorithms
  • drawing, labelling or interpreting graphs, tables or diagrams
  • short items requiring single-word, sentence or short-paragraph responses
  • justifying solutions using appropriate mathematical language where applicable
  • responding to seeing or unseen stimulus
  • interpreting ideas and information</td><td>15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination
• 90 minutes plus 5 minutes perusal
• short response format, consisting of a number of items that ask students to respond to the following activities:
  • calculating using algorithms
  • drawing, labelling or interpreting graphs, tables or diagrams
  • short items requiring single-word, sentence or short-paragraph responses
  • justifying solutions using appropriate mathematical language where applicable
  • responding to seeing or unseen stimulus
  • interpreting ideas and information</td><td>15%</td><td>Summative external assessment (EA):
• Examination — Paper 1 (25%)
• 90 minutes plus 5 minutes perusal
  • Multiple choice and short response, simple familiar questions, scientific calculator only
• Examination — Paper 2 (25%)
• 90 minutes plus 5 minutes perusal
  • Short response, simple familiar, complex familiar and complex unfamiliar questions, scientific calculator only</td><td>50%</td></tr>
</table>

<table>
<tr><td colspan="5">HEALTH General</td></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES
✓</td><td>NO</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students do not need to have studied any prerequisite course. However, students are required to be achieving a ‘Sound’ achievement or better in Year 10 English to do this subject.
It is MANDATORY for students to be part of the BYOD Program to complete this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.
Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.
Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.
Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• recognise and describe information about health-related topics and issues
• comprehend and use the Health inquiry model
• analyse and interpret information about health-related topics and issues
• critique information to distinguish determinants that influence health status
• organise information for particular purposes
• investigate and synthesise information to develop action strategies
• evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
• make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>• Resilience as a personal health resource</td><td>Peers and family as resources for healthy living
• Alcohol and other drugs (elective)</td><td>Community as a resource for healthy living
• Transport safety (elective)</td><td>Respectful relationships in the post-schooling transition</td></tr>
</table>

<table>
<tr><th colspan="5">HEALTH General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td></td><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 1:
Investigation – analytical exposition</td><td colspan="2">Formative internal assessment 3:
Investigation – action research report</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 2:
Examination – extended response</td><td colspan="2">Formative internal assessment 4:
Examination – extended response</td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td></td><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td></td><td>Summative internal assessment 1 (IA1):
Action research report (see QCAA conditions)
• Time:
approximately 10 hours of the time allocation for Unit 3 students may use class time and their own time to develop a response.
• Length:
• Up to 2000 words</td><td>25%</td><td>Summative internal assessment 3 (IA3):
• Investigation
• Time:
• Approximately 10 hours of the time allocated for Unit 4
• Students may use class time and their own time to develop a response.
• Length:
• Up to 2000 words</td><td>25%</td></tr>
<tr><td></td><td>Summative internal assessment 2 (IA2):
• Examination – extended response (see QCAA conditions)
• Time: 2 hours plus 15 minutes planning time</td><td>25%</td><td>Summative external assessment (EA):
• Examination — extended response
• 2 hours plus 15 minutes planning time</td><td>25%</td></tr>
</table>

<table>
<tr><th colspan="4">JAPANESE</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students are required to be achieving a ‘Sound’ achievement or better in Year 9 and 10 Japanese.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Language acquisition occurs in social and cultural settings. In Japanese, students communicate with people from Japanese-speaking communities to understand the purpose and nature of language by applying these skills in a range of contexts for a variety of purposes and audiences. Through applying their understanding through various contexts, they gain understanding of linguistic and intercultural knowledge and textual conventions. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Central to the capacity to evaluate and create texts are skills of critical and creative thinking, intellectual flexibility and problem solving. Acquiring an additional language provides the opportunity for students to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences. Achieving this, students develop an important 21st century skill which allows them to be successful participants in a global society.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• comprehend Japanese to understand information, ideas, opinions and experiences
• identify tone, purpose, context and audience to infer meaning
• analyse and evaluate information and ideas to draw conclusions
• apply knowledge of language elements of Japanese to construct meaning
• structure, sequence and synthesise information to justify opinions and perspectives
• communicate using contextually appropriate Japanese</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>私のくらし
My world
Family/carers
Peers
Education</td><td>私達の世界を
たんけんする
Exploring our world
Travel and exploration
Social customs
Japanese influences around the world</td><td>私達の社会、文化と
アイデンティティ
Our society; culture and identity
Lifestyle and leisure
The arts, entertainment and sports
Groups in society</td><td>私の現在と将来
My present; my future
The present
Future choices</td></tr>
</table>

<table>
<tr><th colspan="5">JAPANESE — General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1:
Examination – short response
Topic: Family/carers</td><td>Formative internal assessment 3:
Part 1: Multimodal presentation
Part 2: Examination – interview
Topics: Travel and exploration, Social customs and Japanese influences around the world</td></tr>
<tr><td>Formative internal assessment 2:
Session 1: Examination – extended response
Session 2: Examination – conversation
Topics: Peers, Education</td><td></td></tr>
</table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)
<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination – short response

Time: 90 minutes plus 5 minutes perusal time
The criterion requires students to respond:
• to three Japanese stimulus texts, of which one is written and one is audio or audiovisual
• three student responses will be in English, and;
• two student responses will be in Japanese
• dictionaries are allowed in this exam</td><td>20%</td><td>Summative internal assessment 3 (IA3):
• Multimodal presentation

Time: 5 weeks in class and own time
Length: up to 7 minutes

Students are given one stimulus covered in class, and two unseen stimulus to synthesise the information and present their own perspective in the topic in a multimodal presentation

• Interview

Length: up to 7 minutes

Students then respond to unseen, open-ended questions in Japanese relating to their presentation</td><td>30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination – extended response

This examination is designed to be undertaken in two sessions.

Session 1: Time: 80 minutes plus 10 minutes planning time
• Extended response — written extended response in Japanese to discuss 3 unseen focus bullet points posed in Japanese

Session 2: Time: 7 minutes plus 10 minutes planning time
• Conversation – students respond to a short unseen stimulus and respond to unseen questions during the conversation using spontaneous language</td><td>25%</td><td>Summative external assessment (EA):
• Examination – combination response

• Time: 120 minutes plus 5 minutes perusal.

The exam may ask students to:
• respond in English sentences or paragraphs (up to 100 words per question)
• respond in Japanese sentence or paragraphs (up to 100 characters per question)
• respond in extended Japanese (up to 400 characters per question)</td><td>25%</td></tr>
</table></td></tr>
</table>

LEGAL STUDIES				General
This subject contributes towards an ATAR?			**YES** ✓	**NO**
Prerequisite	Students are required to achieve a 'Sound' achievement or better in Year 10 English and/or a C or better in Year 10 Humanities to do this subject. **It is MANDATORY for students to be part of the BYOD Program to complete this course.**			
Possible Career Pathway	A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.			
Course Outline	Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.			
Objectives	By the conclusion of the course of study, students will: • comprehend legal concepts, principles and processes • select legal information from sources • analyse legal issues • evaluate legal situations • create responses that communicate meaning.			
Structure	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
	Beyond reasonable doubt Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing	**Balance of probabilities** Civil law foundations Contractual obligations Negligence and the duty of care	**Law, governance and change** Governance in Australia Law reform within a dynamic society	**Human rights in legal contexts** Human rights Australia's legal response to international law and human rights Human rights in Australian contexts

<table>
<tr><th colspan="5">LEGAL STUDIES — General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td></td><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 1:
Examination – combination response</td><td colspan="2">Formative internal assessment 3:
Examination – combination response</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 2:
Investigation – inquiry report</td><td colspan="2">Formative internal assessment 4:
Investigation – analytical essay</td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td></td><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td></td><td>Summative internal assessment 1 (IA1):
• Examination – combination response
• Time: 2 hours plus 15 minutes planning time.</td><td>25%</td><td>Summative internal assessment 3 (IA3):
Investigation – analytical essay
• Time:
• 15 hours of class time.
• Students may use class time and their own time to develop a response.
• Length:
• 2000 words
• Authentication strategies are implemented by the school.</td><td>25%</td></tr>
<tr><td></td><td>Summative internal assessment 2 (IA2):
Investigation - inquiry report
• Time:
• 15 hours of class time.
• Students may use class time and their own time to develop a response.
• Length
• 2000 words
• Authentication strategies are implemented by the school.</td><td>25%</td><td>Summative external assessment (EA):
Examination - combination response
• 2 hours plus 15 minutes planning time</td><td>25%</td></tr>
</table>

<table>
<tr><th colspan="4">MATHEMATICAL METHODS</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="4">A student who wishes to take Mathematical Methods in Years 11 and 12 would need to achieve a minimum of ‘B’ in Year 10 Maths. However, it would beneficial to the student choosing this subject that they had successfully completed both the Extension Maths and Preparatory Maths Methods course in Year 10.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">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.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Mathematical Methods’ major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

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

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

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
recall mathematical knowledge
use mathematical knowledge
communicate mathematical knowledge
evaluate the reasonableness of solutions
justify procedures and decisions
solve mathematical problems</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Surds, algebra, functions and probability
Surds and quadratic functions
Binomial expansion and cubic functions
Functions and relations
Trigonometric functions
Probability</td><td>Calculus and further functions
Exponential functions
Logarithms and logarithmic functions
Introduction to differential calculus
Applications of differential calculus
Further differentiation</td><td>Further calculus and introduction to statistics
Differentiation of exponential and logarithmic functions
Differentiation of trigonometric functions and differentiation rules
Further applications of differentiation
Introduction to integration
Discrete random variables</td><td>Further calculus, trigonometry and statistics
Further integration
Trigonometry
Continuous random variables and the normal distribution
Sampling and proportions
Interval estimates for proportions</td></tr>
</table>

MATHEMATICAL METHODS — General

Assessment Unit 1 and 2

Assessment from Units 1 and 2 provides students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course. Schools devise assessment in Units 1 and 2 to suit their local context.

Formative Assessments (Year 11)

Unit 1	Unit 2
Formative internal assessment 1 (FA1): Problem-solving and modelling task	Formative internal assessment 3 (FA3): Examination
Formative internal assessment 2 (FA2): Examination	Formative internal assessment 4 (FA4): Examination

Assessment Unit 3 and 4

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

Summative Assessments (Year 12)

Unit 3		Unit 4	

Summative internal assessment 1 (IA1):
• Problem-solving and modelling task
  • Written
  • **Up to 10 pages**, excluding appendixes
  • Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
  • Duration: **4 weeks** (including 3 hours of class time)
  • Use of technology is required; schools must specify the technology used.
	20%	***Summative internal assessment 3 (IA3):***
		• Examination
		• **90 minutes plus 5 minutes** perusal
		  • asks students to respond to a number of unseen short response questions
		  • representatively samples subject matter from any three of the five topics in Unit 4
		  • provides opportunities for both technology-free and technology-active responses
		  • may ask students to respond using single words, sentences or paragraphs
		  • may ask students to
		  - interpret unseen stimulus
		  - calculate using algorithms
		  - draw or label graphs, tables or diagrams
		  - use assumed knowledge from Units 1 and 2
			15%

Summative internal assessment 2 (IA2):
• Examination
• **90 minutes plus 5 minutes** perusal
  • asks students to respond to a number of unseen short response questions
  • representatively samples subject matter from any three of the five topics in Unit 3
  • provides opportunities for both technology-free and technology-active responses
  • may ask students to respond using single words, sentences or paragraphs
  • may ask students to
  - interpret unseen stimulus
	15%	***Summative external assessment (EA):***
		• Examination — Paper 1 technology-free (25%)
		  • **90 minutes plus 5 minutes** perusal
		• Examination — Paper 2 technology-active (25%)
		  • **90 minutes plus 5 minutes** perusal
		• short response format
			50%

	- calculate using algorithms - draw or label graphs, tables or diagrams - use assumed knowledge from Units 1 and 2 interpreting ideas and information			

MODERN HISTORY				General
This subject contributes towards an ATAR?			**YES** ✓	**NO**
Prerequisite	Students are required to achieve a 'Sound' achievement or better in Year 10 English and/or a C or better in Year 10 Humanities to do this subject. **It is MANDATORY for students to be part of the BYOD Program to complete this course.**			
Possible Career Pathway	A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.			
Course Outline	Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow. Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking. Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.			
Objectives	By the conclusion of the course of study, students will: • Devise historical questions and conduct research. • Comprehend terms, concepts and issues. • Analyse evidence from historical sources. • Evaluate evidence from historical sources. • Synthesise evidence from historical sources. • Communicate to suit purpose.			
Structure	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
	Ideas in the modern world **Topic 1:** French Revolution, 1789–1799 **Topic 2:** Russian Revolution, 1905–1920s	**Movements in the modern world** **Topic 3:** Empowerment of First Nations Australians since 1938 **Topic 4:** African-American civil rights movement since 1954	**National experiences in the modern world** • **Topic 5:** Germany since 1914 • **Topic 6:** Israel since 1917	**International experiences in the modern world** • **Topic 7:** Genocides and ethnic cleansings since the 1930s • **Topic 8:** Cold War and its aftermath, 1945–2014

<table>
<tr><th colspan="5">MODERN HISTORY — General</th></tr>
<tr><td>Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td></td><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 1:
Examination – essay in response to historical sources</td><td colspan="2">Formative internal assessment 3:
Investigation – historical essay based on research</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 2:
Independent source investigation</td><td colspan="2">Formative internal assessment 4:
Examination – short responses to historical sources</td></tr>
<tr><td>Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td></td><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td></td><td>Summative internal assessment 1 (IA1):
• Examination – essay in response to historical sources
• Time: 2 hours plus 15 minutes planning time
• No notes allowed</td><td>25%</td><td>Summative internal assessment 3 (IA3):
• Investigation – historical essay based on research
• Time:
• Recommended duration is approximately 15 hours of class time over a period of weeks.
• Length:
• Up to 2000 words</td><td>25%</td></tr>
<tr><td></td><td>Summative internal assessment 2 (IA2):
• Independent source investigation
• Time:
• Recommended duration is approximately 15 hours of class time over a period of weeks. Students may use class time and their own time to develop a response.
• Length: Up to 2000 words total
• Authentication strategies are implemented by the school.</td><td>25%</td><td>Summative external assessment (EA):
• Examination — short responses to historical sources
• 2 hours plus 15 minutes planning time
This examination:
• consists of questions relating to the selected Unit 4 topic and aspect of the topic for the external assessment
• requires students to respond using paragraphs based on evidence from the historical sources provided</td><td>25%</td></tr>
</table>

<table>
<tr><th colspan="3">MUSIC</th><th>General</th></tr>
<tr><td colspan="2" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="3">The students best prepared for the course are those who have studied Music in Years 9 or 10, who are developing skills on an instrument/voice outside of school or learning who are enrolled in the instrumental music program. A sound achievement (C+) or higher in Year 10 General English is essential. This course is not suited to students completing Essential English.
It is ESSENTIAL for students to be part of the BYOD Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.</td></tr>
<tr><td>Course Outline</td><td colspan="3">Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.</td></tr>
<tr><td>Objectives</td><td colspan="3">By the conclusion of the course of study, students will:
• demonstrate technical skills
• use music elements and concepts
• analyse music
• apply compositional devices
• interpret music elements and concepts
• apply literacy skills
• evaluate music
• realise music ideas
• resolve music ideas.</td></tr>
<tr><td rowspan="2">Structure</td><td colspan="2">Unit 1</td><td>Unit 2</td></tr>
<tr><td colspan="2">Designs
Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td><td>Identities
Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</td></tr>
</table>

<table>
<tr><th colspan="5">MUSIC General</th></tr>
<tr><td rowspan="2">Structure</td><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td colspan="2">Innovations
Through inquiry learning, the following is explored:
How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td><td colspan="2">Narratives
Through inquiry learning, the following is explored:
How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td></tr>
<tr><td rowspan="4">Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1:
Performance</td><td colspan="2">Formative internal assessment 3: p
Project</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Composition</td><td colspan="2">Formative internal assessment 4:
Examination</td></tr>
<tr><td rowspan="4">Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance
• Duration: approximately 15 hours, both in class time and students' own time. Students must be given continuous class time to develop the performance.
• Length: live or recorded – up to 5 minutes</td><td>20%</td><td>Summative internal assessment 3 (IA3):
Project
• Duration: approximately 25 hours, both in class time and students' own time. Students must be given continuous class time to develop the performance.
Musicology:
One of the following:
• Written – up to 1000 words
• Spoken (live or recorded) – up to 7 minutes including excerpts
Composition or Performance:
One of the following:
• Composition – at least 1 min
• Performance – up to 5 mins</td><td>35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition
• Duration: approximately 15 hours both in class time and students' own time. Students must be given continuous class time to develop the composition.
• Length: the composition must be of at least one minute duration to ensure compositional devices can be seen.
• Statement of compositional intent: written up to 500 words, or filmed oral or audio explanation, up to 3 minutes or signed equivalent</td><td>20%</td><td>Summative external assessment (EA):
• Examination
• Time: 2 hours plus planning time (20 minutes)
• Mode: written
• Length: 800-1000 words</td><td>25%</td></tr>
</table>

<table>
<tr><th colspan="4">PHYSICAL EDUCATION</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="4">It is recommended that students have achieved at least a sound achievement in Year 10 English, and a high achievement in the written component of Health and Physical Education. It is also recommended that satisfactory participation and attitude be reflected throughout Year 10 Health and Physical Education. If these recommendations have not been met, then discussions with the HOD will be necessary. It is ESSENTIAL students are part of the BYOD Program to complete this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">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.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

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

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

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

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• recognise and explain concepts and principles about movement
• demonstrate specialised movement sequences and movement strategies
• apply concepts to specialised movement sequences and movement strategies
• analyse and synthesise data to devise strategies about movement
• evaluate strategies about and in movement
• justify strategies about and in movement
• make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Motor learning, functional anatomy and biomechanics in physical activity
• Motor learning in physical activity
• Functional anatomy and biomechanics in physical activity</td><td>Sport psychology and equity and physical activity
• Sport psychology in physical activity
• Equity — barriers and enablers</td><td>Tactical awareness and ethics in physical activity
• Tactical awareness in physical activity
• Ethics and integrity in physical activity</td><td>Energy, fitness and training in physical activity
• Energy, fitness and training integrated in physical activity</td></tr>
</table>

<table>
<tr><th colspan="4">PHYSICAL EDUCATION — General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="3">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td></td><td colspan="2">Unit 1</td><td>Unit 2</td></tr>
<tr><td></td><td colspan="2" rowspan="2">Formative internal assessment 1/2:
Project – Folio</td><td>Formative internal assessment 3:
Investigation - Report</td></tr>
<tr><td></td><td>Formative internal assessment 4:
Project - Folio</td></tr>
<tr><td rowspan="3">Assessment Unit 3 and 4</td><td colspan="3">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA2):
Investigation - report
Time:
Approximately 5 hours of the time allocated to Unit 3
Length
Up to 2000 words
Schools implement authentication strategies that reflect QCAA guidelines for ensuring student authorship</td><td>25%</td><td>Summative internal assessment 3 (IA3):
Project - folio
Time: approximately 5 hours of the time allocated to Unit 3
Length:
Folio: up to 11 minutes
Supporting evidence: up to 3 minutes
Schools implement authentication strategies that reflect QCAA guidelines for ensuring student authorship</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA1):
Project - folio
Time: approximately 5 hours of the time allocated to Unit 3
Length:
Folio: up to 11 minutes
Supporting evidence: up to 3 minutes
Schools implement authentication strategies that reflect QCAA guidelines for ensuring student authorship</td><td>25%</td><td>Summative external assessment (EA):
Examination – combined response
Time: 2 hours plus 15 minutes perusal time
Length: 800-1000 words in total, including
Short paragraph response items of 150-250 words per item
An extended response to stimulus of 400 words or more</td><td>25%</td></tr>
</table>

<table>
<tr><th colspan="4">PHYSICS</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students must achieve at least a B level in Year 10 Science and are enrolled for General Mathematics/Mathematical Methods. Students that achieve less than this will need to discuss their choices with the Science HOD.

Physics is not an easy subject and should only be attempted by students who are prepared to put in a continuous, genuine effort to keep up with the level of work. This includes doing at least a few hours every week on revision and study.

Mandated: Purchase of Student skills booklet ($30.00)</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.</td></tr>
<tr><td>Course Outline</td><td colspan="4">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.

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.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• describe ideas and findings
• apply understanding
• analyse data
• interpret evidence
• evaluate conclusions, claims and processes
• investigate phenomena.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Physics of motion
• Linear motion and force
• Gravity and motion</td><td>Einstein’s famous equation
• Special relativity
• Ionising radiation and nuclear reactions
• The Standard Model</td><td>The transfer and use of energy
• Heating processes
• Waves
• Electrical circuits</td><td>Electromagnetism and quantum theory
• Electromagnetism
• Quantum theory</td></tr>
</table>

<table>
<tr><th colspan="2">PHYSICS</th><th colspan="3">General</th></tr>
<tr><td>Assessment
Unit 1 and 2</td><td colspan="4">Course delivery commencing in an odd numbered year: Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course. Course delivery commencing in an even numbered year: Assessment from Units 3 and 4 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 1 and 2 and receive feedback on their progress through the course.

The unit sequence demonstrated below is indicative of a course started in an odd numbered year. In an even numbered year the course commences with Units 3 and 4; and finished with Units 1 and 2

Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1:
Data test</td><td>Formative internal assessment 3:
Student experiment</td></tr>
<tr><td>Formative internal assessment 2:
Student experiment Research Investigation</td><td>Formative internal assessment 4:
Examination</td></tr>
</table></td></tr>
<tr><td>Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments (Year 12)
<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test
  • Time: 60 minutes plus 10 minutes perusal
  • Length: 400-500 words in total, consisting of:
  • Short-response items (sentence or short paragraphs)
  • Written paragraphs 50-250 words per item (approximately 400-500 words)
  • Other types of item responses eg interpreting and calculating
  • Data book permitted
  • Unseen stimulus
  • Queensland-approved graphics calculator permitted</td><td>10%</td><td>Summative internal assessment 3 (IA3):
  • Research Investigation
• Time:
  • 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
• Length:
  • Written: 1500—2000 words, or
  • Multimodal presentation: 9-11 minutes</td><td>20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
  • Student experiment
• Time:
  • 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
• Length
  • Written: 1500—2000 words, or
  • Multimodal presentation: 9-11 minutes</td><td>20%</td><td>Summative external assessment (EA):
  • Examination
• Short Response
  • Time: 90 minutes plus 10 minutes perusal
  • Queensland-approved graphics calculator permitted
  • Seen data booklet provided
• Combination Response
  • Time: 90 minutes plus 10 minutes perusal
  • Queensland-approved graphics calculator permitted
  • Seen data booklet provided
  • Unseen stimulus</td><td>50%</td></tr>
</table></td></tr>
</table>

PSYCHOLOGY				General
This subject contributes towards an ATAR?			**YES** ✓	**NO**
Prerequisite	Students must achieve at least a B level in Year 10 Science. Students that achieve less than this will need to discuss their choices with the Science HOD. Psychology requires a lot of reading and research, and should only be attempted by students who are prepared to put in a continuous, genuine effort to keep up with the level of work. This includes doing at least a few hours every week on revision and study. **Mandated:** Purchase of Students skills booklet ($30.00)			
Possible Career Pathway	A course of study in Psychology can establish a basis for further education and employment in the fields of clinical psychology, education, healthcare, mental health support, social work, therapy, counseling, market research, human resources and criminal justice.			
Course Outline	Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students investigate the structure and function of the human brain and how this affects individual development and behaviour. They examine factors within cognitive development, and explore changes that occur over the lifespan. Lastly, they explore different forms of consciousness and theories for the function of sleep. Students explore the ways Psychology explains the development of individual behaviour. Students explore the ways psychology is used to describe and explain the role of the human nervous system in individual thinking, and the cognitive processes involved in perception, memory, and learning. Finally, students explore the ways Psychology is used to describe and explain how others influence our development, behaviour and thinking. Throughout the course, students develop skills in: planning, conducting and interpreting the results of investigations; synthesising evidence to support conclusions; recognising and defining the realm of validity of psychological theories and models; and communicating these conclusions to others in a range of formats			
Objectives	By the conclusion of the course of study, students will: • describe ideas and findings • apply understanding • analyse data • interpret evidence • evaluate conclusions, claims and processes • investigate phenomena.			
Structure	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
	Individual development • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatment • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

<table>
<tr><th colspan="5">PSYCHOLOGY — General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table><tr><th>Unit 1</th><th>Unit 2</th></tr><tr><td>Formative internal assessment 1:
Data test</td><td>Formative internal assessment 3:
Research Investigation</td></tr><tr><td>Formative internal assessment 2:
Student experiment</td><td>Formative internal assessment 4:
Examination</td></tr></table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test
  • Time: 60 minutes plus 15 minutes perusal
  • Length: 400-500 words in total, consisting of:
  • Short-response items (sentence or short paragraphs)
  • Written paragraphs 50-250 words per item (approximately 400-500 words)
  • Other types of item responses eg interpreting and calculating
  • Unseen stimulus
  • Queensland-approved graphics calculator permitted</td><td>10%</td><td>Summative internal assessment 3 (IA3):
• Research Investigation
  • Time:
  • 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
  • Length:
  • Written: 1500—2000 words, or
  • Multimodal presentation: 9-11 minutes</td><td>20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment
  • Time:
  • 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
  • Length
  • Written: 1500—2000 words, or
  • Multimodal presentation: 9-11 minutes</td><td>20%</td><td>Summative external assessment (EA):
• Examination
  • Short Response
  • Time: 90 minutes plus 10 minutes perusal
  • Queensland-approved graphics calculator permitted
  • Combination Response
  • Time: 90 minutes plus 10 minutes perusal
  • Queensland-approved graphics calculator permitted
  • Unseen stimulus</td><td>50%</td></tr>
</table>

SPECIALIST MATHEMATICS	General

This subject contributes towards an ATAR?	YES	NO
	✓	

Prerequisite	A student who wishes to take Specialist Mathematics in Years 11 and 12 would need to achieve a minimum of 'B' in Year 10 Maths. However, it would beneficial to the student choosing this subject that they had successfully completed the Preparatory Maths Methods course in Year 10.
Possible Career Pathway	A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of mathematics, engineering, computer science, data science, physics, actuarial science, economics, aviation, medicine and scientific research. Specialist Mathematics is designed for students with a strong interest in mathematics and provides opportunities to develop rigorous mathematical reasoning and problem-solving skills applicable to complex real-world situations.
Course Outline	Specialist Mathematics enables students to appreciate the power and elegance of mathematics and to apply sophisticated mathematical models to investigate, analyse and solve practical and theoretical problems. Students develop confidence in abstract thinking, logical reasoning and quantitative analysis, preparing them for the demands of tertiary study and future careers in STEM-related fields. Students learn topics that are developed systematically, with increasing levels of abstraction, complexity and interconnectedness, building on concepts from the P–10 Australian Curriculum and Mathematical Methods. The course develops students' understanding of mathematical structures, proof, modelling and technology-assisted problem solving. Students develop the ability to interpret, analyse and communicate mathematical information in numerical, algebraic, symbolic, graphical and vector forms. They make complex use of factual knowledge, mathematical reasoning and analytical thinking to formulate, represent and solve sophisticated mathematical problems.
Objectives	By the conclusion of the course of study, students will: • recall mathematical knowledge • use mathematical knowledge • communicate mathematical knowledge • evaluate the reasonableness of solutions • justify procedures and decisions • solve mathematical problems

	Unit 1	Unit 2	Unit 3	Unit 4
Structure	**Combinatorics, proof and vectors** • Combinatorics • Introduction to proof • Vectors in the plan • Algebra of vectors in two dimensions • Circle and geometric proof	**Trigonometry, functions, further vectors and integral calculus** • Trigonometry and functions • Vectors in two and three dimensions • Vector calculus • Integration techniques • Applications of integral calculus	**Matrices and complex numbers** • Matrices • Further matrices • Complex numbers • Complex arithmetic and algebra • Matrices and transformations	**Further complex numbers, proof, calculus and statistical inference** • Further complex numbers • Mathematical induction and trigonometric proofs • Rates of change and differential equations • Statistical inference

SPECIALIST MATHEMATICS — General

Assessment Unit 1 and 2

Course delivery **commencing in an odd numbered year**: Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course. Course delivery **commencing in an even numbered year**: Assessment from Units 3 and 4 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 1 and 2 and receive feedback on their progress through the course.

The unit sequence demonstrated below is indicative of a course started in an odd numbered year. In an even numbered year the course commences with Units 3 and 4; and finished with Units 1 and 2

Formative Assessments (Year 11)

Unit 1	Unit 2
Formative internal assessment 1 (FA1): Problem-solving and modelling task	Formative internal assessment 3 (FA3): Examination
Formative internal assessment 2 (FA2): Examination	Formative internal assessment 4 (FA4): Examination

Assessment Unit 3 and 4

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

Summative Assessments (Year 12)

Unit 3		Unit 4	

Summative internal assessment 1 (IA1):
• Problem-solving and modelling task
  • Written
  • **Up to 10 pages**, excluding appendixes
  • Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
  • Duration: **4 weeks** (including 3 hours of class time)
  • Use of technology is required; schools must specify the technology used.
	20%	***Summative internal assessment 3 (IA3):***
		• Examination
		  • **90 minutes plus 5 minutes** perusal
		  • asks students to respond to a number of unseen short response questions
		  • representatively samples subject matter from any three of the five topics in Unit 4
		  • provides opportunities for both technology-free and technology-active responses
		  • may ask students to respond using single words, sentences or paragraphs
		  • may ask students to
		  - interpret unseen stimulus
		  - calculate using algorithms
		  - draw or label graphs, tables or diagrams
		  - use assumed knowledge from Units 1 and 2
			15%

Summative internal assessment 2 (IA2):
• Examination
  • **90 minutes plus 5 minutes** perusal
  • asks students to respond to a number of unseen short response questions
  • representatively samples subject matter from any three of the five topics in Unit 3
	15%	***Summative external assessment (EA):***
		• Examination — Paper 1 technology-free (25%)
		  • **90 minutes plus 5 minutes** perusal
		• Examination — Paper 2 technology-active (25%)
		  • **90 minutes plus 5 minutes** perusal
		• short response format
			50%

	• provides opportunities for both technology-free and technology-active responses • may ask students to respond using single words, sentences or paragraphs • may ask students to - interpret unseen stimulus - calculate using algorithms - draw or label graphs, tables or diagrams - use assumed knowledge from Units 1 and 2 interpreting ideas and information			

<table>
<tr><th colspan="4">VISUAL ART</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="4">A high achievement (B) or higher in Year 10 Art is advised; a sound achievement (C+) or higher in Year 10 English is essential. It is ESSENTIAL for students to be part of the BYOD Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.
Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.
A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
•implement ideas and representations
•apply literacy skills
•analyse and interpret visual language, expression and meaning in artworks and practices
•evaluate influences
•justify viewpoints
•experiment in response to stimulus
•create visual responses using knowledge and understanding of art media
•realise responses to communicate meaning.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Art as lens
Concept: lenses to explore the material world
Contexts: personal and contemporary
Focus: people, place, objects</td><td>Art as code
Concept: art as a coded visual language
Contexts: formal and cultural
Focus: codes, symbols, signs and art conventions</td><td>Art as knowledge
Concept: constructing knowledge as artist and audience
Contexts: contemporary, personal, cultural and/or formal
Focus: student-directed</td><td>Art as alternate
Concept: evolving alternate representations and meaning
Contexts: contemporary, personal, cultural and/or formal
Focus: student-directed</td></tr>
</table>

VISUAL ART — General

Assessment Unit 1 and 2

Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.

Formative Assessments (Year 11)

Unit 1	Unit 2
Formative internal assessment 1: Investigation – inquiry phase 1	**Formative internal assessment 3:** Project – inquiry phase 3
Formative internal assessment 2: Project – inquiry phase 2	**Formative internal assessment 4:** Examination– extended response

Assessment Unit 3 and 4

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

Summative Assessments (Year 12)

Unit 3		Unit 4	

Summative internal assessment 1 (IA1):
• Investigation – inquiry phase 1
  • Mode:
  • Written report, **up to 2000 words** or
  • Multimodal presentation, **up to 10 minutes** or
  • Digital presentation up to **12 A4 pages/slides** or equivalent timed digital media.
  • Submission
  • Written – pdf file stored by school
  • Digital/multimodal – rendered mp4 or pptx file stored by school
	20%	***Summative internal assessment 3 (IA3):***
		• Project – inquiry phase 3
		• Student-selected media area/s
		• Single resolved artwork, or artwork, or a collection of resolved artworks
		• Artist's statement/s that assists audience understanding of body of work focus and critical thinking
		  • One statement for a single artwork or a collection of artworks, or multiple statements for individual artworks in a collection
		  • Maximum **150 word**s per statement
		• Annotated illustration of the resolved artwork/s. **Maximum 200 words** for a single artwork or a collection of artworks
		• Supporting evidence – can be **1-4 pages**, slides or similar
			30%

Summative internal assessment 2 (IA2):
• Project – inquiry phase 2
• Student-selected media area/s
• Single resolved artwork, or artwork, or a collection of resolved artworks
• Artist's statement/s that assists audience understanding of body of work focus and critical thinking
  • One statement for a single artwork or a collection of artworks, or multiple statements for individual artworks in a collection
  • Maximum **150 word**s per statement
• Annotated illustration of the resolved artwork/s. **Maximum 200 words** for a single artwork or a collection of artworks
• Supporting evidence – can be **1-4 pages**, slides or similar
	25%	***Summative external assessment (EA):***
		• Examination – extended response
		• Time: **2 hours** plus planning time **(10 minutes)**
		• Mode: written
		• Length: **800-1000 words**
			25%

Applied Subjects

(only one applied subject may be used in the calculation of an ATAR)

<table>
<tr><th colspan="3">AQUATIC PRACTICES</th><th>Applied</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td colspan="3"></td><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">The students should have a keen interest in the marine environment. They should have a willingness to participate in classroom and outdoor activities such as boating and snorkelling. A result of C in Year 10 Science is preferable.
*This is a fee for service subject. All students undertaking this course need to pay the following fee $180.00 (subject to change). This must be paid by end of week 2 of Term 1 alongside the SRS.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.
Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• describe ideas and phenomena
• execute procedures
• analyse information
• interpret information
• evaluate conclusions and outcomes
• plan investigations and projects.</td></tr>
<tr><td>Structure</td><td colspan="4">The Aquatic Practices course is designed around core topics embedded in at least two elective topics.
Unit option |
Unit A | • Aquatic ecosystems
Unit C | • Recreational and commercial fishing
Unit D | • Aquariums and aquaculture
Unit E | • Using the aquatic environment</td></tr>
<tr><td>Assessment</td><td colspan="4">For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from the following assessment techniques-</td></tr>
<tr><td></td><td colspan="2">Practical Project</td><td colspan="2">Applied Investigation</td></tr>
<tr><td></td><td colspan="2">A response to a single task, situation and/or scenario. Students can develop their responses in class time and their own time. This is an individual task.
The following aspects of the task may be completed as a group:
• analysing and interpreting the scenario
• selecting a procedure to follow
• executing the procedure.</td><td colspan="2">Students investigate a research question by collecting, analysing and interpreting primary or secondary information. Students can develop their responses in class time and their own time. This is an individual task.
If students are using primary information, the following aspects of the task may be completed as a group
• selecting methodology
• collecting primary information.</td></tr>
<tr><td></td><td colspan="2">Response requirements - One of the following:
• Product: 1
• Performance: up to 4 minutes
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</td><td colspan="2">At least two different components from the following:
• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
Written: up to 1000 words</td></tr>
</table>

<table>
<tr><th colspan="4">BUILDING & CONSTRUCTION SKILLS — Applied</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td colspan="3"></td><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students do not need to have completed any particular subjects or require any other skills to enter this qualification. * See duplication of learning rule on page 8.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Building and Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students should:
demonstrate practices, skills and procedures
interpret drawings and technical information
select practices, skills and procedures
sequence processes
evaluate skills and procedures, and structures
adapt plans, skills and procedures</td></tr>
<tr><td rowspan="3">Structure</td><td colspan="4">Building and Construction Skills is a 4-unit course of study in Year 12 only.</td></tr>
<tr><td>Unit 1</td><td>Site preparation and foundations</td><td>Unit 3</td><td>Fixing and Finishing</td></tr>
<tr><td>Unit 2</td><td>Framing and cladding</td><td>Unit 4</td><td>Construction in the domestic building industry</td></tr>
<tr><td>Assessment</td><td colspan="4">Students complete two assessment tasks for each unit. The assessment techniques used in Building and Construction Skills are:
<table>
<tr><th>Technique</th><th>Description</th><th>Response requirements</th></tr>
<tr><td>Practical demonstration</td><td>Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures</td><td>Practical demonstration
Skills and procedures used in 3-5 production processes

Documentation
Multimodal (at least two modes delivered at the same time); up to 3 minutes, 6 A4 pages, or equivalent digital media</td></tr>
<tr><td>Project</td><td>Students construct a unit context structure and document the construction process</td><td>Structure
1 unit-specific structure constructed using the skills and procedures in 5-7 production processes

Construction process
Multimodal (at least two modes delivered at the same time); up to 5 minutes, 8 A4 pages, or equivalent digital media</td></tr>
</table></td></tr>
</table>

<table>
<tr><th colspan="3">BUSINESS STUDIES</th><th>Applied</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td colspan="3"></td><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students do not need to have completed any particular subjects or require any other skills to enter this qualification.
It is MANDATORY students be part of the BYOD Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. Students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel, and mining.
Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the end of the course of study, students should:
explain business concepts, processes and practices
apply business knowledge
examine business information
communicate responses
evaluate projects</td></tr>
<tr><td>Structure</td><td colspan="4">Business Studies is a four-unit course of study:<table><tr><th>Unit</th><th>Title</th></tr><tr><td>Unit 1</td><td>Working with customers</td></tr><tr><td>Unit 2</td><td>Working in marketing</td></tr><tr><td>Unit 3</td><td>Working in events</td></tr><tr><td>Unit 4</td><td>Working in administration</td></tr></table></td></tr>
<tr><td>Assessment</td><td colspan="4">Students complete two assessment tasks for each unit. The assessment techniques used in Business Studies are:<table><tr><th>Project</th><th>Extended Response</th><th>Examination</th></tr><tr><td>Extended response</td><td>Students respond to stimulus related to a business scenario about the unit context.</td><td>One of the following:
Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
Spoken: up to 7 minutes, or signed equivalent
Written: up to 1000 words</td></tr><tr><td>Project</td><td>Students develop a business solution for a scenario about the unit context</td><td>Action Plan
One of the following:
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media
Spoken: up to 4 minutes, or signed equivalent
Written: up to 600 words
Evaluation
One of the following:
Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media
Spoken: up to 3 minutes, or signed equivalent
Written: up to 400 words</td></tr></table></td></tr>
<tr><td>QCE Credit and Duplication of Learning</td><td colspan="4">Applied subjects and Certificate 2 level VET qualifications that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning. Therefore, students who are enrolled in Certificate 2 in Business (BSB20115) ARE NOT ELIGIBLE to enrol in Business Studies, as they will not receive QCE credits for both subjects. This could impact on their ability to receive the required 20 credits for QCE eligibility.</td></tr>
</table>

DANCE IN PRACTICE		Applied
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
Prerequisite	A sound achievement (C) in Year 9 or 10 Dance is advised.	
Possible Career Pathway	There are many roles for dance practitioners in dance industries, including choreographer, performer, designer, technician and producer. 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.	
Course Outline	Dance in Practice gives students opportunities to explore these functions through active engagement in dance and dance productions at a school and community level. This syllabus focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers. 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. To do this, students examine aesthetic codes and symbol systems and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences. Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement. Students undertake the study of at least three dance genres in Dance in Practice, gaining a broad range of technical and expressive skills and understanding. Exposure to multiple dance genres fosters a greater appreciation of dance as an art form.	
Objectives	By the conclusion of the course of study, students will: • recall terminology, concepts and ideas associated with dance • interpret and demonstrate the technical and expressive skills required for dance genres • explain dance and dance works • apply dance concepts and ideas through performance and production of dance works • analyse dance concepts and ideas for particular purposes, genres, styles and contexts • use language conventions and features to achieve particular purposes • generate, plan and modify creative processes to produce dance works • create communications and make decisions to convey meaning to audiences • evaluate dance works.	
Structure	Dance in Practice is a four-unit course of study, comprising of; Unit 1 (C) - Health: In this unit, students explore choreographing, performing and responding in dance through the concept of health-related dance. Students develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. They investigate and develop an understanding of using dance with diverse groups. Unit 2 (A) – Celebration: In this unit, students explore dance used for celebration through choreographing, performing and responding experiences. Celebrations can be an opportunity to acknowledge, honour, remember, respect, entertain or express something special and enjoyable. Unit 3 (D) – Technology: In this unit, students explore the use of technology in dance. Students develop critical and creative thinking skills through problem-solving and decision-making as they explore how technology influences decisions when making and responding in dance. They identify and analyse problems, focusing on how technology can shape, influence or enhance how ideas are communicated. Unit 4 (B) – Industry: In this unit, students explore different sectors of the dance industry (including professional and amateur) through choreographing, performing and responding experiences in. The professional dance industry is primarily made up of dancers, choreographers, dance therapists, dance critics, costume and set designers, make-up artists, publicists, and other behind-the-scenes workers.	

DANCE IN PRACTICE	Applied
Assessment	For Dance in Practice, assessment from Units 1 and 2 (B & A) provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 (D & C) and receive feedback on their progress through the course.
	For Dance in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of the following instruments; 2 x Performance of a dance work (up to 4 minutes each) 2 x Projects (Planning and evaluation of choreography) One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

DRAMA IN PRACTICE		Applied
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
Prerequisite	A sound achievement (C) in Year 9 or 10 Drama is advised.	
Possible Career Pathway	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.	
Course Outline	Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.	
Objectives	**1. Use drama practices.** When making, students use dramatic languages to devise, direct and perform drama works. **2. Plan drama works.** When responding, students analyse key features of purpose and context to plan drama works. They make decisions, explore solutions and select strategies to achieve goals. **3. Communicate ideas.** When making, students use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience. When devising and directing drama, students organise and synthesise dramatic languages and production elements and technologies to make drama works that convey ideas. When performing, they use skills of acting (performance skills, expressive skills) to interpret, manipulate and express ideas. **5. Evaluate drama works.** When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for purpose and contexts. Students select and use drama terminology and language conventions when producing written, spoken or signed evaluations.	
Structure	Unit 1 (D) – **Commentary** - In this unit, students explore the power of drama in commenting on social issues. Unit 2 (C) – **Contemporary** - In this unit, students develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre. Unit 3 (B) – **Community** - In this unit, students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community. Unit 4 (A) – **Collaborate** - In this unit, students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance.	

<table>
<tr><th colspan="3">DRAMA IN PRACTICE — Applied</th></tr>
<tr><td rowspan="6">Assessment</td><td colspan="2">For Drama in Practice, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Summative Assessments (Year 12)
For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:
• 2 x projects which involve devising and/or directing scripts which lead to…
• 2 x group performances</td></tr>
<tr><td>Devising Project – units 1 & 3</td><td>Performance – units 1 & 3</td></tr>
<tr><td>Students plan, devise and evaluate a scene in response to specific stimulus or instructions.</td><td>Students perform a refined version of student-devised work from the devising project.</td></tr>
<tr><td>Devised scene
Up to 4 minutes (rehearsed)
Planning and evaluation of devised scene
One of the following:
• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
• Written: up to 600 words
• Spoken: up to 4 minutes, or signed equivalent</td><td>Performance (live or recorded): up to 4 minutes</td></tr>
<tr><td>Directing Project – units 2 & 4</td><td>Performance – units 2 & 4</td></tr>
<tr><td>Students plan, make and evaluate a director's brief for an excerpt of a published script.</td><td>Students perform the excerpt of the published script from their directing project.</td></tr>
<tr><td>Director's Brief:
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Planning and evaluation of the director's brief
One of the following:
• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
• Written: up to 600 words
• Spoken: up to 4 minutes, or signed equivalent</td><td>Performance (live or recorded): up to 4 minutes</td></tr>
</table>

<table>
<tr><th colspan="3">EARLY CHILDHOOD STUDIES</th><th>Applied</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td colspan="3"></td><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students do not need to have completed particular subjects to study this subject. An interest in the childcare industry and in the wellbeing of children would be beneficial.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">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.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• Investigate the fundamentals and practices of early childhood learning.
• Plan learning activities.
• Implement learning activities.
• Evaluate learning activities.</td></tr>
<tr><td>Structure</td><td colspan="4">The Early Childhood course is a four-unit course of study.
<table><tr><th>Unit</th><th>Topics</th></tr><tr><td>1</td><td>Children’s wellbeing</td></tr><tr><td>2</td><td>Play and creativity</td></tr><tr><td>3</td><td>Literacy and numeracy</td></tr><tr><td>4</td><td>Indoor and outdoor play environments</td></tr></table></td></tr>
<tr><td>Assessment</td><td colspan="4">Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:
<table><tr><th>Technique</th><th>Description</th><th>Response requirements</th></tr><tr><td>Investigation</td><td>Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.</td><td>Planning and evaluation
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</td></tr><tr><td>Project</td><td>Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity</td><td>Play-based learning activity
Implementation of activity: up to 5 minutes.
Planning and evaluation
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">ESSENTIAL ENGLISH</th><th>Applied</th></tr>
<tr><td colspan="2" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="3">Nil</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.</td></tr>
<tr><td>Course Outline</td><td colspan="3">The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:
• skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
• skills to choose generic structures, language, language features and technologies to best convey meaning
• skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
• effective use of language to produce texts for a variety of purposes and audiences
• creative and imaginative thinking to explore their own world and the worlds of others
• active and critical interaction with a range of texts, and an awareness of how language positions both them and others
• empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
• enjoyment of contemporary literary and non-literary texts, including digital texts.</td></tr>
<tr><td>Objectives</td><td colspan="3">By the conclusion of the course of study, students will:
1. Use patterns and conventions of genres to suit particular purposes and audiences.
2. Use appropriate roles and relationships with audiences.
3. Construct and explain representations of identities, places, events and/or concepts.
4. Make use of and explain opinions and/or ideas in texts, according to purpose.
5. Explain how language features and text structures shape meaning and invite particular responses.
6. Select and use subject matter to support perspectives.
7. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.
8. Make language choices according to register informed by purpose, audience and context.
9. Use mode-appropriate language features to achieve particular purposes across modes.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Language that works
• Responding to a variety of texts used in and developed for a work context
• Creating multimodal and written texts</td><td>Texts and human experiences
• Responding to reflective and nonfiction texts that explore human experiences
• Creating spoken and written texts</td><td>Language that influences
• Creating and shaping perspectives on community, local and global issues in texts
• Responding to texts that seek to influence audiences</td><td>Representations and popular culture texts
• Responding to popular culture texts
• Creating representations of Australian identifies, places, events and concepts</td></tr>
</table>

<table>
<tr><th colspan="3">ESSENTIAL ENGLISH — Applied</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="2">Assessment within Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress throughout the course. Schools devise assessment in Units 1 and 2 to suit their local context.

Formative Assessments (Year 11)</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td>Formative internal assessment 1 (FIA1):
Common Internal Assessment- written short-response examination</td><td>Formative internal assessment 3 (FIA3):
Extended response – written response</td></tr>
<tr><td>Formative internal assessment 2 (FIA2):
Extended response – multi-modal</td><td>Formative internal assessment 4 (FIA4):
Extended response – spoken/signed</td></tr>
<tr><td rowspan="4">Assessment
Unit 3 and 4</td><td colspan="2">In Units 3 and 4, students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments (Year 12)</td></tr>
<tr><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
Extended response – spoken/signed response
Spoken/signed presentation up to 6 minutes
Four weeks’ notice of task
Student may support the response with additional audio, visual, or digital media
May be live or pre-recorded</td><td>Summative internal assessment 3 (IA3):
Extended response – multi-modal
Multi-modal presentation of up to 6 minutes per student
Four weeks’ notice of task
Must include a combination of at least two modes, one of which must be spoken/signed
May be live or pre-recorded</td></tr>
<tr><td>Summative internal assessment 2 (IA2/CIA):
Common Internal Assessment Task – short response examination
1 ½ hours plus 15 minutes planning time, delivered in one continuous session or 90 minutes allocated over no more than three consecutive lessons. Two potential topics provided at start of unit by QCAA – both taught across the unit
One seen stimulus text provided one week prior to exam session/s
One unseen stimulus text provided in exam session/s</td><td>Summative internal assessment 4 (IA4):
Extended response – written response
Length: up to 800 words
Four weeks’ notice of task
Student may support the response with additional audio, visual, or digital media</td></tr>
</table>

<table>
<tr><th colspan="4">ESSENTIAL MATHEMATICS — Applied</th></tr>
<tr><td colspan="2" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="3">Nil</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">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.</td></tr>
<tr><td>Course Outline</td><td colspan="3">Essential Mathematics' major domains are Number, Data, Location and Time, Measurement and Finance.

Students benefit from Essential Mathematics by developing 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.</td></tr>
<tr><td>Objectives</td><td colspan="3">By the conclusion of the course of study, students will:
• recall mathematical knowledge
• use mathematical knowledge
• communicate mathematical knowledge
• evaluate the reasonableness of solutions
• justify procedures and decisions
• solve mathematical problems.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Number, data and money
• Fundamental topic: Calculations
• Number
• Representing data
• Managing money</td><td>Data and travel
• Fundamental topic: Calculations
• Data collection
• Graphs
• Time and motion</td><td>Measurement, scales and chance
• Fundamental topic: Calculations
• Measurement
• Scales, plans and models
• Probability and relative frequencies</td><td>Graphs, data and loans
• Fundamental topic: Calculations
• Bivariate graphs
• Summarising and comparing
• Loans and compound interest</td></tr>
</table>

<table>
<tr><th colspan="3">ESSENTIAL MATHEMATICS — Applied</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="2">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course. Schools devise assessment in Units 1 and 2 to suit their local context.

Formative Assessments (Year 11)</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td>Formative internal assessment 1 (IA1):
Problem-Solving and Modelling Task</td><td>Formative internal assessment 3 (IA3):
Problem-Solving and Modelling Task</td></tr>
<tr><td>Formative internal assessment 2 (IA2):
Examination</td><td>Formative internal assessment 4 (IA4):
Examination</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td colspan="2">In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments (Year 12)</td></tr>
<tr><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task
  • Written (up to 1000 words)
  • Up to 8 pages, excluding appendixes
  • Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
  • Duration: 5 weeks (including 8 hours of class time)
  • Use of technology is required; schools must specify the technology used.</td><td>Summative internal assessment 3 (IA3):
• Problem-solving and modelling task
  • Written (up to 1000 words)
  • Up to 8 pages, excluding appendixes
  • Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
  • Duration: 5 weeks (including 8 hours of class time)
  • Use of technology is required; schools must specify the technology used.</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Common Internal Assessment Task
• 60 minutes plus 5 minutes perusal
  • Part A: simple
  • Short response, scientific calculator only
  • Part B: complex
  • Short response, scientific calculator only</td><td>Summative internal assessment 4 (IA4):
• Examination
• 60 minutes plus 5 minutes perusal
  • Part A: simple
  • Short response, scientific calculator only
  • Part B: complex
  • Short response, scientific calculator only</td></tr>
</table>

<table>
<tr><th colspan="3">HOSPITALITY PRACTICES</th><th>Applied</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td colspan="3"></td><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students do not need to have completed particular subjects to study this subject. Students need an interest in the hospitality industry and be willing to cater at various functions to succeed in this subject.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">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.</td></tr>
<tr><td>Course Outline</td><td colspan="4">The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context.

Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students should:
• demonstrate practices, skills and processes
• select practices, skills and procedures
• evaluate skills, procedures and products
• sequence processes
• interpret briefs
• adapt production plans, techniques and procedures</td></tr>
<tr><td>Structure</td><td colspan="4">The Hospitality Practices course is a four-unit course of study.
<table><tr><th>Unit</th><th>Unit title</th></tr><tr><td>1</td><td>Casual dining</td></tr><tr><td>2</td><td>In-House dining</td></tr><tr><td>3</td><td>Culinary trends</td></tr><tr><td>4</td><td>Bar and barista basics</td></tr></table></td></tr>
<tr><td>Assessment</td><td colspan="4">Students complete two assessment tasks for each unit. The assessment techniques used in Hospitality Practices are:
<table><tr><th>Technique</th><th>Description</th><th>Response requirements</th></tr><tr><td>Practical demonstration</td><td>Students produce and present an item related to the unit context in response to a brief.</td><td>Practical demonstration
Practical demonstration: menu item
Planning and evaluation
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</td></tr><tr><td>Practical Project</td><td>Students plan and deliver an event incorporating the unit context in response to a brief.</td><td>Practical demonstration
Practical demonstration: delivery of event
Planning and evaluation
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</td></tr></table></td></tr>
</table>

INDUSTRIAL GRAPHICS SKILLS — Applied

This subject contributes towards an ATAR?	YES	NO
		✓

Prerequisite

Students do not need to have completed any particular subjects or require any other skills to enter this qualification.

Possible Career Pathway

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Course Outline

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations.

Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Objectives

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

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

Structure

The Industrial Graphics Skills course is a four-unit course of study.

Unit	Unit title
1	Graphics for the engineering industry
2	Graphics for the furnishing industry
3	Computer-aided manufacturing drafting
4	Drafting for residential building

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration of drafting** Drawings: the drafting skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Unit-specific product** Drawings: drawings drafted using the skills and procedures in 5–7 production processes **Drawing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

INDUSTRIAL TECHNOLOGY SKILLS	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

Prerequisite

Students do not need to have completed any particular subjects or require any other skills to enter this qualification.

Possible Career Pathway

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

Course Outline

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products.

Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Objectives

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

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

Structure

Industrial Technology Skills is a four-unit course of study.

Unit	Unit title
1	Furniture Making
2	Welding and Fabrication
3	Interior Furnishing
4	Manufacturing Engineering

Assessment

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

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

MEDIA ARTS IN PRACTICE			Applied
This subject contributes towards an ATAR?		**YES**	**NO**
			✓
Prerequisite	**It is MANDATORY for students to be part of the BYOD Program to study this course.**		
Possible Career Pathway	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. It can also establish a basis for self-employment and self-driven career opportunities.		
Course Outline	Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences. Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices. Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.		
Objectives	Students will have the opportunity to learn: **1. Use media arts practices.** When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests. **2. Plan media artworks.** When responding, students analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions and choose strategies to achieve goals. **3. Communicate ideas.** When making, students create media artworks that suit purpose and context. Students show making in both pre-production (e.g. design products) and production (e.g. media artworks) formats, and may use media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, observations). **4. Evaluate media artworks.** When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.		
Structure	Media Arts in Practice is a four-unit course of study.		
	Unit Option A: Personal viewpoints	In this unit, students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs. They respond to a societal issue of choice, using media language to express a personalised viewpoint. Students may choose to provide a comment or critique and should consider how audiences will access and engage with the media artwork.	
	Unit Option B: Representations	In this unit, students explore the concept of representation in media artworks. They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make an representation for social media or gaming platforms. Students negotiate an appropriate social media or gaming platform with their teacher and should consider how audiences access and engage with the chosen platform.	

<table>
<tr><th colspan="3">MEDIA ARTS IN PRACTICE — Applied</th></tr>
<tr><td rowspan="2">Structure</td><td>Unit Option C: Community</td><td>In this unit, students explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences. They respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences. Students may focus on a person, event, issue or other aspect in a community and should work collaboratively with other students or community members where possible.</td></tr>
<tr><td>Unit Option D: Persuasion</td><td>In this unit, students explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork. Students may work with or for a client when developing the artwork, or select another target audience.</td></tr>
<tr><td>Assessment</td><td colspan="2">Assessment in Media Arts in Practice requires students to:
plan arts works — planning may be presented as annotations on design products; call or running sheets; design folios; graphic organisers; proposals; recorded conversations; sketches; or spoken, written or signed presentations
communicate ideas — for example, students may make a vlog to communicate the benefits of keeping a pet cat indoors; contribute to the design of a game to showcase the school's values and achievements; promote a community event by making an advertisement suitable for local television; or make a stop-motion animation to persuade students to register for a community event
evaluate arts works
written evaluations may be presented as a series of annotations or labels associated with media artworks, essays, graphic organisers, lists, reflective articles or reviews
spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings
multimodal evaluations involve at least two modes of response, which may include recorded or live voice, gestural or physical responses, film clips, sketches or words.
<table>
<tr><th>Unit/s</th><th>Project</th><th>Media Artwork</th></tr>
<tr><td>A: Personal Viewpoints

B: Representations

C: Community</td><td>Design product
Design product must represent:
Audio: up to 3 minutes
Moving image: up to 3 minutes
Still image: up to 4 media artwork/s
Planning and evaluation of design product
One of the following:
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Written: up to 600 words
Spoken: up to 4 minutes, or signed equivalent</td><td>Media artwork
One of the following:
Audio: up to 3 minutes
Moving image: up to 3 minutes
Still image: up to 4 media artwork/s</td></tr>
<tr><td>D: Persuasion</td><td>Design pitch
One of the following:
Written: up to 800 words
Spoken: up to 4 minutes, or signed equivalent
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Planning and evaluation of pitch
One of the following:
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Written: up to 600 words
Spoken: up to 4 minutes, or signed equivalent</td><td>Media artwork
One of the following:
Audio: up to 3 minutes
Moving image: up to 3 minutes
Still image: up to 4 media artwork/s</td></tr>
</table>
</td></tr>
</table>

MUSIC IN PRACTICE		Applied
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
Prerequisite	A sound achievement (C) in Year 9 or 10 Music is advised. **It is MANDATORY for students to be part of the BYOD Program to study this course.**	
Possible Career Pathway	A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their 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.	
Course Outline	In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.	
Objectives	**1. Use music practices.** When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works. **2. Plan music works.** When responding, students analyse key features of purpose and context to plan music works. They make decisions, explore solutions and choose strategies to achieve goals. **3. Communicate ideas.** When making, students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context. When composing, they organise and synthesise music elements and concepts and compositional devices to make music works that communicate ideas. When performing, students use technical skills to interpret music elements and concepts and communicate ideas. **4. Evaluate music works.** When responding, students evaluate strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use music terminology and language conventions when producing written, spoken or signed evaluations.	
Structure	Unit A – Music of Today - In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques. They engage with a range of contemporary music genres and styles through the use of virtual platforms. They collaborate with others through school or local community events. Unit B – The Cutting Edge - this unit, students develop their understanding of relevant and appropriate music technology. Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas. Unit C – Building Your Brand - this unit, students develop their understanding of relevant and appropriate music technology. Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas. Unit D – 'Live' on Stage! - In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. They make, perform, analyse and interpret commercial music and further develop the musical skills that are integral to performance and composition. They collaborate with other students and engage with a variety of music events in the form of live events and/or streaming platforms.	

<table>
<tr><th colspan="4">MUSIC IN PRACTICE</th><th>Applied</th></tr>
<tr><td>Assessment</td><td colspan="4">For Music in Practice, assessment from Units 1 and 2 (A & B) provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 (C & D) and receive feedback on their progress through the course.

Summative Assessments (Year 12)

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

• 2 X projects
• 2 products (performance or composition)</td></tr>
<tr><td></td><td>Projects – composing</td><td>Projects – performing</td><td>Performances</td><td>Compositions</td></tr>
<tr><td></td><td>Students plan, compose and evaluate songs</td><td>Plan, perform and evaluate songs</td><td>Students perform music to specific audiences.</td><td>Students compose original songs.</td></tr>
<tr><td></td><td>Response Requirements:
Composition
Composition: up to 3 minutes, or equivalent section of a larger work
Planning and evaluation of composition
One of the following:

• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

• Written: up to 600 words

• Spoken: up to 4 minutes, or signed equivalent</td><td>Response Requirements:
Performance
Performance (live or recorded): up to 4 minutes
Planning and evaluation of performance
One of the following:
• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

• Written: up to 600 words

• Spoken: up to 4 minutes, or signed equivalent</td><td>Response Requirements:
Performance (live or recorded): up to 4 minutes</td><td>Response Requirements:
Composition: up to 3 minutes, or equivalent section of a larger work</td></tr>
</table>

<table>
<tr><th colspan="3">SCIENCE IN PRACTICE</th><th>Applied</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td colspan="3"></td><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">The students should have a keen interest in the multidisciplinary science. They should have a willingness to participate in theory and practical activities such as laboratory experiments and simulations. A result of C in Year 10 Science is preferable.
Participants may incur costs for excursions during the course of study.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Science in Practice can establish a basis for further education and employment in the fields of consumer science, forensic science, ecology and sustainability. The subject also provides a foundation for contributing to industries and community initiatives focused on health, environmental protection, safety, and responsible resource management.

It may lead to pathways in food technology, nutrition, product development, forensic investigation, crime scene analysis, wildlife conservation, environmental monitoring, and renewable energy systems. The subject also supports involvement in community science projects, sustainability campaigns, and public health education.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• describe ideas and phenomena
• execute procedures
• analyse information
• interpret information
• evaluate conclusions and outcomes
• plan investigations and projects.</td></tr>
<tr><td rowspan="6">Structure</td><td colspan="4">The Science in Practice course is designed around core topics embedded in at least two elective topics.</td></tr>
<tr><td colspan="2">Unit option</td><td colspan="2"></td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">• Consumer Science</td></tr>
<tr><td colspan="2">Unit 2</td><td colspan="2">• Ecology</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">• Forensic Science</td></tr>
<tr><td colspan="2">Unit 4</td><td colspan="2">• Sustainability</td></tr>
<tr><td rowspan="2">Assessment</td><td colspan="4">For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from the following assessment techniques-</td></tr>
<tr><td colspan="2">Practical Project</td><td colspan="2">Applied Investigation</td></tr>
<tr><td colspan="2">A response to a single task, situation and/or scenario. Students can develop their responses in class time and their own time. This is an individual task.

The following aspects of the task may be completed as a group:
• analysing and interpreting the scenario
• selecting a procedure to follow
• executing the procedure.</td><td colspan="2">Students investigate a research question by collecting, analysing and interpreting primary or secondary information. Students can develop their responses in class time and their own time. This is an individual task.

If students are using primary information, the following aspects of the task may be completed as a group
• selecting methodology
• collecting primary information.</td></tr>
</table>

	Response requirements - One of the following: • Product: 1 • Performance: **up to 4 minutes** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	At least two different components from the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

SOCIAL AND COMMUNITY STUDIES	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enter this qualification.
Possible Career Pathway	A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.
Course Outline	Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society. Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing. The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.
Objectives	By the conclusion of the course of study, students should: 1. Explain personal and social concepts and skills. Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology. 2. Examine personal and social information. Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified. 3. Apply personal and social knowledge. Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes. 4. Communicate responses. Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose. 5. Evaluate projects. Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.
Structure	Unit 1: Lifestyle and financial choices - students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. They explore money management for the purpose of informing their choices. Students undertake practical activities that enable them to consider how needs, wants and resources are central to the decision-making of individuals and communities. Unit 2: Relationships and work environments - students investigate relationship skills and work environments. They explore social contexts, issues and perspectives related to work Unit 3: Legal and digital citizenship - students investigate aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens. They can explore key values that underpin the law. Students also consider responsible use of digital technology. They explore digital technology use, its impacts on wellbeing and implications for relationships and communities. Unit 4: Healthy choices for mind and body - students investigate choices related to recreation, leisure, food and nutrition from both a personal and society perspective, considering the implications of their choices. They explore the importance of recreation and leisure time and experiences, and key influences and factors that affect food and nutrition. Students consider various approaches to wellbeing that enable them to reflect on their own health choices.

<table>
<tr><th colspan="4">SOCIAL AND COMMUNITY STUDIES — Applied</th></tr>
<tr><td rowspan="3">Assessment</td><td colspan="3">For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:
Project
Investigation
Extended Response</td></tr>
<tr><td>Project</td><td>Investigation</td><td>Extended Response</td></tr>
<tr><td>A project involves two aspects
1. Development of resources
2. Documentation and review of the process</td><td>Investigate a food or nutrition issue and relevant cultural practice or initiative by collecting and examining information to consider solutions and form a response.</td><td>Respond to stimulus related to a legal issue that is relevant to young Australians.</td></tr>
<tr><td>1. Resource/Project
One of the following:
Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
Spoken: up to 4 minutes, or signed equivalent
Written: up to 600 words
2. Evaluation
One of the following:
Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
Spoken: up to 3 minutes, or signed equivalent
Written: up to 400 words</td><td>One of the following:
Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
Spoken: up to 7 minutes, or signed equivalent
Written: up to 1000 words</td><td>One of the following:
Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
Spoken: up to 7 minutes, or signed equivalent
Written: up to 1000 words</td></tr>
</table>

SPORT AND RECREATION		Applied
This subject contributes towards an ATAR?	**YES**	**NO**
		✓

Prerequisite	Students undertaking this course must have a genuine interest in sport and the recreation industry. They must also be willing to participate in a variety of practical activities and complete theoretical tasks. It is recommended that students have achieved at least a sound achievement in Year 10 Health and Physical Education. It is also recommended that satisfactory participation and attitude have been reflected throughout Year 10 HPE. Students must display a commitment towards both theory and practical components to achieve in this subject. * See duplication of learning rule on page 8.
Possible Career Pathway	A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.
Course Outline	Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing. Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives. Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes
Objectives	The syllabus objectives outline what students have the opportunity to learn. • Investigate activities and strategies to enhance outcomes. • Plan activities and strategies to enhance outcomes. • Perform activities and strategies to enhance outcomes. • Evaluate activities and strategies to enhance outcomes.
Units	The Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study. Unit option F: Emerging trends in sport, fitness and recreation Unit option D: Coaching and officiating Unit option H: Fitness for sport and recreation Unit option E: Community Recreation

<table>
<tr><th colspan="3">SPORT AND RECREATION Applied</th></tr>
<tr><td rowspan="3">Assessment</td><td colspan="2">For Sport and Recreation, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.

For each unit, students are assessed using two assessments, a project and a performance.</td></tr>
<tr><th>Project</th><th>Performance</th></tr>
<tr><td>Investigation and session plan
One of the following:
• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
• Spoken: up to 3 minutes, or signed equivalent
• Written: up to 500 words

Performance
Performance: up to 4 minutes
Evaluation
One of the following:
• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
• Spoken: up to 3 minutes, or signed equivalent
• Written: up to 500 words</td><td>Performance
Performance: up to 4 minutes
Planning and evaluation
One of the following:
• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
• Spoken: up to 3 minutes, or signed equivalent
• Written: up to 500 words</td></tr>
</table>

<table>
<tr><th colspan="2">TOURISM</th><th>Applied</th></tr>
<tr><td colspan="2">This subject contributes towards an ATAR?</td><td>YES:
NO: ✓</td></tr>
<tr><td>Prerequisite</td><td colspan="2">Students do not need to have completed any particular subjects or require any other skills to enter this qualification. * See duplication of learning rule on page 8.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="2">A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel. Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.</td></tr>
<tr><td>Course Outline</td><td colspan="2">The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family. This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities. The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.</td></tr>
<tr><td>Objectives</td><td colspan="2">The syllabus objectives outline what students have the opportunity to learn.
1. Explain tourism principles, concepts and practices. Students explain principles, concepts and practices related to tourism and use relevant terminology.
2. Examine tourism data and information. Students select and use data and information to identify features of tourism situations. They draw meaning from the patterns, trends and relationships identified.
3. Apply tourism knowledge. Students apply their knowledge to determine options. They consider positive implications and negative implications of opportunities and challenges to decide how to contribute to successful tourism.
4. Communicate responses. Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
5. Evaluate projects. Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes</td></tr>
<tr><td>Structure</td><td colspan="2">Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.
<table>
<tr><th>Unit Number</th><th>Unit Title</th></tr>
<tr><td>Unit 1
Unit 2
Unit 3
Unit 4</td><td>Tourism Trends and Patterns
Tourism Marketing
Tourism Industry and Careers
Tourism and Travel</td></tr>
</table></td></tr>
</table>

TOURISM

Assessment

For Tourism, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.

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

Technique	Description	Response requirements
Investigation	Students explain tourism principles, concepts and practices then examine data and information. Students apply knowledge to propose recommendations for the future and communicate a response suitable for a tourism agency.	Presented in one of the following modes: Multimodal (at least two modes delivered at the same time) up to 7 minutes, up to 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or Written: up to 1000 words
Project	Students explain principles, concepts and practices related to tourism. Apply knowledge to make a decision about a destination or product, then communicate a response to prospective travellers and evaluate the product.	**Product** Presented in one of the following modes: Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 6 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words **Evaluation** Presented in one of the following modes: Spoken: up to 3 minutes, or Written: up to 500 words

<table>
<tr><th colspan="2">VISUAL ARTS IN PRACTICE</th><th>Applied</th></tr>
<tr><td colspan="2" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="3">A sound achievement (C) in Year 9 or 10 Art is advised.
It is MANDATORY for students to be part of the BYOD Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.</td></tr>
<tr><td>Course Outline</td><td colspan="3">Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

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

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.</td></tr>
<tr><td>Objectives</td><td colspan="3">By the conclusion of the course of study, students will:
• recall terminology and explain art-making processes
• interpret information about concepts and ideas for a purpose
• demonstrate art-making processes required for visual artworks
• apply art-making processes, concepts and ideas
• analyse visual art-making processes for particular purposes
• use language conventions and features to achieve particular purposes
• generate plans and ideas and make decisions
• create communications that convey meaning to audiences
• evaluate art-making processes, concepts and ideas.</td></tr>
<tr><td rowspan="2">Structure</td><td colspan="3">The Visual Arts in Practice course is designed around core and elective topics.</td></tr>
<tr><td colspan="2">Key Objectives</td><td>Elective Topics</td></tr>
<tr><td colspan="2">• Use visual arts practices
• Plan artworks
• Communicate ideas
• Evaluate artworks</td><td>• 2D (drawing and painting)
• 3D (ceramics)
• Digital (Photoshop and photography)</td></tr>
</table>

<table>
<tr><th colspan="3">VISUAL ARTS IN PRACTICE — Applied</th></tr>
<tr><td rowspan="4">Assessment</td><td colspan="2">For Visual Arts in Practice, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course. Each unit contains two assessment instruments:
an experimental folio with 600 word reflection and planning
a resolved artwork
Summative Assessments (Year 12)
For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments that have been explored previously in units 1 and 2.</td></tr>
<tr><td>(1) Project</td><td>(2) Resolved work</td></tr>
<tr><td>A response to a single task, situation and/or scenario.</td><td>A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic.</td></tr>
<tr><td>A project consists of:
Experimental folio
Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)

Planning and evaluation of experimental folio through one of the following:

• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

• Written: up to 600 words

• Spoken: up to 4 minutes, or signed equivalent</td><td>This task requires students to:

- make a resolved artwork, including - selecting appropriate media, technologies and skills

- considering plans generated in response to analysing and evaluating purpose and context (Assessment A1)

- communicating through visual language

- considering audience and display.</td></tr>
</table>

Vocational Education and Training (VET) Subjects

(only one Certificate 3 course may be used in the calculation of an ATAR*).*

CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES (ICT20120)

RTO Code: 45566 Wellington Point State High School

Subject Fee: not applicable

ICT20120 CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES — VET

	Unit Code	Unit Name	
Units of Competency	BSBSUS211	Participate in sustainable work practices	Core
	BSBTEC202	Use digital technologies to communicate in a work environment	Core
	BSBWHS211	Contribute to the health and safety of self and others	Core
	ICTICT213	Use computer operating systems and hardware	Core
	ICTICT214	Operate application software packages	Core
	ICTICT215	Operate digital media technology packages	Core
	BSBTEC302	Design and produce spreadsheets	Elective
	BSBTEC303	Create electronic presentations	Elective
	ICTICT224	Integrate commercial computing packages	Elective
	ICTSAS214	Protect devices from spam and destructive software	Elective
	ICTWEB304	Build simple web pages	Elective
	ICTWEB305	Produce digital images for the web	Elective

Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. **It is MANDATORY students be part of the BYOD Program to study this course.** Computer specifications will be provided upon application to this course.
Possible Career Pathway	This qualification is for entrants wishing to build potential pathways into the digital technology industry, such as such as IT support, business administration, telecommunications, data analytics, cyber security and digital media.
Course Information	Students who undertake this qualification will receive Certificate II in Applied Digital Technologies which is intended to address the need for increased digital literacy and technology skills.
Assessment	Assessment is competency based. Assessment techniques include • observation • folios of work • questionnaires • written and practical tasks
Work Experience	Not applicable

CERTIFICATE III IN FITNESS (SIS30321)

Plus entry qualification: SIS20122 Certificate II in Sport and Recreation
(or as a Standalone Qualification: SIS30321 Certificate III in Fitness)

VET

Binnacle Training - RTO Code: 31319
https://www.binnacletraining.com.au/

Subject Fee: $770 fee for service
(consult with Head of Senior Schooling regarding fees for subsidised courses).

	Unit Code	Unit Name
Units of Competency	HLTAID011	Provide First Aid
	HLTWHS001	Participate in workplace health and safety
	SISXEMR003	Respond to emergency situations
	SISOFLD001	Assist in conducting recreation sessions
	SISXIND011	Maintain sport, fitness and recreation industry knowledge
	SISXCCS004	Provide quality service
	BSBPEF202	Plan and apply time management
	BSBSUS211	Participate in sustainable work practices
	BSBOPS304	Deliver and monitor a service to customers
	BSBPEF301	Organise personal work priorities
	SISFFIT035	Plan group exercise sessions
	SISFFIT036	Instruct group exercise sessions
	SISFFIT032	Complete pre-exercise screening and service orientation
	SISFFIT033	Complete client fitness assessments
	SISFFIT052	Provide healthy eating information
	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
	SISXFAC006	Maintain activity equipment
	SISSPAR009	Participate in conditioning for sport

Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. However, they must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. **It is MANDATORY students be part of the BYOD Program to study this course. Students MUST pay the full subject fee for this Certificate which is additional to the SRS.**
Possible Career Pathway	The Certificate III in Fitness /Certificate II in Sport and Recreation will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example: • Exercise Physiologist • Teacher – Physical Education • Sport Scientist • Group or Personal Fitness trainer • Sport and Recreation officer/official Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance. Students may also choose to continue their study by completing the Certificate IV in Fitness.

Course Information	Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. Wellington Point State High School partners with Binnacle Training to deliver this qualification to students. ***QCE Credits***: Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE. This program also includes the following: • **First Aid** qualification and **CPR** certificate; • Community Coaching – Essential Skills Course (non-accredited), issued by Australian Sports Commission. • A range of career pathway options including Club Level Official and/or Coach
Assessment	Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include: • Practical tasks • Hands-on activities involving participants/clients • Group work • Practical experience within the school sporting programs and fitness facility • Log Book of practical experience Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.
Binnacle's Program Disclosure Statement (PDS) declaration	PDS Declaration: This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets our the services and training products Binnacle Training as RTO provides and those services carried out by the School as a Third Party)i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto

CERTIFICATE II IN WORKPLACE SKILLS (BSB20120) VET

RTO Code: 45566 Wellington Point State High School

Subject Fee: not applicable

BSB20120 CERTIFICATE II IN WORKPLACE SKILLS VET

	Unit Code	Unit Name	
Units of Competency	BSBWHS211	Contribute to health and safety of self and others	Core
	BSBSUS211	Participate in sustainable work practices	Core
	BSBCMM211	Apply communication skills	Core
	BSBOPS201	Work effectively in business environments	Core
	BSBTWK201	Work effectively with others	Elective
	BSBPEF202	Plan and apply time management	Core
	BSBPEF201	Support personal wellbeing in the workplace	Elective
	BSBTEC203	Research using the Internet	Elective
	BSBPEF302	Develop self-awareness	Elective
	BSBPEF101	Plan and prepare for work readiness	Elective

Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. **It is MANDATORY students be part of the BYOD Program to study this course.** Computer specifications will be provided upon application to this course.
Possible Career Pathway	This qualification will provide students with the entry level skills and knowledge needed to start a career in an office administration role, whether a corporate or small business. Students will develop a base knowledge to provide administration support to businesses while ensuring success and job satisfaction. With a focus on building an understanding of technology, processes and systems, students will complete studies feeling confident to apply for your chosen career. Students will be able to transfer their practical skills and fundamental operational knowledge to tangible outcomes, providing business support across a diverse range of industries.
Course Information	Students who undertake this qualification will receive Certificate II in Workplace Skills which is intended for those who have not yet entered the workforce, and are developing the necessary skills in preparation for work.
Assessment	Assessment is competency based. Assessment techniques include • observation • folios of work • questionnaires • written and practical tasks
Work Experience	Not applicable

CERTIFICATE II IN FINANCIAL SERVICES (FNS20120) VET

RTO Code: 45566 Wellington Point State High School

Subject Fee: not applicable

FNS20120 CERTIFICATE II IN FINANCIAL SERVICES VET

Units of Competency	**Unit Code**	**Unit Name**	
	BSBWHS211	Contribute to health and safety of self and others	Core
	BSBCMM211	Apply communication skills	Core
	BSBTEC201	Use business software applications	Core
	FNSINC311	Work together in the financial services industry	Core
	BSBTEC302	Design and produce spreadsheets	Elective
	FNSACC323	Perform financial calculations	Elective
	FNSRTS311	Provide customer service in a retail agency	Elective
	FNSFLT216	Develop knowledge of taxation	Elective
Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. **It is MANDATORY students be part of the BYOD Program to study this course.** Computer specifications will be provided upon application to this course.		
Possible Career Pathway	This qualification is for entrants wishing to build potential pathways into the financial services industry such as bank tellers, home loan lending associates, analysts, retail operations.		
Course Information	Students who undertake this qualification will receive Certificate II in Financial Services which is intended to address the need for increased financial literacy and basic financial skills.		
Assessment	Assessment is competency based. Assessment techniques include • observation • folios of work • questionnaires • written and practical tasks		
Work Experience	Not applicable		

CERTIFICATE II IN CONSTRUCTION PATHWAYS (CPC20220)

VET

Adapt Education Pty Ltd trading as My Industry Training RTO Code: 32452
www.myindustrytraining.com.au

Subject Fee:

Free for VETiS Funded Students
Fee for Service: Price on application

	Unit Code	Unit Name
Units of Competency	CPCCOM1012	Work effectively and sustainably in the Construction Industry
	CPCCCM1013	Plan and organise work
	CPCCOM1015	Carry out measurements and calculations
	CPCCVE1011	Undertake a basic construction project
	CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
	CPCCCA2011	Handle carpentry materials
	CPCCCM1011	Undertake basic estimation and costing
	CPCCCM2004	Handle construction materials
	CPCCCM2006	Apply basic levelling procedures
	CPCWHS1001	Prepare to work safely in the construction industry

Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. However, they must have a passion for and/or interest in pursuing a career in general construction industries.
Possible Career Pathway	The skills and knowledge gained from the Certificate II in Construction Pathways are essential for any student seeking employment in the construction industry. Students that successfully transition into a school-based apprenticeship may be eligible to transfer units from their Certificate II in Construction Pathways to the apprenticeship course they are completing.
Course Information	Certificate II in Construction Pathways is a year-long standalone VET subject offered in Year 11. It gives students National Industry recognition and contributes 4 QCE credit points. This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course. Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain: • Certificate II in Construction Pathways (CPC20220) • White Card (General Construction Induction) • 4 QCE points • Opportunity for work experience and apprenticeships
Assessment	Certificate II in Construction Pathways combines practical and theory work to assess the ten competencies. Students will complete a practical 'construction project' on school grounds as part of their timetabled Construction class. They will be exposed to a range of tools and equipment that are used in the construction industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.

CERTIFICATE III IN HEALTH SERVICES ASSISTANT (HLT33115) including Cert II Health Support Services (HLT23221)

RTO Code: 31418
Strategix Training

Units of Competency	**Certificate II in Health Support Services**	
	Unit Code	**Unit Name**
	BSBOPS101	Use business resources
	BSBPEF202	Plan and apply time management
	BSBOPS203	Deliver a service to customer
	CHCCOM001	Provide first point of contact
	CHCCOM005	Communicate and work in health or community services
	CHCDIV001	Work with diverse people
	HLTWHS001	Participate in workplace health and safety
	HLTINF006	Apply basic principles and practices of infection prevention and control
	BSBADM101	Use business equipment and resources
	CHCCCS020	Respond effectively to behaviours of concern
	CHCCCS026	Transport Individuals
	HLTFSE001	Follow basic food safety practices
	SITXFSA005	Use hygienic practices for food safety
	Certificate III in Health Services Assistant	
	BSBWOR301	Organise personal work priorities and development
	HLTAAP001	Recognise healthy body systems
	CHCMHS001	Work with people with mental health issue
	CHCCCS009	Facilitate responsible behaviour
	CHCCCS012	Prepare and maintain beds
	HLTAID011	Provide first aid
	CHCCCS002	Assist with movement
	BSBMED301	Interpret and apply medical terminology appropriately

Subject Fee: HLT23221 Certificate II in Health Support Services is free under VETiS funding by the QLD Government for eligible students. Additional to the VETiS funding, HLT33115 Certificate III in Health Services Assistance will be charged at a discounted rate of $399 per student.
**If the student has used their VETiS funding, the course fee will be $1500 for the Certificate II plus an additional $399 for the Certificate III.*

Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. **It is MANDATORY students be part of the BYOD Program to study this course.** Computer specifications will be provided upon application to this course. **Students MUST pay the full subject fee with their subject selection form to be considered for a place in this course.**
Possible Career Pathway	Health and Community Services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising health body systems and working with diverse people. Refer to training.gov.au for specific information about the qualification. Potential options may include: • Various Certificate IV qualifications • Diploma of Nursing • Bachelor Degrees (B.Nursing) • Entry level employment within the health industry

Course Information	Students in this program will receive Certificate III Health Services Assistant, which involves skills such as interpreting medical terminology, cultural safety for Aboriginal and/or Torres Strait Islander populations, and individualized support as well as a pathway into a traineeship. Students will be provided with all the resources and tools they need to successfully complete this program. Wellington Point State High School partners with Strategix to deliver this qualification to students. What students achieve? • HLT33115 Certificate III in Health Services (incorporating HLT23215: Certificate II in Health Support Services) • First Aid qualification and CPR certificate • Points that will count towards your Senior Certificate – maximum 8 QCE credits for qualifications from the same training package. • Pathway into school-based traineeships & Certificate III qualification
Assessment	Assessment is competency based. Assessment techniques include: • Observation • Folios of work • Questionnaires • Written and practical tasks
Work Experience	Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

CERTIFICATE II IN SAMPLING AND MEASUREMENT (MSL20122)

RTO Code: 45566 Wellington Point State High School

Subject Fee: not applicable

MSL20122 CERTIFICATE II IN SAMPLING AND MEASUREMENT			VET
Units of Competency	**Unit Code**	**Unit Name**	
	MSL912002	Work within a laboratory or field workplace	Core Unit
	MSL922002	Record and present data	Core Unit
	MSL943004	Participate in laboratory or field workplace safety	Core Unit
	MSL952003	Collect routine site samples	Group A
	MSL952004	Handle and transport samples or equipment	Group A
	MSL972002	Take routine site measurements	Group A
	MSL913004	Plan and conduct laboratory/field work	Group B
	MSL973025	Perform basic tests	Group B

Prerequisite	Students do not need to have completed any particular subjects or require any prior laboratory experience to enrol in this qualification. It is mandatory for students to have access to a device, as all course content, resources, and assessments are completed through QLearn. Students must be willing to participate in practical laboratory and fieldwork activities and follow all safety requirements, including wearing appropriate PPE (e.g. leather shoes during laboratory sessions).
Possible Career Pathway	This qualification provides a pathway into a range of science, environmental, and technical industries. Potential pathways include: • Laboratory assistant • Environmental field technician • Water quality technician • Sampling and testing assistant • Food and materials testing • Mining and resource sector roles • Health and science support roles This course also supports further study in science, laboratory operations, environmental science, and related VET or tertiary pathways.
Course Information	This qualification is designed to provide students with foundational skills and knowledge required to work in laboratory and field-based environments. Students will develop practical, real-world skills through a simulated workplace environment, including: • Working safely in a laboratory or field setting • Planning and conducting environmental investigations • Collecting, handling, and transporting samples • Performing basic laboratory tests (e.g. pH, turbidity, dissolved oxygen, nutrients) • Recording, analysing, and presenting scientific data Students will learn the importance of: • Accuracy, reliability, and validity of results • Maintaining sample integrity • Following workplace procedures and documentation processes • Communicating scientific findings clearly
Assessment	Assessment is competency-based. Students must demonstrate skills and knowledge to industry standard. Assessment techniques include: • Observation of practical skills in laboratory and fieldwork tasks • Online quizzes (QLearn) to assess underpinning knowledge • Practical tasks and workplace simulations • Completion of documentation (e.g. sampling records, transport logs, data tables) • Data recording, calculations, and presentation tasks (tables and graphs) Students are assessed across a series of practical projects that build progressively toward a full environmental investigation.
Work Experience	Not applicable

CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS (FSK20119)

RTO Code: 45566 Wellington Point State High School

Subject Fee: not applicable

FSK20119 CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS VET

Units of Competency	Unit Code	Unit Name	
	FSKLRG011	Use routine strategies for work-related learning	Core Unit
	FSKNUM017	Use familiar routine maps and plans for work	Group A
	FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Group A
	FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	Group A
	FSKOCM007	Interact effectively with others at work	Group B
	FSKWTG008	Complete routine workplace formatted texts	Group B
	FSKRDG008	Read and respond to information in routine visual and graphic texts	Group B
	FSKWTG009	Write routine workplace texts	Group B
	FSKLRG009	Use strategies to respond to routine workplace problems	Group B
	FSKRDG010	Read and respond to routine workplace information	Group B
	FSKDIG002	Use digital technology for routine and simple workplace tasks	Elective
	SIRXHWB001	Maintain personal health and wellbeing	Elective
	SIRXWHS002	Contribute to workplace health and safety	Elective
	ICPSUP2810	Use computer systems in the printing and graphic arts sectors	Elective

Prerequisite	There are no formal prerequisite subjects required for this qualification. Students must: • Demonstrate an appropriate level of language, literacy and numeracy skills • Be willing to participate in workplace-based tasks and simulations • Have access to a device for QLearn and digital assessments • Follow workplace expectations, including behaviour, participation and safety
Possible Career Pathway	This qualification provides a pathway into employment or further vocational training across a wide range of industries. Potential pathways include: • Entry-level administration roles • Retail and customer service roles • Hospitality support roles • Trade and construction pathways • Traineeships and apprenticeships • Further VET study (Certificate II and III qualifications) This course supports students in developing the foundation skills required for successful workplace participation.
Course Information	This qualification is designed for students who require further development of foundation skills to support entry into the workforce or further training. Students develop skills aligned to the Australian Core Skills Framework (ACSF), including: • Reading and interpreting workplace information • Writing workplace documents (emails, forms, reports) • Oral communication and teamwork • Numeracy for workplace tasks (measurement, calculations, data) • Digital skills for workplace systems and technology Learning occurs in a simulated workplace environment, where students complete practical, real-world tasks. The course is structured into projects, including: • Project 1: Numeracy – measurement, calculations and workplace maths • Project 2: Workplace Documents – digital tools, writing and document creation

	• Project 3: Workplace Problems – problem-solving, reading and learning strategies • Project 4: Workplace Health and Safety – communication, wellbeing and WHS practices Students develop essential employability skills including: • Communication • Teamwork • Problem-solving • Organisation • Workplace safety awareness
Assessment	Assessment is competency-based. Students must demonstrate skills and knowledge to industry standard. Assessment techniques include: • Observation of practical workplace tasks • Online quizzes (QLearn) to assess knowledge • Workplace scenarios and problem-solving tasks • Portfolio tasks (e.g. documents, plans, responses) • Verbal questioning to confirm understanding Assessment occurs across a range of projects and tasks, allowing students to demonstrate consistent performance over time in a simulated workplace environment
Work Experience	Not applicable

VET in Schools (VETiS) Policy

Introduction

In Queensland, high school students can complete nationally recognised vocational education and training (VET) as part of their school studies.

There are several ways to undertake VET as a school student:

- VET in Schools (VETiS) funded by the Queensland Government through the Department of Trade, Employment and Training (DTET).
- If a school is a registered training organisation (RTO), it may offer VET courses, often at no cost to the student; or
- through an external RTO: the students can enrol in a course offered by an external training provider. The cost might be covered by the student, their family, or a sponsoring organisation such as a local business or community group.

Expected outcomes

VETiS helps school students:

- build job-ready skills and gain the confidence needed to pursue their career goals;
- earn a nationally recognised vocational qualification;
- access further training or employment opportunities after graduation.

What is VET in Schools (VETiS)?

VETiS supports secondary school students in Year 10, 11 or 12 to undertake VET qualifications funded by DTET while they are still at school. This training can be undertaken as part of their school studies through a general training pathway or in a workplace as a school-based apprentice or trainee.

VETiS covers training fees for VET courses that are aligned to jobs and skills in demand, putting secondary school students on a path to employment and further VET opportunities.

VETiS will support Queensland secondary school students commencing DTET funded VET.

VETiS offers **either** a general training pathway **or** a school based apprenticeship/traineeship pathway.

Under VETiS, a student **may** access a **subsidised training place** through a general training pathway and/or an apprenticeship/traineeship.

What are the training pathways?

General Training Pathway

Through the general training pathway (certificate I or II qualifications) – students can complete a nationally recognised qualification and develop practical, job-ready skills to leave school feeling prepared and confident about their future.

This pathway focuses on career paths linked to priority industries and sectors and helps make moving from school to work or further training much easier.

Who is eligible?

To access a funded training place under VETiS, in a general training pathway, a school student must:

- be a student enrolled in Years 10, 11 or 12 in a Queensland secondary school);
- not be an international secondary school exchange student;
- not have already completed a certificate I or II VETiS qualification funded by DTET;
- have a genuine interest in pursuing a post school vocational occupation.

Note: foundation skills qualifications are not approved for VETiS delivery and will not be subsidised as the school is responsible for foundation skills training.

School Based Apprenticeship and Traineeship Pathway

School-based apprenticeships and traineeships (SATs) allow high school students (usually in Years 10, 11 or 12) to earn a wage, train towards a nationally recognised qualification while at school.

For SATs, an individual must be employed as an apprentice or trainee. This pathway is part of the Australian Apprenticeships system and requires all parties to sign an Apprenticeship and Traineeship Training Contract (the Contract) as defined by the *Further Education and Training Act 2014* (the Act).

There are specific requirements for SATs that apply to:

- age limits
- paid work and minimum hours
- parental/guardian consent
- school support and timetables.

Some of the training and/or work must take place during school hours.

The employer of a SAT must provide or arrange to provide adequate facilities, range of work, supervision and on-the-job training required by the Act and training plan.

The Supervising Registered Training Organisation (SRTO) is required to assess these employment arrangements, complete an Employer Resource Assessment and develop the training plan in consultation with the employer, apprentice and/or trainee to ensure compliance with the Act. More information about SATs is available on the Queensland Government website.

Wellington Point State High School is a registered RTO and offers certificates:

- Certificate II in Financial Services
- Certificate II in Workplace Skills
- Certificate II in Applied Digital Technologies
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Sampling and Measuring