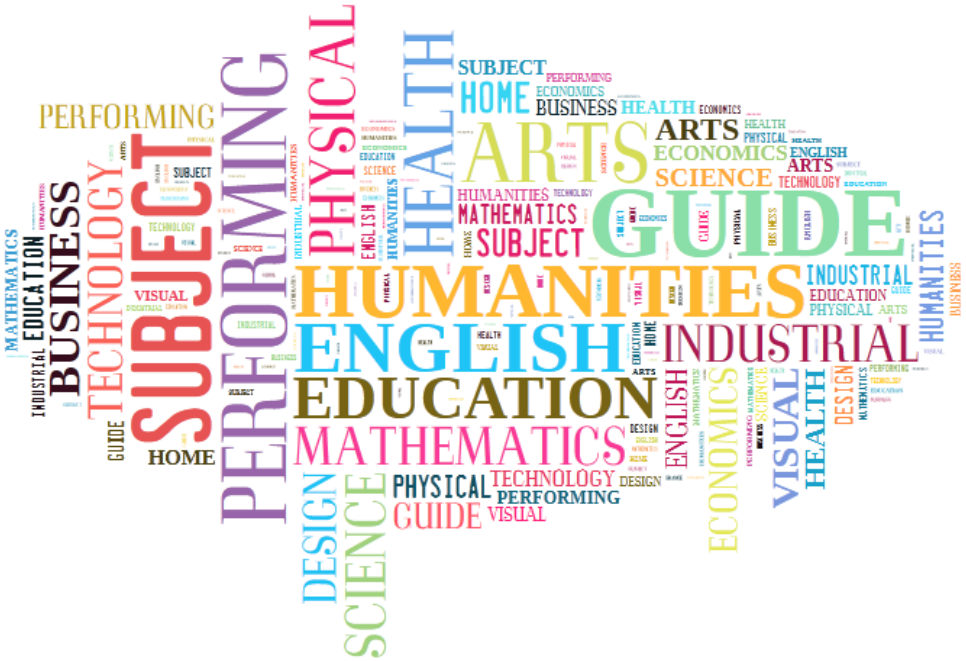
Seek Within... Strive Beyond

Nerang

State High School

Senior Subject Handbook 2024 – 2025



CONTENTS

Selecting Subjects

The purpose of this Handbook is to guide students and parents/carers in Years 11 and 12 subject selections. It includes a comprehensive list of the Queensland Curriculum and Assessment Authority (QCAA) subjects that Nerang State High School offers to cater for individual students' career pathways.

The transition from Year 10 to Year 11 is a significant step in the career of a high school student. This transition begins with careful and informed decision making around the course of subjects to be undertaken over the next 2 years. Choices made at this stage certainly begin to shape future career options.

We expect students to make an informed choice of subjects so that their course of study is continuous and appropriate for their needs. There are many career pathways available for future success and students should consider all their options before selecting subjects.

In making subject choices students must consider:

1. What subjects suit your chosen career pathway?
2. What pre-requisite subjects are required for your course of study?
3. Given your current results, will you be successful in this subject?
4. Will you enjoy this subject?

Students commencing Year 11 at Nerang State High in 2024 are required to select subjects as follows:

1. Two compulsory subjects - English and Mathematics
2. Three elective subjects
3. Two back up elective subjects (should your first preferences not be available)

Selecting subjects

1. Students must select electives in order of preference
2. Students will be required to make their selections via OneSchool
3. Students will need to meet pre-requisite subject requirements

Students seeking University entrance (an ATAR) will be required to select either:

1. 5 General subjects or
2. 4 General subjects plus 1 Applied subject or VET subject

Students not seeking University entrance may select any combination of General, Applied and VET Subjects.

Senior Subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. 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.

Extension subjects are extensions of the related General subjects and are studied concurrently with Units 3 and 4 of the General course.

General Subjects

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 Subjects

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see: https://www.education.gov.au/australian-core-skills-framework.

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.

Upon satisfactory completion of a VET program, students will receive an Industry recognised certificate for that program.

School based Apprenticeship and Traineeships (SAT)

Students can access a SAT through the school. See the school's Liaison Officer in the Hub for more information.

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: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of Results

Students are issued with a Statement of Results in the December following the completion of this course of study.

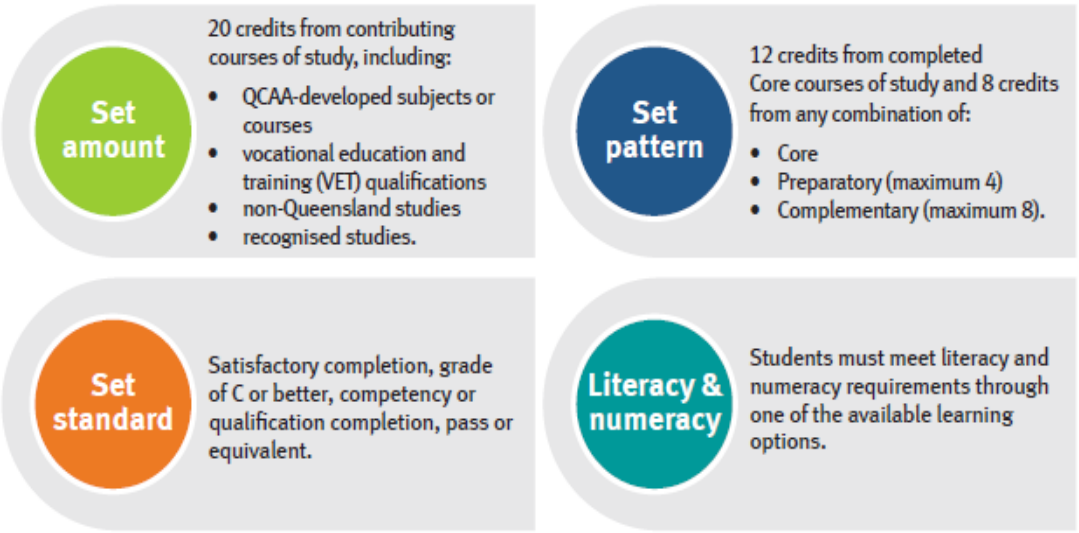
Queensland Certificate of Education (QCE)

THE QCE REQUIREMENTS

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals.

To receive a QCE, students must achieve a set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCE



For more information about the QCE requirements, follow the links below:

QCAA about QCE
QCE requirements
Literacy, Numeracy and complete core requirements
Credit and duplication of learning

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. An individual learning program is a school-developed program of study developed for students who have impairments or difficulties in learning. These students have the option of continuing to work towards a QCE post-secondary schooling.

Australian Tertiary Admission Rank (ATAR)

To attend University, students must obtain an ATAR. An ATAR allows tertiary admissions centres to compare students from across Australia when they apply for tertiary places. The ATAR is a number between 0 and 99.95, in increments of 0.05. ATARs below 30 are not reported.

To receive an ATAR, students must study a certain combination of subjects to be eligible.

The following combination of subjects will contribute to an ATAR:

- 5 General Subjects
- 4 General Subjects + 1 VET Course (either Cert III or Cert IV or Diploma)
- 4 General Subjects + 1 Applied Subject

For more information logon to: https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance

English Requirement

Eligibility for an ATAR requires satisfactory completion of a QCAA English subject. Satisfactory completion requires students to attain a result that is a C or higher.

2024 – 2025 Senior Subject Details

COMPULSORY select 1 Maths and 1 English Subject	SUBJECT CODE	HR FEE year	Prerequisites (Year 10)	SUBJECT TYPE	FACULTY CODE
General Mathematics	MAG		English C, General Maths B	GEN	MAT
Mathematical Methods	MAM		English C, Maths Ext B	GEN	
Specialist Mathematics (must also study Mathematical Methods)	MAS		English C, Maths Ext B	GEN	
Essential Mathematics	MAE		Nil	APP	
English	ENG		English B	GEN	ENG
Essential English	ENE		*	APP	
Biology	BIO		Any Science B / Math C / English C	GEN	SCI
Chemistry	CHM		Ext Maths C / Maths B Any Science B, English C	GEN	
Physics	PHY		Any Science B/ English C Ext Maths C / Maths B	GEN	
Psychology	PSY		Any Science B / English C Maths B	GEN	
Ancient History	AHS		English B	GEN	HUM
Geography	GEO		English C	GEN	
Japanese	JAP		Japanese B	GEN	
Legal Studies	LEG		English C	GEN	
Social and Community Studies	SCS		*	APP	
Certificate III Active Volunteering	VVL	$265	Nil	VET	
Certificate III Aviation	AVI	$170	Nil	VET	
Duke of Edinburgh Award – Silver	DOE	$500^	Duke of Edinburgh Award Bronze	OTH	
Duke of Edinburgh Award -Gold	DOE	$550^	Duke of Edinburgh Award Silver	OTH	
Short Course Literacy	LIS		Nil		SEP
Short Course Numeracy	NUS		Nil		
Business	BUS		English B	GEN	BUS
Diploma of Business	STY	$2450	*	VET	
Diploma of Nursing	STY	$8907	*	VET	
Early Childhood Studies	ECS		Nil	APP	FASI
Hospitality Practices	HPJ	$65	Nil	APP	
Tourism	TOU		Nil	APP	
Dance	DAN		English C, Dance C	GEN	The ARTS
Drama	DRA		English C	GEN	
Music	MUS		English B, Music B	GEN	
Music Extension (Year 12)	MUX		Invitation Only	GEN	
Dance in Practice	DIP		Dance C, *	APP	
Drama in Practice	DRP		*	APP	
Media Arts in Practice	MAP	$60		APP	
Visual Arts in Practice	VAP	$50	*	APP	
Trades@Nerang		$220	Construction, Certificate I Furnishings preferred, but not mandatory. Enrolment suitability application and interview. *	VET	ITD
Cert I in Construction	VCN	Inc		VET	
Cert II in Engineering Pathways	VEN	Inc		VET	
Cert II in Furniture Making Pathways	VFM	Inc		VET	
Cert II Skills for Work & Vocational Pathways	VSW	Inc		VET	
Physical Education	PED		English B	GEN	HPE
Sports and Recreation	REC		*	APP	
Certificate III Sport, Aquatic & Recreation	XSR	$480#	Nil	VET	

** It is preferred that all Applied Subjects meet the prerequisite of a 'C' in English.*

 # Total Cost

^ Total Cost per Award Level

Faculty Details Table

Faculty Code	Department	Head of Department
ENG	English	Ms Kathi Bell
MAT	Mathematics	Ms Jess Wilson
SCI	Science	Ms Lara Hayes
HUM	Humanities	Ms Tamlyn Dooley
SEP	Special Education Program	Ms Lindsey Russell
BUS	Business	Ms Jodie Teng
ARTS	The Arts	Ms Mandy Acott
FASI	Food and Service Industries	Ms Kelly Copolov
ITD	Industrial Technology & Design	Mr Shane Courtenay
HPE	Health & Physical Education	Mr Cameron Puddey

2024-2025 SCHEDULE OF FEES

In accordance with the Education Act, the cost of providing instruction, administration, and facilities for the education of students enrolled at State schools is met by the State. Parents are directly responsible for providing textbooks and other consumable resources for their children while attending school. In recognition that these costs can be high, the school operates a Student Resource Scheme that, for a specified annual participation fee, provides for the temporary use by the student of prescribed textbooks, other resources and the purchase of consumable materials for the student.
The Student Resource Scheme fees are based on the calculation of a standard fee scheduled for each year level and additional fees linked to subjects that require a higher level of consumable resources ("High Resource Subjects") or fees payable to training providers.

YEAR 11 STUDENT RESOURCE SCHEME		
Standard fee		**$280.00**
High Resource (HR) subjects per subject per semester	Visual Arts in Practice (VAP)	**$50.00**
High Resource (HR) subjects per subject per semester	Media Arts in Practice (MAP)	**$60.00**
High Resource (HR) subjects per subject per semester	Hospitality Practices (HPJ)	**$65.00**
Trades@Nerang per year	Cert I in Construction (CPC10120) Cert II in Engineering Pathways (MEM20422) or Cert II in Furniture Making Pathways (MSF20522)	**$220.00**
Certificate Courses per year	Cert III in Aviation (AVI) (AVI30616) (CPP20116)	**$170.00**
	Certificate III in Active Volunteering (VVL)	**$265.00**
	Certificate III Sport, Aquatic and Recreation (XSR) (SIS30122)	**$240.00**
Diploma Courses per course	Diploma of Business	**$2450.00**
	Diploma of Nursing	**$8907.00**
Duke of Edinburgh per year	Silver Award	**$500.00**

YEAR 12 STUDENT RESOURCE SCHEME		
Standard fee		**$280.00**
High Resource (HR) subjects per subject per semester	Visual Arts in Practice (VAP)	**$50.00**
High Resource (HR) subjects per subject per semester	Media Arts in Practice (MAP)	**$60.00**
High Resource (HR) subjects per subject per semester	Hospitality Practices (HPJ)	**$65.00**
Trades@Nerang	Cert I in Construction (CPC10120) Cert II in Engineering Pathways (MEM20422) or Cert II in Furniture Making Pathways (MSF20522)	**$220.00**
Certificate Courses per year	Cert III in Aviation (AVI) (AVI30616) (CPP20116)	**$170.00**
	Certificate III in Active Volunteering (VVL)	**$265.00**
	Certificate III Sport, Aquatic and Recreation (XSR) (SIS30122)	**$240.00**
Diploma Courses per course	Diploma of Business	**$2450.00**
	Diploma of Nursing	**$8907.00**
Duke of Edinburgh per year	Gold Award	**$550.00**

Please note that any excursions, camps, and competitions that have an associated cost are not included in the above schedule of fees.

OPTIONAL COSTS
• Instrumental Music Hire $100.00 • Voluntary P & C Contribution (per family) $30.00 • Graphics Calculator Hire $40.00

Nerang State High School	2024/2025	11/12

STUDENT NAME:

- All students are required to select five subjects. Mathematics and English are compulsory.
- Foundation subjects may only be selected by SEP students.
- Students seeking an ATAR are recommended to select five General Subjects.
- Enrolment in Trades Program requires an interview with Head of ITD to determine suitability.
- Specialist Mathematics must be studied with Mathematical Methods.

HR subjects underlined and attract either an additional fee or see @NERANG Programs below.

	GENERAL SUBJECTS	APPLIED / VET SUBJECTS
LINE 1	☐ English (ENG)	☐ Essential English (ENE) ☐ Foundation Literacy (SEP Only) (FLI) ☐ Short Course Literacy (LIS) SEP only
LINE 2	☐ Ancient History (AHS) ☐ Chemistry (CHM) ☐ Japanese (JAP) ☐ Physical Education (PED)	☐ **Cert III Aviation (AVI)** ☐ Foundation Work Readiness (FWK) SEP Only ☐ **Hospitality Practices (HPJ)**
LINE 3	☐ Biology (BIO) ☐ Drama (DRA) ☐ Legal Studies (LEG) ☐ Specialist Mathematics (MAS)	☐ **Cert III Sport, Aquatics & Recreation (XRS)** ☐ Foundation Life and Community (FLC) ☐ **Hospitality Practices (HPJ)** ☐ **Visual Arts in Practice (VAP)**
LINE 4	☐ Business (BUS) ☐ Dance (DAN) ☐ Physics (PHY) ☐ Psychology (PSY)	☐ **Cert III Active Volunteering (VVL)** ☐ Early Childhood Studies (ECS) ☐ Foundation Work Readiness (FWK) SEP Only ☐ **Media Arts in Practice (MAP)** ☐ Sport and Recreation (REC)
LINE 5	☐ General Mathematics (MAG) ☐ Mathematical Methods (MAM)	☐ Essential Mathematics (MAE) ☐ Foundation Mathematics (SEP Only) (FMM)
LINE 6	☐ Duke of Edinburgh Silver and Gold (DOE) studied off line before or after school	

@NERANG Programs	
☐ **Trades**@Nerang Higher Resource Fee: $220/yr HOD meeting required	**Choose 1 of:** ☐ Cert II in Engineering Pathways (MEM20422)(VEN) ☐ Cert II in Furniture Making Pathways (MSF20522) (VFM ☐ English ☐ Mathematics ☐ Cert II Skills for Work and Vocational Pathways (FSK20119) (VSW) ☐ Cert I Construction (CPC10120) (VCN)
☐ Higher Resource Fee: $265/yr	☐ Cert III Active Volunteering (CHC34015) (VVL)
☐ Higher Resource Fee: $170/yr	☐ Cert III Aviation (AVI30419) (AVI)
☐ Higher Resource Fee: $480 (Year 11 $240 + Year 12 $240)	☐ Cert III Sport, Aquatics and Recreation (SIS30122) (XSR)
☐ Total Cost: $2,450	☐ Diploma of Business (BSB50120)
☐ Total Cost: $8,907	☐ Diploma of Nursing (HLT54115)
☐ Cost: $500/Silver ☐ Cost: $550/Gold	☐ Duke of Edinburgh Silver/Gold

Ancient History (AHS)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (B)	Laptop	**Excursions**

Overview

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

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods, which is facilitated through access to universities and private institution collections. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in the analysis of archaeological, visual and literary sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

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

Unit Structure & Assessment

* When delivered as an **alternate sequence course**, the order of units and topics delivered may change.

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Investigating the ancient world** • Digging up the past • Ancient societies • Beliefs, rituals and funerary practices	**1. Exam – Short Responses to historical sources** • Written, unseen • 2 hours (+ 15 min planning time) • 800 – 1000 words	25%
		2. Independent source investigation • Written, seen • 15 hours of class time • 1500 – 2000 words	25%
2 (Year 11)	**Personalities in their time** • Akhenaten • Cleopatra	**3. Investigation – Historical essay based on research** • Written, seen • 15 hours of class time (+ own time) • 1500 – 2000 words	25%
		4. Exam – Essay response to historical sources • Written, unseen • 2 hours (+ 15 min planning time) • 800 – 1000 words	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Reconstructing the ancient world** • Philip II and Alexander III of Macedon • Early Imperial Rome	**1. Exam – Essay in response to historical sources** • Written, unseen • 2 hours (+ 15 min planning time) • 800 – 1000 words	25%
		2. Independent source investigation • Written, seen • 15 hours of class time (over a period of weeks) • 1500 – 2000 words	25%
4 (Year 12)	**People, power and authority** • Rome: Civil War and the breakdown of the Republic • Augustus	**3. Investigation – Historical essay based on research** • Written, seen • 15 hours of class time (+ own time) • 1500 – 2000 words	25%
		4. External Exam – Short responses to historical sources • Written, unseen • 2 hours (+ 15 min planning time) • 800 – 1000 words	25%

Biology (BIO)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Any Science (B) English (C), Maths (C)	Laptop Scientific Calculator	**Excursions**

Overview

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 and theories; 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 field work, laboratory and other research investigations; interpret evidence; use sound, evidence based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems, and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Cells and multicellular organisms** • Cells as the basis of life • Multicellular organisms	**1. Student experiment** • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
		2. Data test • Written, unseen 60 minutes	10%
2 (Year 11)	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**3. Research investigation** • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
UNIT 1 & 2		**4. Exam – based on Units 1 & 2** • Written, seen • 2 papers, 90 minutes each	50%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**1. Data test** • Written, unseen • 60 minutes	10%
		2. Student experiment • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
4 (Year 12)	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth	**3. Research investigation** • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
UNIT 3 & 4		**4. External Exam** • Written, unseen • 2 papers, 90 minutes each	50%

Business (BUS)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (B)	Laptop Notebook	**Excursions**

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Business creation** • Fundamentals of business • Creation of business ideas	**1. Exam** • Combination response • 2 hours (+ 15 mins planning time)	25%
		2. Investigation • Business report • 1500 – 2000 words	25%
2 (Year 11)	**Business growth** • Establishment of a business • Entering markets	**3. Extended response** • Feasibility report • 1500 – 2000 words	25%
		4. Exam • Combination response • 2 hours (+ 15 mins planning time)	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Business diversification** • Competitive markets • Strategic development	**1. Exam** • Combination response • 2 hours (+ 15 mins planning time)	25%
		2. Investigation • Business report • 1500 – 2000 words	25%
4 (Year 12)	**Business evolution** • Repositioning a business • Transformation of a business	**3. Extended response** • Feasibility report • 1500 – 2000 words	25%
		4. External Exam • Combination response • 2 hours (+ 15 mins planning time)	25%

Chemistry (CHM)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Any Science (B) Extension Maths (C), Maths (B), English (C)	Laptop Scientific Calculator	**Excursion**

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Chemical fundamentals — structure, properties and reactions** • Properties structure atoms and of materials • Chemical reactions — reactants, products and energy change	**1. Data test** • Written, unseen • 60 minutes	10%
		2. Research investigation • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
2 (Year 11)	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**3. Student experiment** • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
UNIT 1 & 2		**4. Exam – based on Units 1 & 2** • Written, unseen • 2 papers, 90 minutes each	50%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**1. Data test** • Written, unseen • 60 minutes	10%
		2. Student experiment • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
4 (Year 12)	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design	**3. Research investigation** • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
UNIT 3 & 4		**4. External Exam** • Written, unseen • 2 papers, 90 minutes each	50%

Dance (DAN)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (C) Dance (C)	Performing Arts T-shirt and Dance tights, Dance shoes (optional) Laptop	**$0**

Overview

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

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

Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Moving bodies** How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary At least one other genre, but not limited to: Hip Hop, Jazz, Ballet, Tap • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	**1. Performance** • 3 mins	20%
		2a. Choreography • 3 mins **2b. Written Choreography Intent** • 300 – 400 words	20%
2 (Year 11)	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary At least one other genre, but not limited to: Hip Hop, Jazz, Ballet, Tap • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	**3a. Choreography** • 3 mins **3b. Performance** • 3 mins **3c. Choreography Statement** • 300 – 400 words **3d. Evaluation** • 600 – 800 words	35%
		4. Extended Response • 800 – 1000 words	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Moving statements** How is dance used to communicate viewpoints? • Genres: – Contemporary – At least one other genre, but not limited to: Hip Hop, Jazz, Ballet, Tap • Subject matter: – social, political and cultural influences on dance	**1. Performance** • 3 – 4 mins	20%
		2a. Choreography • 2 – 4 mins **2b. Written Choreography Intent** • 300 – 400 words	20%

Unit	Unit Structure	Assessment Items	Weight
4 (Year 12)	**Moving my way** How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style • Personal viewpoints and influences on genre	**3a. Performance** • 3 – 4 mins **3b. Multimodal** • 600 – 800 words	35%
		4. External Exam • Written, unseen • 2 ½ hours • 800 – 1000 words	25%

Drama (DRA)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (C)	Black leggings or pants Performing Arts T-shirt Laptop	**$0**

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Share: Verbatim Theatre** How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**1. Performance Published Text** • Group • 2 - 4 mins	20%
		2. Project • Dramatic concept • Individual • 400 words analysis • 8 – 10 images • 600 words justification	20%
2 (Year 11)	**Reflect: Realism** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**3a. Project** • Practice Led • Individual • 4 - 6 mins **3b. Performance** • 2 – 4 mins	35%
		4. Exam • Extended Analytical Response • 800 – 1000 words	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Challenge: Brecht** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**1. Performance** • 3 – 5 mins	20%
		2. Dramatic Concept • 800 – 1000 words	20%
4 (Year 12)	**Transform: Greek Theatre** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus	**3a. Project** • Pitch • 5 – 7 mins **3b. Performance** • 3 – 5 mins	35%
		4. External Exam • 2 ½ hours	25%

English (ENG)
General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (B)	Laptop	$0

Overview

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 carried texts.

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Perspectives and texts** • Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**1. Literary Essay** • Written, seen • 1000 – 1500 words	25%
		2. Persuasive • Spoken/Multimodal, seen • 5 – 8 minutes	25%
2 (Year 11)	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**3. Exam** • Analytical Essay • Written, unseen • 2 hours • 800 – 1000 words	25%
		4. Exam • Imaginative • Written, unseen • 2 hours • 800 – 1000 words	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**1. Literary Essay** • Written, seen • 1000 – 1500 words	25%
		2. Persuasive • Spoken/Multimodal, seen • 5 – 8 minutes	25%
4 (Year 12)	**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	**3. Exam** • Imaginative • Written, seen • 2 hours • 800 – 1000 words	25%
		4. External Exam • Analytical Essay • Written, unseen • 2 hours • 800 – 1000 words	25%

General Mathematics (MAG)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Mathematics (B) English (C)	Laptop Scientific Calculator – Casio fx-82AU	$0

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Money, measurement and relations** • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**1. Problem solving and modelling task** • Written, seen • Up to 10 pages, excluding appendices • 4 weeks (including 3 hours class time)	20%
		2. Exam • Short response, unseen • 120 mins (+ 5 min planning time)	15%
2 (Year 11)	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**3. Exam** • Short response, unseen • 120 mins (+ 5 mins planning time)	15%
UNIT 1 & 2		**4. Exam** • Short response, unseen • 2 papers, 90 minutes each	50%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**1. Problem solving and modelling task** • Written, seen • Up to 10 pages, excluding appendices • 4 weeks (including 3 hours class time)	20%
		2. Exam • Short response, unseen • 120 mins (+ 5 min perusal time)	15%
4 (Year 12)	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics	**3. Exam** • Short response, unseen • 120 mins (+ 5 min perusal time)	15%
UNIT 3 & 4		**4. External Exam** • Short response, unseen • 2 papers, 90 minutes each	50%

Geography (GEO)

General senior subject – Not being offered in 2024

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (C)	Laptop	Camp & Excursions

Overview

Geography is the study of people, the environment and their interaction. This subject focuses on 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of global, national and regional challenges and their effects on people, places and the environment.

Students investigate environmental and social issues in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover changes and planning for shifting populations in Australia and regions across the world. By studying Geography, students will develop an understanding of the complexities involved in sustainable planning and management practices.

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

Pathways

A course of study in Geography establishes a foundation further university education and employment in the fields of urban and management, biological and environmental sciences; conservation management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology and science.

Objectives

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding.

* When delivered as an **alternate sequence course**, the order of units and topics delivered may change.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E). Students must use **spatial technologies** and **ICTs** to complete this course.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Responding to risk and vulnerability in hazard zones** • Natural hazard zones • Ecological hazard zones *Excursion	**1. Exam** • Combination response, unseen • 2 hours (+15 mins planning time) • Part A (Short response): 50 – 150 words per question • Part B (Extended response): 450 – 600 words	25%
		2. Investigation • Data report, seen • 1500 – 2000 words • Raw data is provided by teacher • Spatial technologies and ICT must be used	25%
2 (Year 11)	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity *Excursion	**3. Investigation** • Field report, seen • 1500 – 2000 words • Spatial technologies and ICT must be used	25%
		4. Exam • Combination response, unseen • 2 hours (+ 15 mins planning time) • Part A (Short response): 50 – 150 words per question • Part B (Extended response): 450 – 600 words	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations * Camp experience to gather field work	**1. Exam** • Combination response, unseen • 2 hours (+ 15 mins planning time) • Part A (Short response): 50 – 150 words per question • Part B (Extended response): 450 – 600 words	25%
		2. Investigation • Field report, seen • 1500 – 2000 words • Spatial technologies and ICT must be used	25%
4 (Year 12)	**Managing population change** • Population challenges in Australia • Global population change	**3. Investigation** • Data report, seen • 1500 – 2000 words • Spatial technologies and ICT must be used	25%
		4. External Exam • Combination response, unseen • 2 hours (+ 15 mins planning time) • Part A (Short response): 50 – 150 words per question • Part B (Extended response): 450 – 600 words	25%

Japanese (JAP)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Japanese (B)	Laptop	**$0**

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**私のくらし My world** • Family/carers and friends • Lifestyle and leisure • Education	**1. Exam** • Short response, unseen • 1 ½ hours (+5 mins planning time)	15%
		2. Exam • Combination response, unseen • 100 mins (+ 5 mins planning time) • Session 1: Short response (English), 100 words per question; Extended response (Japanese), 200 – 300 characters • Session 2: Speaking, unseen; 3 – 7 min conversation	30%
2 (Year 11)	**私達のまわり Exploring our world** • Travel • Technology and media • The contribution of Japanese culture to the world	**3. Extended response (spoken)** • Part 1: 2 – 3 weeks preparation, 4 – 8 min in Japanese • Part 2: Unseen, 5 – 7 mins in Japanese	25%
		4. Exam • Combination response, unseen • 2 hours (+ 5 mins planning time)	30%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**私達の社会 Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**1. Exam** • Short response, unseen • 1 ½ hours (+ 5 mins planning time)	15%
		2. Exam • Combination response, unseen • 100 mins (+ 5 mins planning time) • Session 1: Short response (English), 100 words per question; Extended response (Japanese), 200 – 300 characters • Session 2: Speaking, unseen; 3 – 7 mins conversation	30%
4 (Year 12)	**私の将来 My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on	**3. Extended response (spoken)** • Part 1: 2 – 3 weeks preparation; 4-8 mins in Japanese • Part 2: Unseen, 5 – 7 mins in Japanese	30%
		4. External Exam • Combination response, unseen • 2 hours (+ 5 mins planning time)	25%

Legal Studies (LEG)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (C)	Laptop	**Excursions**

Overview

Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, people need to be informed of their legal positions, rights and responsibilities. Legal Studies focuses on the interaction between society and the law, exploring the role and development of the law in modern society. In Legal Studies you will study how the legal system regulates activities, whilst balancing the obligations and responsibilities of citizens.

You will study the foundation of the law, the criminal justice process and the civil justice system. Whilst studying these areas of law, you will learn to critically examine issues of governance, whilst exploring contemporary issues of law reform and change, and considering Australian and international issues of human rights.

Legal Studies will teach you skills of inquiry thinking, critical thinking, problem solving and reasoning, leading you to make informed and ethical decisions and recommendations. You will identify and describe legal issues, explore information and data to analyse, evaluate and make decisions or propose recommendations leading to the creation of responses that convey legal meaning. Legal Studies will also teach you to question, explore and discuss tensions between the ever changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- Select legal information from sources
- Analyse legal issues
- Evaluate legal situations
- Create responses that communicate meaning.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Beyond reasonable doubt** • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**1. Exam** • Combination response, unseen • 2 hours (+ 15 mins planning time) • Short response items: 50 – 100 words per question • Extended response: 400 – 500 words per question	25%
		2. Investigation • Inquiry report • 1500 – 2000 words	25%
2 (Year 11)	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**3. Investigation** • Argumentative essay • 1500 – 2000 words	25%
		4. Exam • Combination response, unseen • 2 hours (+ 15 mins planning time) • Short response items: 50 – 100 words per question • Extended response: 400 – 500 words per question	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**1. Exam** • Combination response, unseen • 2 hours (+ 15 mins planning time) • Short response items: 50 – 100 words per question • Extended response: 400 – 500 words per question	25%
		2. Investigation • Inquiry report • 1500 – 2000 words	25%
4 (Year 12)	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts	**3. Investigation** • Argumentative essay • 1500 – 2000 words	25%
		4. External Exam • Combination response, unseen • 2 hours (+ 15 mins planning time) • Short response items: 50 – 100 words per question • Extended response: 400 – 500 words per question	25%

Mathematical Methods (MAM)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Maths Extension (B) English (C)	Laptop Graphics Calculator (TI-84 Plus can be hired from book room)	$0

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Algebra, statistics and functions** • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**1. Problem solving and modelling task** • Written, seen • Up to 10 pages, excluding appendices • 4 weeks (including 3 hours class time)	20%
		2. Exam • Short response, unseen • 120 mins (+ 5 min perusal time)	15%
2 (Year 11)	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**3. Exam** • Short response, unseen • 120 mins (+ 5 mins perusal time)	15%
UNIT 1 & 2		**4a. Exam** • Short response, unseen • Technology free • 90 minutes (+ 5 minutes perusal time)	25%
		4b. Exam • Short response, unseen • Technology active (Graphics calculator allowed) • 90 minutes (+ 5 minutes perusal time)	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**1. Problem solving and modelling task** • Written, seen • Up to 10 pages, excluding appendices • 4 weeks (including 3 hours class time)	20%
		2. Exam • Short response, unseen • 120 mins (+ 5 min perusal time)	15%
4	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2	**3. Exam** • Short response, unseen • 120 mins (+ 5 min perusal time)	15%

Unit	Unit Structure	Assessment Items	Weight
(Year 12)	• Continuous random variables and the normal distribution • Interval estimates for proportions		
UNIT 3 & 4		**4a. External Exam** • Technology free • 90 minutes (+ 5 minutes perusal time)	25%
		4b. External Exam • Technology active (graphics calculator allowed) • 90 minutes (+ 5 minutes perusal time)	25%

Music (MUS)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (B) Music (B)/Ext Music	Laptop Instrument	**$0**

Overview

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

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

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

Pathways

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

Objectives

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

- Demonstrate technical skills
- Explain music elements and concepts
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- Resolve music ideas.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**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?	**1. Performance** • 2 – 3 mins • 200 – 300 words, written statement	20%
		2. Composition • Minimum of 16 bars or 30 secs • 200 – 300 word, compositional statement	20%
2 (Year 11)	**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?	**3. Integrated Project:** • Multimodal Presentation • Musicology & composition or performance • 3 – 5 mins or 8 – 10 slides • 2 – 3 mins performance or 30 sec composition • 200 - 300 word, performance/composition statement	35%
		4. Responding Task • Open Book • 800 – 1000 words	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**1. Performance** • Approx. 2 – 3 mins per student	20%
		2. Composition • 1 min per student	20%
4 (Year 12)	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?	**3. Integrated Project:** • Multimodal presentation • Musicology and composition or performance • 6 – 8 mins or 10 – 15 slides • 2 – 3 min performance or 1 min composition • 200 – 400 word performance/composition statement	35%
		4. External Exam • External response • 2 hours 20 mins • 800 – 1000 words	25%

Music Extension (Composition) (MUX)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
By Invitation	Laptop Instrument	**$0**

Overview

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

Pathways

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

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

Year 12

In Units 3 and 4, students complete **summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Explore** • Initiate best practice • Consolidate best practice	**1. Composition** • Approx. 1 min	20%
		2. Composition • Approx. 1 min	20%
4 (Year 12)	**Emerge** • Independent best practice	**3. Composition Project** • Approx. 2 mins	35%
UNIT 3 & 4		**4. External Exam** • Extended response	25%

Music Extension (Musicology) (MUX)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
By Invitation	Laptop	$0

Overview

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Pathways

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

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

Year 12

In Units 3 and 4, students complete **summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Explore** • Initiate best practice • Consolidate best practice	**1. Investigation 1** • 1500 – 2000 words	20%
		2. Investigation 2 • 1500 – 2000 words	20%
4 (Year 12)	**Emerge** • Independent best practice	**3. Musicology project** • Approx. 9 - 11 mins	35%
UNIT 3 & 4		**4. External Exam** • Extended response	25%

Music Extension (Performance) (MUX)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
By Invitation	Laptop Instruments	**$0**

Overview

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

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

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Year 12

In Units 3 and 4, students complete **summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Designs & Explore** • Initiate best practice • Consolidate best practice	**1. Performance** • Approx. 2 – 3 mins	20%
		2. Performance Approx. 2 – 3 mins	20%
4 (Year 12)	**Identities & Emerge** • Independent best practice	**3. Performance project** • Performance project • Approx. 5 – 6 mins	35%
UNIT 3 & 4		**4. External Exam** • Extended response	25%

Blank

Physical Education (PED)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (B)	Laptop, Notebook, Stationery, Sports Uniform	**$0**

Overview

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 movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts are relevant to their 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 these concepts to movement sequences and strategies.

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Motor learning, functional anatomy, biomechanics and physical activity** Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**1. Performance Evaluation** • Supporting evidence: 2-3 mins • Badminton	25%
		2. Folio • 9-11 min presentation • Supporting evidence: 2-3 mins • Volleyball	25%
2 (Year 11)	**Sport psychology, equity and physical activity** Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**3. Investigative report** • 1500-2000 words • Team sport performance	25%
		4. Exam • Combination response	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Tactical awareness, ethics and integrity and physical activity** Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**1a. Folio** • 9 – 11 minutes • Supporting evidence: 2 – 3 mins **1b. Performance** • Volleyball	25%
		2. Investigative report • 1500 – 2000 words • Team sports performance	20%
4 (Year 12)	**Energy, fitness and training and physical activity** Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity	**3a. Folio** • 9 – 11 minutes • Supporting evidence: 2- 3 mins **3b. Performance** • Netball	30%
		4. External Exam • 2 hours (+ 15 mins planning time) • 800 – 1000 words including: Short response 150 – 250 words per question • Extended response to stimulus: 400 words or more	25%

Physics (PHY)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Extension Maths (C) or Maths (B) or any Science (B) English (C)	Laptop Scientific Calculator	**$0**

Overview

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 concepts of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Thermal, nuclear and electrical physics** • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**1. Data test** • Written, unseen • 60 minutes	10%
		2. Research investigation • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
2 (Year 11)	**Linear motion and waves** • Linear motion and force • Waves	**3. Student experiment** • Written, seen • 1500 – 2000 words 10 hours in class time	20%
UNIT 1 & 2		**4. Exam** • Written, unseen • 2 papers, 90 minutes each	50%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**1. Data test** • Written, unseen • 60 minutes	10%
		2. Student experiment • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
4 (Year 12)	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model	**3. Research investigation** • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
UNIT 3 & 4		**4. External Exam** • Written, unseen • 2 paper, 90 minutes each	50%

Psychology

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Any Science (B) English (C), Maths (C)	Laptop Scientific Calculator	$0

Overview

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

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, forensics and criminology, allied health, sport performance, human resources and sales

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Individual Development** • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**1. Student experiment** • Written, seen • 1500 – 2000 words • 10 hours in class time**1`**	20%
		2. Data test • Written, unseen • 60 minutes	10%
2 (Year 11)	**Individual Behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatment • Emotion and motivation	**3. Research investigation** • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
UNIT 1 & 2		**4. Exam** • Written, seen • 2 papers, 90 minutes each	50%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Individual thinking** • Localisation of the function in the brain • Visual perception • Memory • Learning	**1. Data test** • Written, unseen • 60 minutes	10%
		2. Student experiment • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
4 (Year 12)	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross cultural psychology	**3. Research investigation** • Written, seen • 1500 – 2000 words • 10 hours in class time	20%
UNIT 3 & 4		**4. External Exam** • Written, unseen • 2 papers, 90 minutes each	50%

Specialist Mathematics (MAS)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Maths Ext (B) English (C)	Laptop Graphics Calculator (TI-84 Plus can be hired from book room)	**$0**

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Combinatorics, vectors & proof** • Combinatorics • Vectors in the plane • Introduction to proof	**1. Problem solving and modelling task** • Written, seen • Up to 10 pages (excluding appendices) • 4 weeks (including 3 hours class time)	20%
		2. Exam • Short Response, unseen • 120 mins (+ 5 mins perusal time)	15%
2 (Year 11)	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**3. Exam** • Short Response, unseen • 120 mins (+ 5 mins perusal time)	15%
UNIT 1 & 2		**4a. Exam** • Short Response, unseen • Technology free • 90 mins (+ 5 mins perusal time) **4b. Exam** • Short Response, unseen • Technology active (graphic calculator allowed) • 90 mins (+ 5 mins perusal time)	50%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Mathematical induction, and further vectors, matrices, complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**1. Problem solving and modelling task** • Written, seen • Up to 10 pages (excluding appendices) • 4 weeks (including 3 hours class time)	20%
		2. Exam • Short Response, unseen • 120 mins (+ 5 mins perusal time)	15%
4 (Year 12)	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference	**3. Exam** • Short Response, unseen • 120 mins (+ 5 mins perusal time)	15%

Unit	Unit Structure	Assessment Items	Weight
UNIT 3 & 4		**4a. External Exam** • Technology free • 90 minutes (+ 5 minutes perusal time)	25%
		4b. External Exam • Technology active (graphics calculator allowed) • 90 minutes (+ 5 minutes perusal time)	25%

Visual Art (ART)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
English (C) Year 9 or Year 10 Art (C)	Laptop with a USB port (refer BYOD specification - top end range) Adobe Illustrator, Photoshop	**$50 per year**

Overview

Visual Art provides students with opportunities to 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. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4. The results from each of the assessments are added together to provide a subject score out of 100 and converted to an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Art as lens** Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects Media: 2D, 3D, and time-based	**1. Project** • Experimental folio • 4 -8 artworks • Written reflection	15%
		2. Investigation • 3 - 4 experimental artworks • Written report • 1500 words • 9 mins or 10 A4 pages	25%
2 (Year 11)	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions Media: 2D, 3D, and time-based	**3. Project** • 3 - 4 artworks • 1 major artwork • Artist statement	35%
		4. Exam • Extended response • 2 hours • 1000 words	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments including an **external assessment.** 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).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**1. Investigation** • 1500 words • 9 mins or 10 A4 pages • 3 – 4 experimental artworks	15%
		2. Project • Major artwork/s • Progressive journal with experimental work • Artist statement 150 words • Annotated illustration of artwork/s 250 words	25%
4 (Year 12)	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal	**3. Project** • Major artwork/s • Progressive journal with experimental work • Artist statement 150 words • Annotated illustration of artwork/s 250 words	35%
		4. External Exam	25%

Unit	Unit Structure	Assessment Items	Weight
	• Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed	• Extended Response • 2 hours • 1000 words	

Applied Subjects

Dance in Practice (DIP)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Dance (C)	Laptop Performing Arts T-shirt and Dance tights, Dance shoes (optional)	**$0**

Overview

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**I Want My MTV**	**1. Project** • Multimodal • Production folder, 6 x A4 pages • Performance, presented as a video clip ½ - 1 ½ mins	25%
		2. Product • Choreography, 1 – 2 mins	25%
2 (Year 11)	**Modern Musical**	**3. Project** • Written, 400 – 700 words • Product, piece of choreography • Performance, ½ - 1 ½ mins	25%
	Beat it	**4. Performance** • Production, 1 – 2 mins	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments**.** Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Kinderdance**	**1. Project** • Written, 400 – 700 words • Product: choreography in groups • Performance, ½ - 1 ½ mins	25%
	Captured Movement	**2. Product** • Choreography, 1 – 2 mins	25%
4 (Year 12)	**The Stage is Ready**	**3. Performance** • 1 – 2 mins	25%
		4. Project • Multimodal, 6 x A4 pages • Product, choreography film • Performance, ½ - 1 ½ mins	25%

Drama in Practice (DRP)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop Performance Arts T-shirt Black pants or tights	**$0**

Overview

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students 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.

Pathways

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

Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Social Comment** **Keeping It Real**	**1. Project** • Written, 400 – 700 words • Performance, 1 - 2 mins • Product, variable conditions	25%
		2. Performance (acting) • Performance, 1½ - 2½ mins	25%
2 (Year 11)	**Doin' It For the Kids** **Classic Comedy**	**3. Project** • Written, 400 – 700 words • Performance, 1 - 2 mins	25%
		4. Performance (acting) • Performance, 1½ – 2½ mins	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments**.** Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**The Oscar Goes to …. Film Festival** **Community Theatre**	**1. Project** • Written analysis, 500 – 900 words • Performance, 1 - 2 mins • Product, variable conditions	25%
		2. Performance (acting) • Performance, 1 - 2 mins	25%
4 (Year 12)	**True Stories** **The Audition**	**3. Product** • Written, 400 – 700 words • Performance, 1 – 2 mins • Product, variable conditions	25%
		4. Performance (acting) • Performance, 3 - 5 mins	25%

Early Childhood Studies (ECS)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Students must apply for a Blue Card Working with Children by the end of Year 10	Laptop	**$0**

Overview

Early Childhood Studies focuses on 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 fundamental 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 focus on play and creativity, literacy and numeracy skills, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Pathways

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.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Investigate the fundamentals and practises of early childhood learning.
2. Plan learning activities. Learning activities may relate to play and creativity, literacy and numeracy skills, development, wellbeing and indoor and outdoor learning environments. Learning activities may involve supporting the divers and individual needs of children.
3. Implement learning activities. Students consider the appropriateness of the activity to the developmental needs of children when implementing learning activities.
4. Evaluate learning activities. Students make judgements about how well learning activities meet intended outcomes and respond to the needs of the children.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Early Childhood Sector	**1. Investigation** • Play based activity	25%
		2. Project • Play based activity	25%
2 (Year 11)	Child Development	**3. Project** • Play based activity	25%
		4. Investigation • Play based activity	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Wellbeing	**1. Investigation** • Play based activity	25%
		2. Project • Play based activity	25%
4 (Year 12)	Indoor/Outdoor Play	**3. Investigation** • Play based activity	25%
		4. Project • Play based activity	25%

Essential English (ENE)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	**$0**

Overview

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Texts and human experiences**	**1. Extended Response – Personal Letter** • Written, seen • Opinion Piece • 500 – 800 words	25%
		2. Extended Response - Presentation • Spoken, seen • Multimodal • 4 – 6 minutes	25%
2 (Year 11)	**Language that works**	**3. Exam – Response to Stimulus** • Written, one seen, one unseen • Short response • 400 – 600 words	25%
		4. Extended Response - Presentation • Spoken, seen • Multimodal • 4 – 6 minutes	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Language that influences**	**1. Extended Response - Presentation** • Spoken, seen • Multimodal • 4 – 6 minutes	25%
		2. Exam – Common Internal Assessment • Written, one seen, one unseen • Short response • 400 – 600 words	25%
4 (Year 12)	**Representations and popular culture texts**	**3. Extended Response - Presentation** • Spoken, seen • Multimodal • 4 – 6 minutes	25%
		4. Extended Response – Personal Letter • Written seen • Opinion piece • 500 – 800 words	25%

Essential Mathematics (MAE)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop Scientific Calculator – Casio fx-82AU	$0

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Number, data and graphs**	**1. Problem solving and modelling task** • Written, seen • Up to 10 pages, excluding appendices • 5 weeks (including 10 hours of class time)	25%
		2. Exam • Unseen • 60 mins (+ 5 mins perusal time)	25%
2 (Year 11)	**Money, travel and data**	**3. Problem solving and modelling task** • Written, seen • Up to 10 pages, excluding appendices • 5 weeks (including 10 hours of class time)	25%
		4. Exam • Unseen • 60 mins (+ 5 mins perusal time)	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	**Measurement, scales and data**	**1. Problem solving and modelling task** • Written, seen • Up to 10 pages, excluding appendices • 5 weeks (including 10 hours of class time)	25%
		2. Common Internal Exam • Unseen • 60 mins (+ 5 mins perusal time)	25%
4 (Year 12)	**Graphs, chance and loans**	**3. Problem solving and modelling task** • Written, seen • Up to 10 pages, excluding appendices • 5 weeks (including 10 hours of class time)	25%
		4. Exam • Unseen • 60 mins (+ 5 mins perusal time)	25%

Hospitality Practices (HPJ)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Year 9 or 10 Food Specialisations	Take out weekly ingredients	$65 per year

Overview

The Hospitality Practises 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 context.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Demonstrate practises, skills and processes.**
   Students identify and reproduce skills in production tasks. These relate to the hospitality industry, effective workplace communication, teamwork and staff attributes, customer expectations, workplace health and safety, and sustainable practices.

2. **Interpret briefs.**

3. **Select practices, skills and procedures.**
   Students choose and use hospitality industry knowledge and skills to develop responses to briefs. Knowledge and skills relate to equipment, consumables, workplace health and safety, sustainable workplace practices, personal and interpersonal skills, customer expectations, and service skills and procedures to implement a hospitality event.

4. **Sequence processes**
   Students use knowledge and understanding of industry practices and production to decide on the combination and order of processes. Students consider workplace health and safety, team rosters, management of time, cost, and client expectations of quality to implement a brief.

5. **Evaluate skills, procedures and products.**
   Students evaluate skills and procedures to determine their efficiency and effectiveness.

6. **Adapt production plans, techniques and procedures.**

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Bar and Barista Basics	**1. Practical Demonstration**	25%
		2. Project	25%
2 (Year 11)	Casual Dining	**3. Practical Demonstration**	25%
		4. Project	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Culinary Trends	**1. Practical Demonstration**	25%
		2. Project	25%
4 (Year 12)	In-house Dining	**3. Practical Demonstration**	25%
		4. Project	25%

Media Arts in Practice (MAP)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	$60 per year

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	I Want My MTV	**1. Project** • Music Video, 3-5 mins • Witten, 400-700 words	25%
		2. Project • Photographic portfolio	25%
2 (Year 11)	And the Oscar goes to?	**3. Project** • Short film, 3 – 5 mins • Written, 400 – 700 words	25%
		4. Product • Poster	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Can you hear me? Can you see me?	**1. Project** • Radio show, 3 – 6 mins • Written, 500 – 900 words	25%
		2. Project • Folio, 20 – 30 shots • Written, 500 – 900 words	25%
4 (Year 12)	Graduation Dedication	**3. Product** • Folio	25%
		4. Project • Written, 500 – 900 words • Magazine, 4 – 6 pages	25%

Social & Community Studies (SCS)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	**$0**

Overview

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.

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

Students engage with the foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal fitness, health, employment, technology, the arts, and Australia's place in the world, among others. Students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Pathways

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.

Objectives

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

- Explain personal and social concepts and skills
- Examine personal and social information
- Apply personal and social knowledge
- Communicate responses
- Evaluate projects

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Recreation and leisure	**1. Project**	25%
	Food and nutrition	**2. Investigation**	25%
2 (Year 11)	Contemporary lifestyles	**3. Project**	25%
	Money Management	**4. Extended response**	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Law Matters	**1. Extended response**	25%
	Digital Technology and Wellbeing	**2. Project**	25%
4 (Year 12)	Relationships	**3. Project**	25%
	World of Work	**4. Investigation**	25%

Sport & Recreation (REC)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop, Notebook, Stationery, Sports Uniform	$0

Overview

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

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

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

- Investigated activities and strategies to enhance physical outcomes.
- Planned activities, including strategies to enhance physical outcomes.
- Performed in activities, using strategies to enhance physical outcomes.
- Evaluated activities and strategies to enhance physical outcomes.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Event Management	**1. Project – Planning for a competition**	25%
		2. Performance – Competition Convenor and Participant	25%
2 (Year 11)	Coaching and Officiating	**3. Project – Investigating and planning your coaching sessions**	25%
		4. Performance – Officiation a game	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Fitness for Sport	**5. Project – Designing fitness sessions** •	25%
		6. Performance – Fitness session application	25%
4 (Year 12)	Optimising Performance	**7. Project – Investigating Archery**	25%
		8. Performance – Archery technique	25%

Tourism (TOU)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	**Excursions**

Overview

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.

The 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.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Explain tourism principals, concepts and practises.**
   Students explain principals, concepts and practises 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 patterns, trends, and relationships.

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. **Communication 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 judgements to explain improvements that could be mad to their plans, processes and outcomes.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Tourism and Travel	**Investigation – The impacts of Tourism**	25%
		Project – Traveller information package	25%
2 (Year 11)	Tourism Industry and Careers	**Investigation – Value of the Tourism Industry**	25%
		Project – Careers in Tourism	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Tourism Regulations	**Investigation – Regulation in Tourism**	25%
		Project – Regulation in Tourism	25%
4 (Year 12)	Tourism Trends and patterns	**Investigation – Tourism Trends**	25%
		Project – Sustainable tourism guide	25%

Visual Arts in Practice (VAP)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop with a USB port (refer BYOD specification - top end range) Adobe Illustrator, Photoshop	**$50 per year**

Overview

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 aesthetics and guide how they view others; works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art making.

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

Pathways

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

Objectives

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

- recall terminology and explain art making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art making processes required for visual artworks
- apply art making processes 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.

Unit Structure & Assessment

Year 11

In Units 1 and 2, students complete **four formative** assessments to prepare them for the assessment techniques in Units 3 and 4.

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Logo Design	**1. Project** • Written, 400 – 700 words • Product, variable conditions	25%
	Wearable Masks for Disguise, Performance or Entertainment	**2. Product** • Product, variable conditions	25%
2 (Year 11)	Market Ceramics	**3. Project** • Product, variable conditions • Written, 400 – 700 words	25%
	Exploring Photography	**4. Product** • Folio, variable conditions	25%

Year 12

In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Public Art	**1. Project** • Product, variable conditions • Written, 500 – 900 words	25%
	Surface or Textile Design	**2. Product** • Variable conditions	25%
4 (Year 12)	Figurative Art	**3. Project** • Product, variable conditions • Written, 500 – 900 words	25%
	Garden and Patio Art	**4. Product** • Variable conditions	25%

Short Courses

Literacy (LIS)
Short Course

QCE 1 | Short Course

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	**$0**

Overview
Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways
A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will earn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment
Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: extended response — written student learning journal	One assessment consisting of two parts: extended response — short response reading comprehension task

Numeracy (NUS)
Short Course

QCE 1 | Short Course

Prerequisite Subjects	Equipment	Costs
Nil	Laptop Scientific Calculator – Casio fx-82AU	$0

Overview

Numeracy is a one-unit course of study developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem solving activities.

Pathways

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

Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies. Structure and assessment

Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • extended response — oral mathematical presentation, and • a student learning journal	One assessment consisting of two parts: • an examination — short response, and • student learning journal

Vocational Education & Training (VET)

Cert III – Active Volunteering (CHC34015) (VVL)

Vocational senior subject (VET)

QCE 5 | VET

volunteering queensland RTO 6020

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	$265 per year

Units of Competency

Code	Competency
CHCVOL001	Be an Effective Volunteer
CHCDIV001	Work with Diverse people
HLTWHS001	Participate in Workplace Health and Safety
CHCCOM002	Use Communication to Build Relationships
CHCLEG001	Legally and Ethically
BSBWOR301	Organise Personal Work Priorities
CHCGRO001	Support Group Activities
BSBWRT311	Write simple documents
BSBTEC301	Design and produce business documents
BSBITEC303	Create Electronic Presentations

Overview

Completing a Certificate III Active Volunteering (CHC34015) offers students the opportunity to build their capacity as young adults to engage with their community as an active citizen. This nationally recognised certification delivered in partnership with our RTO – Volunteering Qld allows students to engage with the world by developing 'hands on' skills that will build confidence and instil a sense of connection with the wider community. Upon completing this qualification, students can transition into further vocational education, as it provides a link to other certificates and diplomas through the TAFE system in a variety of areas within community services.

In studying this course, students will:

- complete volunteering placements
- participate in team building activities such as rock climbing and nature hikes
- contribute to community organisations and events such as Clean Up Australia Day
- assist in supporting a variety of school events such as Harmony Day
- lead fundraising activities to support particular causes in excursions and camps

Pathways

By completing a Certificate III in Active Volunteering students can go on to study at TAFE in areas such as; community health, social services, family support, youth work and disability support.

Objectives

Upon completion of this certificate, students will:

- add value to their school community and develop employability skills
- learn to transition from school to life in employment and the community
- develop workplace networks
- develop pathways into a broad range of industry areas including community service, sport and recreation, health, emergency services and human rights/justice sectors
- make a difference in their community and develop their social consciousness.

Key Volunteering Experiences

- Numinbah Valley Environmental Centre – Revegetation project
- Lady Elliot Island – Volunteering Project – Eco resort
- Additional day excursions and experiences

Cert III Aviation – Remote Pilot – Visual Line of Sight (AVI30419) and Spatial Technology Pathway (AVI)

VETiS Supported (*RTO 30770*)

QCE 8* | VET

Prerequisite Subjects	Equipment	Costs
Enrolment suitability application and interview	Laptop Mobile Device (Android or Apple)	**$170 per year**

Overview

Upon completion the Certificate III in Aviation (Remote Pilot – Visual Line of Sight) AVI30616 students will be eligible for a Remote Pilot License (RePL), pending CASA approval. This will allow students to legally operate a remotely piloted aircraft (RPA) for commercial purposes. The License will also allow students to fly without many of the weight or operating restrictions applied to recreational users.

Students will also receive an Aeronautical Radio Operators Certificate (AROC) and an English Language Proficiency (ELP) Test Certification. This is a CASA requirement to use aviation VHF radios, which are needed when flying near aerodromes and helipads.

Students will develop skills in photography and film making to complete a number of projects ranging from asset inspection to promotional film-making.

Students will also complete an introduction to spatial technologies. This will introduce the basics of photogrammetry through drone technology in a variety of growing spatial industries. Students will also learn how to produce 2D and 3D computer models, be introduced to Geographical Information Systems (GIS) and learn to interpret satellite images and produce digital maps.

The course is delivered in partnership with Aviation Australia (RTO 30770) and is additionally funded under the VETiS Queensland government training incentives. Students can only complete one (1) VETiS funded course whilst at school.
** The Aviation Certificate III provides a student with 6 QCE points. By completing a first aid course in this subject students gain an additional 2 QCE points for a total of * QCE points*

Pathways

Drone and spatial technology is an emerging industry and learning opportunities exist within the University / TAFE and Private Registered Training Organisation space. Career outcomes include:

- Agriculture
- Asset Inspections
- Construction
- Design and Engineering
- Disaster Management
- Filming (Events, Tourism and Real Estate)
- Geographical Information Systems
- Mapping and aerial surveying
- Resource and Mining
- Apprenticeship pathways such as the Cert IV in Aero skills (mechanical /Avionics/ Structural)
- Emerging drone industries such a wing delivery service

Objectives

By the conclusion of the certificates, students will:

- attain a Construction White Card allowing access to work sites
- complete a First Aid Course and CPR Training
- competently and safely operate drones
- adhere to legislation and regulations in drone operations
- be confident to work and communicate in teams
- apply drone technology to a variety of spatial applications
- understand and assist in basic surveying tasks
- basic understanding of geospatial software and its application

Assessment – Certificate III Aviation – Remote Pilot – Visual Line of Sight (AVI30419)

Units of Competency

Code	Competency
AVIE0003	Operate Aeronautical Radio
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIF3023	Apply regulations and policies during remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIK3002	Use info technology devices in an aviation workplace
AVIW3037	Manage remote pilot aircraft systems pre- and post-flight actions
AVIW0028	Operate and manage remote pilot aircraft systems
AVIY3073	Control remote pilot aircraft systems on the ground
AVIY3074	Launch remote pilot aircraft systems
AVIY0052	Control remote pilot aircraft systems in normal flight
AVIY3076	Recover remote pilot aircraft systems
AVIY3077	Manage remote pilot aircraft systems in abnormal flight situations
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
AVIW0004	Perform operational inspections on remote operated systems
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIG0003	Work effectively in the aviation industry
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIW0006	Perform infrastructure inspections using remote operated systems
AVIW0007	Perform aerial mapping and modelling using remote pilot aircraft systems

The course is designed to be assessed using the following techniques:

- Teacher Observation & Questioning
- Projects
- Tests
- Field Work

Students will complete their final assessments through our RTO partner – Aviation Australia

Cert III – Sport, Aquatics and Recreation (SIS30122) (XSR)

QCE 7 | VET

RTO code 31319

Prerequisite Subjects	Equipment	Costs
Nil	Laptop; Notebook; Stationery; Sports Uniform	**$480 total cost $240 (Yr11) $240 (Yr 12)**

Overview

The Certificate III in Sport and Recreation program is delivered as a senior subject by qualified staff via a third party arrangement with Binnacle Training. Students successfully achieving qualification requirements will be provided with the qualification and record or results. Students who achieve at least one unit (but not the full qualification) will receive a statement of attainment. Students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sports environments.

This program also includes the following:

- First Aid qualification and CPR certificate;
- Officiating and coaching accreditations (general principles or sport-specific)

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at time of initial enrolment.

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of strategies will be used to deliver the competencies including:

- Practical tasks and Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs
- 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. Practical experiences have been timetabled within class time

Pathways

The Certificate III Sport and Recreation students can go onto study at TAFE in areas such as; community health, social services, family support, youth work and disability support.

A range of career pathway options including:

- Club Level Official \ Club Level Coach
- Sport retail
- First aid officer
- Local club coordinator
- Team trainer
- Community manager
- Strength and Conditioning coach
- Game Development Officer
- Facility Coordinator

Further pathways include:

- Certificate IV
- Diploma

Objectives

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

Additional course information can be found at www.binnacle training.com.au.

IMPORTANT Program Disclosure Statement	This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides, and those services carried out by the 'partner school' (i.e the delivery of training and assessment services). To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO files'

TERM 1	TERM 2	TERM 3	TERM 4
• The Sport, Fitness and Recreation Industry • Introduction to Anatomy and Physiology • Developing Officiating Practices	• Work Health and Safety in Sport & Fitness • Delivering Community Sport Programs • First Aid and CPR certificate	• Customer Service in the Sport Industry • Conducting Modified Games for a Sport • Work Effectively in the Sport, Fitness and Recreation Industry	• Conducting Warm Ups and Cool Downs • Using and Maintaining Equipment *Finalisation of qualification: SIS20115 Certificate II Sport and Recreation*

TERM 5	TERM 6	TERM 7	TERM 8
• Developing Coaching Practices • Community Coaching General Principles Accreditation	• Planning and Conducting Non-instructional Sessions • Facilitating Groups	• Planning and Conducting Sport Programs • Using Social Media Tools for Participant Engagement	*Finalisation of qualification: SIS30122 Certificate III Sport, Aqautics and Recreation*

Assessment **Units of Competency**

Code	Competency	Certificate III – Sport, Aquatic and Recreation (SIS30122)
HLTWHS001	Participate in workplace health and safety	Core
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes	Core
SISXEMR003	Respond to emergency situations	Core
SISXCCS004	Provide quality service	Core
BSBTWK201	Work effectively with others	Elective
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Elective
HLTAID011	Provide First Aid	Core
SISXFAC006	Maintain activity equipment	Core
BSBPEF301	Organise personal work priorities	Elective
SISSSCO001	Conduct sport coaching sessions with foundation level participants	Elective
SISXIND009	Respond to interpersonal conflict	Elective
SISXPLD004	Facilitate groups	Elective
SISSPAR009	Participate in conditioning for sport	Elective
SISXPLD002	Deliver recreation sessions	Elective
BSBPEF302	Develop self awareness	Elective

Diploma of Business (BSB50120)

Vocational senior subject (VET)

QCE 8 | VET

Prerequisite Subjects	Equipment	Costs
Application Form and Interview Process with Guidance Officer/HOD SS	Laptop – Mixed mode (face to face and online)	**$2450 Payment options available**

Overview

Are you equipped to take on a lead role? Learn advanced business skills with a BSB50120 - Diploma of Business and put yourself ahead of your peers who have not undertaken diploma level skills. You will develop skills and knowledge on how to recruit quality staff, plan projects, manage risk and analyse business operations.

Business leaders are vital for organisations of every size and industry, and pursuing your diploma level studies could give you a wider variety of employment opportunities in the future.

Pathways

By choosing to study a Diploma level course, students will be well equipped for their chosen career and get a head start in your University degree or career.

Career outcomes include:

- Team Leader
- Department Manager
- Program Coordinator
- Executive Officer

Course Requirements

Student must complete all 12 units of competency to achieve a BSB50120 Diploma of Business - all 5 core and 7 elective units listed below:

Units of Competency	
Core Units	
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace
Elective Units	
BSBHRM525	Manage recruitment and onboarding
BSBLDR522	Manage people performance
BSBMKG541	Identify and evaluate marketing opportunities
BSBPEF501	Manage personal and professional development
BSBPMG430	Undertake project work
BSBTWK503	Manage meetings
BSBWHS521	Ensure a safe workplace for a work area

Diploma of Nursing (HLT54115)

Partial Completion (10 Units)

Vocational senior subject (VET)

QCE 8

VET

Prerequisite Subjects	Equipment	Costs
Application Form and Interview Process with Guidance Officer	Laptop – Virtual Classroom Delivery	$8907 Payment options available

Overview

Are you interested in a career in Nursing? Start now with this advanced qualification. This course is the essential minimum requirement to register as an Enrolled Nurse. The health sector is growing in Australia. This course will give you the advanced skills to perform clinical assessments, contribute to nursing care of people with complex needs, administer and monitor medications and IV therapy, research and apply evidence to practice.

Successful completion of this course will qualify you to seek registration with the Nursing and Midwifery Board of Australia. Upon successful registration you may find work as an Enrolled Nurse within a diverse range of healthcare settings.

Pathways

By choosing to study a Diploma level course, students will be well equipped for their chosen career and get a head start in your University degree or career.

Career outcomes include:

- Enrolled Nurse

Course Units

Students will complete the units below in the partial completion of HLT54115 Diploma of Nursing (10 Units). Upon completion of Year 12 studies students may re-enrol into the remaining units to complete their Diploma after high school.

COURSE UNITS – YEAR 11	
Code	**Competency**
HLTENN002	Apply communication skills in nursing practice
HLTAAP002	Confirm physical health status
HLTAAP003	Analyse and respond to client health information
HLTWHS002	Comply with infection prevention and control policies and procedures
HLTWHS002	Follow safe work practices for direct client care
HLTAID003	Provide first aid
COURSE UNITS – YEAR 12	
Code	**Competency**
HLTENN003	Perform clinical assessment and contribute to planning nursing care
HLTENN004	Implement, monitor and evaluate nursing care plans
HLTENN008	Apply legal and ethical parameters to nursing practice
HLTENN013	Implement and monitor care of the older person

Other

Duke of Edinburgh Award Silver/Gold

Humanities | 3 QCE Points Silver – 1 Gold - 2

Prerequisite:	Equipment:	Costs
Duke of Edinburgh Bronze	Sleeping Bag, hiking shoes and internet enabled device – phone, laptop or tablet	$500 Silver Award Level $550 Gold Award level

Overview

The Duke of Edinburgh Award is an exciting development program that provides young people the opportunity to accept challenges and explore their interests in a program tailored to suit personal circumstances and choices. The Award is both fun, inspiring and helps participants' aged 14 – 25 build confidence and resilience. The Duke of Edinburgh Award will contribute credit towards the successful completion of the Queensland Certificate of Education (QCE) and is widely recognised by potential employers.

The Silver and Gold levels of the Award will be run 'offline' 2 lessons a week for one year and will be in addition to students 5 selected subjects. To achieve the Silver and Gold Awards, participants will complete two adventurous journeys per level. For Silver both will consist of three days and two nights while Gold will both be 5 days and 4 nights. They must also regularly commit to three ongoing sections: learning a Skill, participating in a Community Service and taking part in Physical Recreation for a minimum of one hour, per week, per section over the 1-year subject period.

Students will attempt to summit Mount Barney, one of the most challenging peaks in Queensland as their Practice Adventurous Journey and complete a section of the Fraser Island Great Walk as their Qualifying Adventurous Journey for the Silver Award. For the Gold Level students will complete the Sunshine Coast Great Walk and the Carnarvon Gorge Great Walk. These trips are physically and emotionally challenging as students are expected to demonstrate a number of bush craft skills, whilst undertaking multiple days of extended hiking. All of these planned trips are subject to change based on of external factors such as, the cost of transport, accommodation and the availability of parks at the desired travel times.

Pathways

By completing this course students will develop qualities and characteristics that are desirable by potential employers such as:

- Resilience integrity
- respect
- team work
- empathy
- persistence

Structure

Unit 1 – Introduction to the Duke of excursion Award Scheme	Unit 2 – Completion of the Bronze Duke of Edinburgh Award Scheme
• Complete a minimum of one hour per week of physical recreational activities, eg Netball, AFL, Cricket, Gym, etc. • Commitment to self-improvement in a minimum of one skill set for one hour per week, eg learning a new language, developing photography skills, learning a musical instrument, etc. • Complete a minimum of one hour per week of Community Service, eg peer mentoring, gardening, aged care support, etc. • Completion of two adventurous journeys (Practice and Qualifying for both levels).	

Assessment

Unit 1 & Unit 2	Gold Only
Practical and Theoretical work consisting of: • Physical Recreation • Skill • Community Service • Adventurous Journeys	**Residential Project** 2024 School based option $400 to Ballina

TRADES @NERANG

Trades @Nerang
Vocational senior subject

QCE 4 | VET

Prerequisite Subjects	Equipment	Costs
Construction and/or Certificate I in Furnishings preferred, but not mandatory. Enrolment suitability application and interview.	Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants).	**Total $220 per year**

Overview

The course that Nerang State High School is offering spans Year 11 and 12 and is a Vocational Program.

The program consists of 5 subject areas:

4 core subjects

- Mathematics
- English
- Certificate II Skills for Work and Vocational Pathways
- Certificate I in Construction

And 1 elective subject

- Certificate II in Engineering Pathways or
- Certificate II in Furniture Making Pathways

Students will also be required to complete regular work experience as part of the program.

The program will be delivered in partnership with TAFE Queensland (RTO Code 0275) and operate from the Gold Coast Resources Industry Trade Skills Centre (GCRITSC) at Nerang SHS.

This is an excellence program for trade students with a key focus on transitioning students to trade employment.

Therefore a commitment needs to be made to regular work experience, provision of Industry standard Personal Protection Equipment (side zipped steel cap boots, clothing), laptop and phone.

The $220 per year program cost includes the High Resource subject fees (Cert II in Furniture Making Pathways, Cert II in Engineering Pathways and Cert I in Construction) and applicable VET provider fees.

As positions are limited, please complete the application provided at SET plan meeting. Priority will be given to students seeking genuine pathways into this Industry and payment of initial fees.

An interview with the Head of Department will be required to determine eligibility.

Note:

- External RTO and units of competency for Trades@Nerang program are correct at time of printing.

Certificate I in Construction (CPC10120) (VCN)

VETiS Supported

QCE 3 | VET

Prerequisite Subjects	Equipment	Costs
This qualification makes up part of the Trades@Nerang program. See page 98 for enrolment suitability.	Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants).	**inc**

Overview

Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses, aprons and face shields where necessary in the workshops. These will be supplied by the school.

The course is project based and comprises a number of specific but inter related units of competency, in which students have the opportunity to demonstrate their competency to appropriate industry standard. Skills and underpinning knowledge developed by students are assessed through practical and theoretical activities. Students build on the skills acquired in Year 10 and begin modular and basic construction of furniture, construction projects around the school such as concreting, block laying, fencing, excavating and building school amenities.

Pathways

- Bricklaying
- Carpenter, Joiner
- Floor coverer
- Painter
- Roof tiler
- Plasterer
- Shopfitter
- Stonemason
- Wall and floor tiler

Objectives

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

- work competently with general and civil construction making materials, hand and power tools and machines
- be confident to work and communicate in teams
- produce general and civil construction products.

Qualification rules:
A total of 11 units must be completed:

- 8 core units of competency
- 3 elective units of competency

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Workplace Health & Safety • Communication in the Workforce • Skills based activity • Basic construction project	• Workplace Health & Safety • Communication in the Workforce • Skills based activity • Basic construction project	• Measurements & Calculations • Working Effectively with Others • Skills based activity • Basic construction project	• Measurements & Calculations • Working Effectively with Others • Skills based activity • Basic construction project

Assessment

Units of Competency

Year 1 **Code**	**Competency**	**Pre-requisite**
CPCCWHS1001	Prepare to work safely in the construction industry	
CPCCWHS2001	Apply OHS requirements, policies and procedures in the construction industry	
CPCCCM2004	Handle construction materials	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.
CPCCCM2004	Use construction tools and equipment	
CPCCOM1015	Carry out measurements and calculations	
CPCCOM1014	Conduct workplace communications	
Year 2 **Code**	**Competency**	**Pre-requisite**
CPCCOM1012	Work effectively and sustainably in the construction industry	
CPCCOM1013	Plan and organise work	
CPCCM1011	Undertake basic estimation and costing	
CPCCOM2001	Read and interpret plans and specifications	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.
CPCCVE1011	Undertake a basic construction project	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.

The course is designed to be assessed using the following techniques:

- Teacher Observation & Questioning
- Practical Projects
- Written assessment and/or
- Online assessment via the TAFE Qld Connect learning management system

- Nerang State High School (RTO Code 30085) provides training and assessment of this accredited qualification on behalf of TAFE Queensland (RTO Code 0275) under a Third Party Training Agreement. Under this arrangement, TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment. The qualification is funded under the VETiS Queensland Government training incentives

Certificate II in Engineering Pathways (MEM20422) (VEN)

VETiS Supported

QCE 4 | VET

Prerequisite Subjects	Equipment	Costs
This qualification makes up part of the Trades@Nerang program. See page 98 for enrolment suitability.	Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants)	**inc**

Overview

Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses, aprons and face shields where necessary in the workshops. These will be supplied by the school.

This course will provide students with Certificate II level qualification that will assist them finding employment in areas such as mining, building and engineering. The course is project based and comprises a number of specific but inter related units of competency to appropriate industry standard. Skills and underpinning knowledge developed by students are assessed through practical and theoretical activities and students gain an understanding of the engineering industry by introducing them to practical based projects, hand and power tools, welding, occupational health and safety , metal lathe turning, milling and the use of industry standard hydraulic machinery.

Pathways

- Fitter & turner
- Metal fabrication worker
- Machinist
- Welder
- Moulder
- Locksmith
- Patternmaker

Objectives

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

- work competently with engineering materials, hand and power tools and machines
- be confident to work and communicate in teams
- produce engineered products.

Qualification rules:
A total of 12 units must be completed:

- 4 core units of competency
- 8 elective units of competency

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Skills and processes • WPHS	• Individual Project Fabrication • WPHS	• Group Project Fabrication • WPHS • Working in teams	• Group Project Fabrication • WPHS • Working in teams

Assessment

Units of Competency

Year 1 **Code**	**Competency**	**Pre-requisite**
MEM13015	Work safely and effectively in manufacturing and engineering	
MEM16006	Organise and communicate information	MEM13015 Work safely and effectively in manufacturing and engineering
MSMENV272	Participate in environmentally sustainable work practices	
MEM11011	Undertake manual handling	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM18001	Use hand tools	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM18002	Use power tools/hand held operations	
MEMPE002	Use electric welding machines	
MEMPE003	Use oxy-acetylene and soldering equipment	
MEMPE004	Use fabrication equipment	
Year 2 **Code**	**Competency**	**Pre-requisite**
MEMPE001	Use engineering workshop machines	
MEMPE006	Undertake a basic engineering project	
MEMPE005	Develop a career plan for the engineering and manufacturing industry	

The course is designed to be assessed using the following techniques:

- Teacher Observation & Questioning
- Practical Projects
- Written assessment and/or
- Online assessment via the TAFE Qld Connect learning management system

- Nerang State High School (RTO Code 30085) provides training and assessment of this accredited qualification on behalf of TAFE Queensland (RTO Code 0275) under a Third Party Training Agreement. Under this arrangement, TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment. The qualification is funded under the VETiS Queensland Government training incentives

Certificate II in Furniture Making Pathways (MSF20522) (VFM)

VETiS Supported

QCE 4 | VET

Prerequisite Subjects	Equipment	Costs
This qualification makes up part of the Trades@Nerang program. See page 98 for enrolment suitability.	Laptop, Suitable industry standard work wear (steel cap boots, long sleeve work shirt and pants)	**Inc**

Overview

Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses, aprons and face shields where necessary in the workshops. These will be supplied by the school.

The course is project based and comprises a number of specific but inter related units of competency, in which students have the opportunity to demonstrate their competency to appropriate industry standard. Skills and underpinning knowledge developed by students are assessed through practical and theoretical activities. Students build on the skills acquired in Year 10 and begin modular and basic construction of furniture.

Pathways

- Furniture making trade assistant
- Furniture making trade worker
- Wood machinist
- Cabinet maker
- Furniture finisher
- Joiner
- Shopfitter

Objectives

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

- work competently with Furniture making materials, hand and power tools and machines
- be confident to work and communicate in teams
- produce furniture products.

Qualification rules:
A total of 12 units must be completed:

- 5 core units of competency
- 7 elective units of competency

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Workplace Health & Safety • Communication in the Workforce • Skills based activity • Hall side table	• Workplace Health & Safety • Communication in the Workforce • Skills based activity • Hall side table	• Measurements & Calculations • Working Effectively with Others • Skills based activity • Display Cabinet	• Measurements & Calculations • Working Effectively with Others • Skills based activity • Display Cabinet

Assessment

Units of Competency

Year 1 **Code**	**Competency**
MSMPCI103	Demonstrate care and apply safe practices at work
MSFFP2011	Use timber furnishings construction techniques
MSMSUP106	Work in a team
MSFFM2013	Use furniture making sector hand and power tools
MSFGN2001	Make measurements and calculations
MSFFP2017	Develop a career plan for the furnishing industry
Year 2 **Code**	**Competency**
MSFGN2004	Produce simple scale drawings by hand
MSFFM2019	Assemble furnishing products
MSFFP2012	Join furnishing materials
MSMENV272	Participate in environmentally sustainable work practices
MSFFP2014	Use basic finishing techniques on timber surfaces
MSFFP2020	Undertake a basic furniture making project

The course is designed to be assessed using the following techniques:

- Teacher Observation & Questioning
- Practical Projects
- Written assessment and/or
- Online assessment via the TAFE Qld Connect learning management system

- Nerang State High School (RTO Code 30085) provides training and assessment of this accredited qualification on behalf of TAFE Queensland (RTO Code 0275) under a Third Party Training Agreement. Under this arrangement, TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment. The qualification is funded under the VETiS Queensland Government training incentives

Cert II Skills for Work and Vocational Pathways (FSK20119) (VSW)

QCE 4 | VET

Prerequisite Subjects	Equipment	Costs
This qualification makes up part of the Trades@Nerang program. See page 98 for enrolment suitability.	Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants)	**inc**

Overview

The course is linked into the Trades@Nerang program. Course content is delivered in context of project based exercises and comprises a number of specific but inter related units of competency, in which students have the opportunity to demonstrate their competency to appropriate industry standard. Skills and underpinning knowledge developed by students are assessed through practical and theoretical activities.

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

Pathways (no specific)

- Cabinetmaker
- Carpenter
- Concreter
- Construction Manager
- Estimator
- Further VET training pathways
- Interior designer
- Parts interpreter
- Plant Operator
- Site Foreman
- Site Work

Objectives

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

- work competently in general workplace practices.
- be confident to work and communicate in teams

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Linked to Trades@Nerang program • Individual learning activities • Group activities	• Linked to Trades@Nerang program • Individual learning activities • Group activities	• Linked to Trades@Nerang program • Individual learning activities • Group activities	• Linked to Trades@Nerang program • Individual learning activities • Group activities

Assessment

Units of Competency

Code	Competency
FSKLRG011	Use routine strategies for work related learning
FSKNUM014	Calculate with whole numbers and familiar fractions
FSKNUM015	Estimate, measure and calculate with routine metric measurements
FSKDIG003	Use digital technologies for non-routine work place tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM007	Interact effectively with others at work
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
FSKLRG010	Use routine strategies for work Career Planning
BSBWHS211	Contribute to health and safety of self and others
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC201	Use Business Software Applications
FSKNUM006	Use simple and highly familiar spatial information for work
FSKLRG001	Prepare to participate in a learning environment

Special Education

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling. The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways – the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

An individual learning program is developed for students who have disability, as defined in the Disability Discrimination Act 1992. The QCIA is an information-rich certificate, showing a student's demonstrated achievement with their individual learning program.

Students will achieve their component of Literacy and Numeracy through Short Courses or goals in their Curriculum Plan. They can also work on achieving a Certificate II in Work and Vocational Pathways. Foundation Life and Community Studies is a Life Skills Based program which provides evidence towards QCIA goals. Elective subjects are also chosen with complete work and assessment providing evidence of goals.

Literacy (LIS)
Short Course

QCE 1 | Short Course

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	**$0**

Overview
Literacy is a one unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways
A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will earn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment
Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: extended response — written student learning journal	One assessment consisting of two parts: extended response — short response reading comprehension task

Numeracy (NUS)
Short Course

QCE 1 | Short Course

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	$0

Overview

Numeracy is a one unit course of study developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem solving activities.

Pathways

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

Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: extended response — oral mathematical presentation a student learning journal	One assessment consisting of two parts: an examination — short response student learning journal

Foundation Life and Community Studies (FLC)

QCIA subject- Special Education

QCIA

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	**$0**

Overview

Foundation Life and Community Studies provides students with a well-rounded life skills program, which caters to provide evidence for QCIA goals and equip students with valuable knowledge and skills.

Students will study a variety of topics including health and nutrition, food and kitchen safety, fitness, tourism, healthy relationships, road safety, and protective behaviours. The topics provide them with many important independent living skills and experiences. Class work and assessments are presented in a real-world context and are tailored to individual student ability.

Students develop and apply life skills related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, work collaboratively with others, and evaluate concepts and information.

Pathways

A course of study in Foundation Life and Community Studies will provide students with the necessary skills and confidence to independently look after their personal health, cook healthy meals, work and communicate as part of a team, access the community and plan to lead a healthy and productive life , post school.

Objectives

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

- Have an awareness of nutrition and food/kitchen safety
- Plan and create healthy meal time options
- Be able to use timetables to plan public transport
- Apply tourism concepts and information from a local perspective
- Plan activities in the community
- understand and explain the benefits of physical activity
- Plan and deliver a coaching session to peers
- Understand and explain the positive and negative impacts of relationships
- Create ways to take action to address community needs and problems
- Understand basic road safety
- Understand the importance of cyber safety

Unit Structure & Assessment

Year 11 and 12 combined class

Unit	Unit Structure	Assessment Items	Weight
1	Health and Nutrition	**1. Cooking Portfolio** • Photos, evaluations and costings	25%
2	Tourism and Community Access	**2. Project** • Plan a holiday	25%
3	Health and Fitness Healthy Relationships	**3. Coaching** • Coach the class in a game or sport	25%
4	Road Safety and Protective Behaviours – Practise skills for learner's licence, self-defence, cyber safety	**4. Presentation Multimodal**	25%

Foundation Work Readiness (FWK)

QCIA subject- Special Education

QCIA

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	**$0**

Overview

Foundation Work Readiness aims to equip students with the necessary knowledge and skills to become 'Work Ready'. Students in this program will be working towards their QCIA goals.
Students will study a variety of topics including work terminology, different jobs and career pathways, work experience, resume and cover letter writing, interview skills, financial literacy and money management. Class work and assessments are presented in a real-world context and are tailored to individual student ability. Students will also have the opportunity to participate in work experience and also be introduced to various supported employment agencies. Students develop and apply work skills related knowledge and understanding through learning experiences and assessment which is linked to the real world.

Pathways

A course of study in Foundation Work Readiness will provide students with necessary skills and confidence to apply for jobs, participate in job interviews understand the world of work and plan for their lives post school

Objectives

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

- Understand employment terminology
- Be able to identify various jobs and careers opportunities
- Understand the importance of work skills
- Have create a resume and various cover letters
- Know how to search for jobs online and apply for them
- Participated in a mock interview
- Understand work place health and safety
- Be aware of supported employment agencies in the community
- Participate in work experience
- Create simple budgets and have an understanding of tax and superannuation
- Have developed financial literacy skills
- Identify career goals and future pathways

Unit Structure & Assessment

Year 11 and 12 combined class

Unit	Unit Structure	Assessment Items	Weight
1 & 2	The World of Work	**1. Create a resume and cover letter** **2. Multimodal Presentation**	50%
3	Interview Skills	**1. Mock Interview** **2. Run a stall at Market Day**	25%
4	Business Skills	**3. Class Business Project**	25%