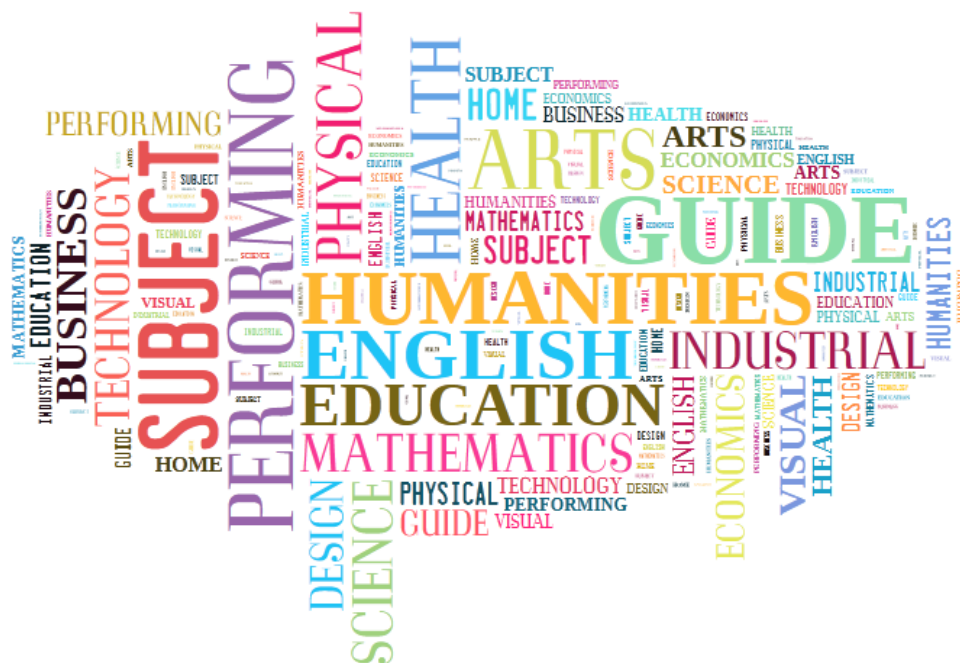




Senior Subject Handbook 2026 – 2027



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Introduction

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?

The next few pages showcase available subjects, number of lessons studied, and the Head of Department responsible for each subject.

Students commencing Year 11 at Nerang State High in 2026 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)

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

- 5 General subjects, or
- 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.

Subject selection process

Students will make their selection via a SET planning meeting with their appointed mentor and Parent/carer.

- Students will need to meet pre-requisite subject requirements
- Students will be required to make their selections via OneSchool
- Students must select electives in order of preference
- Note: Course fees are associated with some subjects

For more information contact:

- Ms Jorgensen, Deputy Principal
- Mr Jagunundan, Guidance Officer
- Ms Teng, Head of Senior School

Faculty Details Table

Faculty Code	Department	Head of Department
ENG	English	Mr Joshua Hodson
MAT	Mathematics	Ms Jess Wilson
SCI	Science	Ms Lara Hayes
HUM	Humanities	Ms Tamlyn Dooley
LEAD	Learning, Equity, Access and Diversity	Ms Lindsay Russell
BUS	Business	Ms Jodie Teng
HEC	Food and Service Industries	Ms Kelly Copolov
ART	The Arts	Ms Mandy Acott
ITD	Industrial Technology and Design	Mr Shane Courtenay
HPE	Health & Physical Education	Mr Cameron Puddey

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 Examinations

The Senior External Examinations 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)

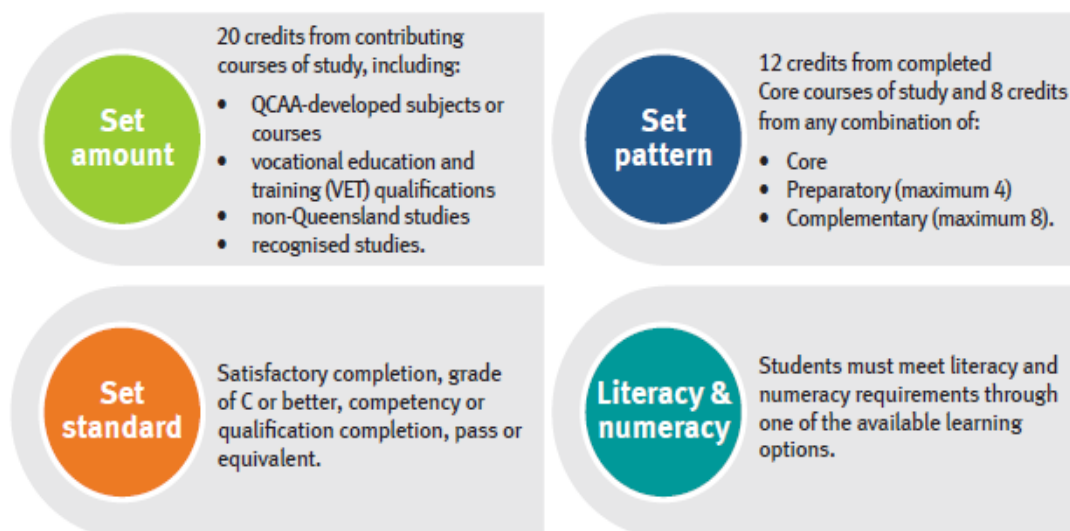
THE QCE REQUIREMENTS

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.

2026 – 2027 Senior Subject Details

COMPULSORY select 1 Maths and 1 English Subject	SUBJECT CODE	HR FEE Per 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
Japanese	JAP		Japanese B	GEN	
Legal Studies	LEG		English C	GEN	
Social and Community Studies	SCS		*	APP	
Certificate III Active Volunteering	VVL	\$325	Nil	VET	
Certificate III Aviation	AVI	\$280	Nil	VET	
Duke of Edinburgh Award - Silver	DOE	\$510^	Duke of Edinburgh Award Bronze	OTH	
Duke of Edinburgh Award - Gold	DOE	\$570^	Duke of Edinburgh Award Silver	OTH	
Business	BUS		English B	GEN	BUS
Diploma of Business – Aurora**	STY	\$2750	*	VET	
Early Childhood Studies	ECS		Nil	APP	FASI
Hospitality Practices	HPJ	\$65	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		\$225/yr	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	
Certificates II & III Sport, Aquatic & Recreation	XSR	\$300	Nil	VET	
Short Course Literacy	LIS		Nil		LEAD
Short Course Numeracy	NUS		Nil		
Foundation Life and Community Studies	FLC		Nil		LEAD
Foundation Mathematics	FMM		Nil		
Foundation Work Readiness	FWK		Nil		

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

**Subject to change

^ Total Cost per Award Level


2026-2027 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	Visual Arts in Practice (VAP)	\$50.00
High Resource (HR) subjects	Media Arts in Practice (MAP)	\$60.00
High Resource (HR) subjects	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)	\$225.00
Certificate Courses per year	Cert III in Aviation (AVI) (AVI30419) (CPP20116)	\$280.00
	Certificate III in Active Volunteering (VVL)	\$325.00
	Certificate II/ III Sport, Aquatic and Recreation (XSR) (SIS30122)	\$300.00
Diploma Course	Diploma of Business – Aurora (BSB50120) **	\$2750.00
Duke of Edinburgh per year	Silver Award	\$510.00
YEAR 12 STUDENT RESOURCE SCHEME		
Standard fee		\$280.00
High Resource (HR) subjects	Visual Arts in Practice (VAP)	\$50.00
High Resource (HR) subjects	Media Arts in Practice (MAP)	\$60.00
High Resource (HR) subjects	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)	\$225.00
Certificate Courses per year	Cert III in Aviation (AVI) (AVI30419) (CPP20116)	\$280.00
	Certificate III in Active Volunteering (VVL)	\$325.00
	Certificate II/III Sport, Aquatic and Recreation (XSR) (SIS30122)	\$300.00
Diploma Course	Diploma of Business – Aurora (BSB50120) **	\$2750.00
Duke of Edinburgh per year	Gold Award	\$570.00
OPTIONAL COSTS		
<ul style="list-style-type: none"> Instrumental Music Hire \$100.00 Graphics Calculator Hire \$40.00 		

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

** Subject to change

		2026/2027		11/12	
STUDENT NAME:					
<ul style="list-style-type: none"> All students are required to select five subjects. Mathematics and English are compulsory. Foundation subjects may only be selected by LEAD 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 <u>underlined</u> attract either an additional fee or see @NERANG Programs below.					
	GENERAL SUBJECTS		APPLIED / VET SUBJECTS		
LINE 1	<input type="checkbox"/> English (ENG)		<input type="checkbox"/> Essential English (ENE) <input type="checkbox"/> Short Course Literacy (LIS) LEAD only		
LINE 2	<input type="checkbox"/> Ancient History (AHS) <input type="checkbox"/> Chemistry (CHM) <input type="checkbox"/> Music (MUS) <input type="checkbox"/> Japanese (JPS)		<input type="checkbox"/> <u>Hospitality Practices (HPJ)</u> <input type="checkbox"/> Foundation Work Readiness (FWK) LEAD Only <input type="checkbox"/> Sport and Recreation (REC) <input type="checkbox"/> <u>Cert III Sport, Aquatic & Recreation (XRS)</u>		
LINE 3	<input type="checkbox"/> Biology (BIO) <input type="checkbox"/> Legal Studies (LEG)		<input type="checkbox"/> <u>Cert III Aviation (AVI)</u> <input type="checkbox"/> Early Childhood Studies (ECS) <input type="checkbox"/> Social and Community Studies (SCS) <input type="checkbox"/> <u>Visual Arts in Practice (VAP)</u>		
LINE 4	<input type="checkbox"/> Business (BUS) <input type="checkbox"/> Physics (PHY) <input type="checkbox"/> Psychology (PSY)		<input type="checkbox"/> <u>Hospitality Practices (HPJ)</u> <input type="checkbox"/> Foundation Work Readiness (FWK) LEAD Only <input type="checkbox"/> Sport and Recreation (REC) <input type="checkbox"/> <u>Media Arts in Practice (MAP)</u> <input type="checkbox"/> <u>Cert III Active Volunteering (VVL)</u>		
LINE 5	<input type="checkbox"/> General Mathematics (MAG) <input type="checkbox"/> Mathematical Methods (MAM)		<input type="checkbox"/> Essential Mathematics (MAE) <input type="checkbox"/> Foundation Mathematics (LEAD Only) (FMM)		
LINE 6	<input type="checkbox"/> Duke of Edinburgh Silver and Gold (DOE) studied off-line before or after school				
LINE 7	<input type="checkbox"/> Specialist Mathematics (MAS)				
@NERANG Programs					
<input type="checkbox"/> Trades@Nerang Higher Resource Fee: \$225/yr HOD meeting required		Choose 1 of: <input type="checkbox"/> Cert II Engineering Pathways (MEM20422) (VEN) <input type="checkbox"/> Cert II Furniture Making Pathways (MSF20522) (VFM) <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Cert II Skills for Work and Vocational Pathways (FSK20119) (vsw) <input type="checkbox"/> Cert I Construction (CPC10120) (VCN)			
<input type="checkbox"/> Higher Resource Fee: \$325/yr		<input type="checkbox"/> Cert III Active Volunteering (CHC34015) (VVL)			
<input type="checkbox"/> Higher Resource Fee: \$280/yr		<input type="checkbox"/> Cert III Aviation (AVI30419) (AVI)			
<input type="checkbox"/> Higher Resource Fee: \$300/yr		<input type="checkbox"/> Cert III Sport, Aquatics and Recreation (SIS30122) (XSR)			
<input type="checkbox"/> Total Cost: \$2,750 **		<input type="checkbox"/> Diploma of Business - Aurora (BSB50120) **			
<input type="checkbox"/> Cost: \$510 - Silver		<input type="checkbox"/> Duke of Edinburgh Silver/Gold			
<input type="checkbox"/> Cost: \$570 - Gold					

** Subject to change

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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 <ul style="list-style-type: none"> • Digging up the past • Ancient societies • Beliefs, rituals and funerary practices 	1. Exam – Short responses to historical sources <ul style="list-style-type: none"> • Written, unseen • 800 – 1000 words • 2 hours + 15 minutes planning time 	25%
		2. Independent source investigation <ul style="list-style-type: none"> • Written, seen • 1500 – 2000 words • 15 hours of class time 	25%
2 (Year 11)	Personalities in their Time <ul style="list-style-type: none"> • Pericles • Alexander the Great 	3. Investigation – Historical essay based on research <ul style="list-style-type: none"> • Written, seen • 1500 – 2000 words • 15 hours of class time + own time 	25%
		4. Exam – Essay in response to historical sources <ul style="list-style-type: none"> • Written, unseen • 800 – 1000 words • 2 hours + 15 minutes 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)	Reconstructing the Ancient World <ul style="list-style-type: none"> • Rome during the Republic • Pompeii and Herculaneum 	1. Exam – Essay in response to historical sources <ul style="list-style-type: none"> • Written, unseen • 800 – 1000 words • 2 hours + 15 minutes planning time 	25%
		2. Independent source investigation <ul style="list-style-type: none"> • Written, seen • 1500 – 2000 words • 15 hours of class time - over a period of weeks 	25%
4 (Year 12)	People, Power and Authority <ul style="list-style-type: none"> • Civil War and the breakdown of the Republic • Julius Caesar 	3. Investigation – Historical essay based on research <ul style="list-style-type: none"> • Written, seen • Up to 2000 words • 15 hours of class time + own time 	25%
		4. External exam <ul style="list-style-type: none"> • Written, unseen • 800 – 1000 words • 2 hours + 15 minutes planning time 	25%

Biology (BIO)

General senior subject

QCE
4 **General**

Prerequisite Subjects	Equipment	Costs
Any Science (B) General Maths (C), General English (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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

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 <ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms Exchange of nutrients and waste Cellular Energy, gas exchange and plant physiology 	1. Data test <ul style="list-style-type: none"> Written, unseen 60 minutes 	10%
		2. Student experiment <ul style="list-style-type: none"> Written, seen 1500 – 2000 words 10 hours in class time 	20%
2 (Year 11)	Maintaining the Internal Environment <ul style="list-style-type: none"> Homeostasis Infectious diseases and epidemiology 	3. Research investigation <ul style="list-style-type: none"> Written, seen 1500 – 2000 words 10 hours in class time 	20%
UNIT 1 & 2		4. Exam – based on Units 1 & 2 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Biodiversity and populations Functioning ecosystem and succession 	1. Data test <ul style="list-style-type: none"> Written, unseen 60 minutes 	10%
		2. Student experiment <ul style="list-style-type: none"> Written, seen 1500 – 2000 words 10 hours in class time 	20%
4 (Year 12)	Heredity and Continuity of Life <ul style="list-style-type: none"> Genetics and Heredity continuity of life Continuity of life on Earth 	3. Research investigation <ul style="list-style-type: none"> Written, seen 1500 – 2000 words 10 hours in class time 	20%
UNIT 3 & 4		4. External exam <ul style="list-style-type: none"> Written, unseen 2 papers, 90 minutes each 	50%

Business (BUS)

General senior subject

QCE
4 **General**

Prerequisite Subjects
English (B)

Equipment
Laptop Notebook

Costs
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 <ul style="list-style-type: none"> Fundamentals of business Creation of business ideas 	1. Exam <ul style="list-style-type: none"> Combination response 2 hours + 15 minutes planning time 	25%
		2. Investigation <ul style="list-style-type: none"> Business report 1500 – 2000 words 4 weeks 	25%
2 (Year 11)	Business Growth <ul style="list-style-type: none"> Establishment of a business Entering markets 	3. Extended response <ul style="list-style-type: none"> Feasibility report 1500 – 2000 words 4 weeks 	25%
		4. Exam <ul style="list-style-type: none"> Combination response 2 hours + 15 minutes 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 <ul style="list-style-type: none"> Competitive markets Strategic development 	1. Exam <ul style="list-style-type: none"> Combination response 2 hours + 15 minutes planning time 	25%
		2. Investigation <ul style="list-style-type: none"> Business report 1500 – 2000 words 4 weeks 	25%
4 (Year 12)	Business Evolution <ul style="list-style-type: none"> Repositioning a business Transformation of a business 	3. Extended response <ul style="list-style-type: none"> Feasibility report 1500 – 2000 words 4 weeks 	25%
		4. External exam <ul style="list-style-type: none"> Combination response 2 hours + 15 minutes planning time 	25%

Chemistry (CHM)

General senior subject

QCE
4 **General**

Prerequisite Subjects
Any Science (B) Extension Maths (C), General Maths (B), General English (C)

Equipment
Laptop Scientific Calculator

Costs
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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

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 <ul style="list-style-type: none"> Properties and structure atoms Properties and structure of materials Chemical reactions - reactants, products and energy change 	1. Data test <ul style="list-style-type: none"> Written, unseen 60 minutes 	10%
		2. Research investigation <ul style="list-style-type: none"> Written, seen 1500 – 2000 words 10 hours in class time 	20%
2 (Year 11)	Molecular Interactions and Reactions <ul style="list-style-type: none"> Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions 	3. Student experiment <ul style="list-style-type: none"> Written, seen 1500 – 2000 words 10 hours in class time 	20%
UNIT 1 & 2		4. Exam – based on Units 1 & 2 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Chemical equilibrium systems Oxidation and reduction 	1. Data test <ul style="list-style-type: none"> Written, unseen 60 minutes 	10%
		2. Student experiment <ul style="list-style-type: none"> Written, seen 1500 – 2000 words 10 hours in class time 	20%
4 (Year 12)	Structure, Synthesis and Design <ul style="list-style-type: none"> Properties and structure of organic materials Chemical synthesis and design 	3. Research investigation <ul style="list-style-type: none"> Written, seen 1500 – 2000 words 10 hours in class time 	20%
UNIT 3 & 4		4. External exam <ul style="list-style-type: none"> 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 minutes • 10 weeks	20%
		2a. Choreography • Up to 4 minutes • 10 weeks 2b. Written choreography intent • Up to 500 words • 10 weeks	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	Project 3a. Choreography • 3 minutes 3b. Performance • 3 minutes 3c. Choreography statement • 300 – 400 words 3d. Evaluation • 600 – 800 words • 10 weeks – all	35%
		Exam 4. Extended response • 800 – 1000 words • 2 hours	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 minutes • 8 weeks	20%
		Project 2a. Choreography • 2 – 4 minutes • 8 weeks 2b. Performance • 2 - 4 minutes • 8 weeks 2c. Statement of intent • Written • Up to 500 words • 4 weeks	20%

Unit	Unit Structure	Assessment Items	Weight
4 (Year 12)	Moving My Way How does dance communicate meaning for me? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - fusion of movement styles • Subject matter: <ul style="list-style-type: none"> - developing a personal movement style • Personal viewpoints and influences on genre 	Project 3a. Choreography <ul style="list-style-type: none"> • Up to 4 minutes OR 3b. Performance <ul style="list-style-type: none"> • Up to 4 minutes 3c. Statement of intent <ul style="list-style-type: none"> • Written • 500 words • 8 weeks 3c. Choreographic evaluation <ul style="list-style-type: none"> • 800 words • 4 weeks 	35%
		4. External exam <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> Cultural inheritances of storytelling Oral history and emerging practices A range of linear and non-linear forms 	1. Performance published text <ul style="list-style-type: none"> Group 4 - 6 minutes 10 weeks 	20%
		2. Project <ul style="list-style-type: none"> Dramatic concept - Individual 400 words analysis 10 – 12 images 600 words justification 10 weeks 	20%
2 (Year 11)	Reflect: Realism How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> Realism, including Magical Realism and Australian Gothic Associated conventions of styles and texts 	3a. Project <ul style="list-style-type: none"> Practice Led - Individual 4 - 6 minutes 3b. Performance <ul style="list-style-type: none"> 2 – 4 minutes 10 weeks 	35%
		4. Exam <ul style="list-style-type: none"> Extended Analytical Response 800 – 1000 words 1.5 hours 	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? <ul style="list-style-type: none"> Theatre of Social Comment, including Theatre of the Absurd & Epic Theatre associated conventions of styles and texts 	1. Performance <ul style="list-style-type: none"> 3 – 5 minutes 8 weeks 	20%
		2. Dramatic concept <ul style="list-style-type: none"> 800 – 1000 words 4 weeks 	20%
4 (Year 12)	Transform: Greek Theatre How can you transform dramatic practice? <ul style="list-style-type: none"> Contemporary performance Associated conventions of styles and texts Inherited texts as stimulus 	Project 3a. Pitch <ul style="list-style-type: none"> Multi modal presentation 5 – 7 minutes 4 weeks 3b. Performance <ul style="list-style-type: none"> 3 – 5 minutes 10 weeks 	35%
		4. External exam <ul style="list-style-type: none"> Written, unseen 2 ½ hours 	25%

English (ENG)

General senior subject

QCE
4 **General**

Prerequisite Subjects
English (B)

Equipment
Laptop

Costs
\$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 varied texts.

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

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape 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/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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Written, seen Up to 1500 words 4 weeks 	25%
		2. Persuasive speech <ul style="list-style-type: none"> Spoken/Multimodal/ seen Up to 8 minutes 4 weeks 	25%
2 (Year 11)	Texts and Culture <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Analytical essay Written, unseen 120 minutes + 15 minutes planning 800 – 1000 words 	25%
		4. Exam <ul style="list-style-type: none"> Imaginative Written, unseen 120 minutes + 15 minutes planning 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Written, seen Up to 1500 words 4 weeks 	25%
		2. Persuasive speech <ul style="list-style-type: none"> Spoken/Multimodal Seen Up to 8 minutes 4 weeks 	25%
4 (Year 12)	Close Study of Literary Texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts 	3. Exam <ul style="list-style-type: none"> Imaginative Written, seen 120 minutes + 15 minutes planning 800 – 1000 words 	25%
		4. External exam <ul style="list-style-type: none"> Analytical essay Written, unseen 120 minutes + 15 minutes planning 800 – 1000 words 	25%

General Mathematics (MAG)

General senior subject

QCE
4 **General**

Prerequisite Subjects
Year 10 Mathematics (B) Year 10 English (C)

Equipment
Laptop Scientific Calculator – Casio fx-82AU

Costs
\$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 act on 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 <ul style="list-style-type: none"> Consumer arithmetic Shape and measurement Linear equations and their graphs 	1. Problem solving and modelling task <ul style="list-style-type: none"> Written, seen Up to 10 pages, excluding appendices 4 weeks, including 3 hours class time 	20%
		2. Exam <ul style="list-style-type: none"> Short response, unseen 120 minutes + 5 minutes planning time 	15%
2 (Year 11)	Applied Trigonometry, Algebra, Matrices and Univariate Data <ul style="list-style-type: none"> Applications of trigonometry Algebra and matrices Univariate data analysis 	3. Exam <ul style="list-style-type: none"> Short response, unseen 120 minutes + 5 minutes planning time 	15%
UNIT 1 & 2		4. Exam <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones 	1. Problem solving and modelling task <ul style="list-style-type: none"> Written, seen Up to 10 pages, excluding appendices 4 weeks, including 3 hours class time 	20%
		2. Exam <ul style="list-style-type: none"> Short response, unseen 120 minutes + 5 minutes perusal time 	15%
4 (Year 12)	Investing and Networking <ul style="list-style-type: none"> Loans, investments and annuities Graphs and networks Networks and decision mathematics 	3. Exam <ul style="list-style-type: none"> Short response, unseen 120 minutes + 5 minutes perusal time 	15%
UNIT 3 & 4		4. External exam <ul style="list-style-type: none"> Short response, unseen 2 papers, 90 minutes each 	50%

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)	Unit 1: 私の暮らし My World <ul style="list-style-type: none"> Family/carers Peers Education 	1. Exam <ul style="list-style-type: none"> Short response, unseen 90 minutes + 5 minutes perusal time 	20%
		2. Exam <ul style="list-style-type: none"> Extended response Unseen Session 1: Extended response in Japanese <ul style="list-style-type: none"> 80 minutes + 10 minutes planning time Session 2: Conversation <ul style="list-style-type: none"> Unseen Up to 7 minutes conversation + 10 minutes planning 	25%
2 (Year 11)	Unit 2: 私達の世界をたんけんする Exploring Our World <ul style="list-style-type: none"> Travel and exploration Social customs Japanese influences around the world 	3. Multimodal presentation and interview Presentation: 5 weeks preparation <ul style="list-style-type: none"> Up to 7 minutes in Japanese Interview: <ul style="list-style-type: none"> Unseen Up to 7 minutes conversation in Japanese 	30%
		4. Exam <ul style="list-style-type: none"> Combination response Unseen 2 hours + 5 minutes 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)	Unit 3: 私達の社会、文化とアイデンティティ Our Society; Culture and Identity <ul style="list-style-type: none"> Lifestyles and leisure The arts, entertainment and sports Groups in society 	1. Exam <ul style="list-style-type: none"> Short response, unseen 90 minutes + 5 minutes perusal time 	20%
		2. Exam Session 1: Extended response in Japanese <ul style="list-style-type: none"> 80 minutes + 10 minutes planning time Session 2: Conversation <ul style="list-style-type: none"> Unseen Up 7 minutes conversation + 10 minutes planning 	25%
4 (Year 12)	Unit 4: 私の現在と将来 My Present; My Future <ul style="list-style-type: none"> The present Future choices 	3. Multimodal presentation and interview Presentation: <ul style="list-style-type: none"> 5 weeks preparation Up to 7 minutes in Japanese Interview: <ul style="list-style-type: none"> Unseen Up to 7 minutes conversation in Japanese 	30%
		4. External exam <ul style="list-style-type: none"> Combination response Unseen 2 hours + 5 minutes perusal 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 in students 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 <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	1. Exam <ul style="list-style-type: none"> • Combination response • unseen • 2 hours + 15 minutes planning time 	25%
2 (Year 11)	Balance of Probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	2. Investigation <ul style="list-style-type: none"> • Inquiry report • 1500 – 2000 words • 15 hours class 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)	Law, Governance and Change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	3. Investigation <ul style="list-style-type: none"> • Analytical essay • 1500 – 2000 words • 15 hours class time 	25%
4 (Year 12)	Human Rights in Legal Contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts 	4. External exam <ul style="list-style-type: none"> • Combination response • unseen • 2 hours + 15 minutes planning time 	25%

Mathematical Methods (MAM)

General senior subject

QCE
4

General

Prerequisite Subjects	Equipment	Costs
Year 10 Mathematical Methods (B) Year 10 English (C)	Laptop Graphics Calculator (TI-84 Plus can be hired from book room \$40)	\$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, become 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Written Seen Up to 10 pages, excluding appendices 4 weeks including 3 hours class time 	20%
		2. Exam <ul style="list-style-type: none"> Short response Unseen 120 minutes + 5 minutes perusal time 	15%
2 (Year 11)	Calculus and Further Functions <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Short response Unseen 120 minutes + 5 minutes perusal time 	15%
UNIT 1 & 2		4a. Exam <ul style="list-style-type: none"> Short response Unseen Technology free 90 minutes + 5 minutes perusal time 	25%
		4b. Exam <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	1. Problem solving and modelling task <ul style="list-style-type: none"> Written Seen Up to 10 pages, excluding appendices 4 weeks including 3 hours class time 	20%
		2. Exam <ul style="list-style-type: none"> Short response Unseen 120 minutes + 5 minutes perusal time 	15%

Unit	Unit Structure	Assessment Items	Weight
4 (Year 12)	Further Functions and Statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions 	3. Exam <ul style="list-style-type: none"> • Short response • Unseen • 120 minutes + 5 minutes perusal time 	15%
UNIT 3 & 4		4a. External exam <ul style="list-style-type: none"> • Technology free • 90 minutes + 5 minutes perusal time 	25%
		4b. External exam <ul style="list-style-type: none"> • Technology active (graphics calculator allowed) • 90 minutes + 5 minutes perusal time 	25%

Music (MUS)

General senior subject

QCE
4 **General**

Prerequisite Subjects
English (C) Music (B)

Equipment
Laptop Own instrument optional

Costs
\$0

Overview

Learning in Music continues to build on prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing, using established and emerging technologies.

Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts. This awareness of diverse music practices, genres and/or styles informs their own music practices as they work independently and collaboratively with peers and teachers.

Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

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 <ul style="list-style-type: none">Up to 5 minutes8 weeks	20%
		2. Composition <ul style="list-style-type: none">At least 1 minutescompositional statementUp to 500 words4 weeks	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: <ul style="list-style-type: none">Multimodal PresentationMusicology & composition or performanceUp to 8 minutes or up to 1000 wordsUp to 5 minutes performance or 1 minute composition11 weeks	35%
		4. Responding task exam <ul style="list-style-type: none">Studied repertoireUp to 1000 words2 hours	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 <ul style="list-style-type: none">Up to 5 minutes per student4 weeks	20%
		2. Composition <ul style="list-style-type: none">At least 1 minutes per studentWritten or spokenup to 500 words or 3 minutes spoken4 weeks	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: <ul style="list-style-type: none">Multimodal presentationMusicology and composition or performanceUp to 8 minutes or 1000 wordsUp to 5 minutes performance or at least 1 minute composition11 weeks	35%
		4. External exam <ul style="list-style-type: none">AuralWritten2 hours 20 minutes	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 <ul style="list-style-type: none"> • Initiate best practice • Consolidate best practice 	1. Composition <ul style="list-style-type: none"> • Musical / score • Sound file or video • Approximately 1 minute • 8 Weeks 	20%
		2. Composition <ul style="list-style-type: none"> • Musical / score • Sound file or video • Approximately 1 minute • 4 Weeks 	20%
4 (Year 12)	Emerge <ul style="list-style-type: none"> • Independent best practice 	3. Composition project <ul style="list-style-type: none"> • Musical / score • Sound file or video • Approx 2 minutes • 9 Weeks 	35%
UNIT 3 & 4		4. External exam <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Initiate best practice • Consolidate best practice 	1. Investigation 1 <ul style="list-style-type: none"> • Written • 1500 – 2000 words • 8 weeks 	20%
		2. Written Investigation 2 <ul style="list-style-type: none"> • 1500 – 2000 words • 4 weeks 	20%
4 (Year 12)	Emerge <ul style="list-style-type: none"> • Independent best practice 	3. Musicology project <ul style="list-style-type: none"> • Approximately 9 - 11 minutes • 9 weeks 	35%
UNIT 3 & 4		4. External exam <ul style="list-style-type: none"> • Extended response 	25%

Music Extension (Performance) (MUX)

General senior subject

QCE
4

General

Prerequisite Subjects

By Invitation

Equipment

Laptop
Instruments

Costs

\$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 <ul style="list-style-type: none"> • Initiate best practice • Consolidate best practice 	1. Performance <ul style="list-style-type: none"> • Approximately 2 – 3 minutes • 8 weeks 	20%
		2. Performance <ul style="list-style-type: none"> • Approximately 2 – 3 minutes • 4 weeks 	20%
4 (Year 12)	Identities & Emerge <ul style="list-style-type: none"> • Independent best practice 	3. Performance project <ul style="list-style-type: none"> • Performance project • Approximately 5 – 6 minutes • 9 weeks 	35%
UNIT 3 & 4		4. External exam <ul style="list-style-type: none"> • Extended response • Unseen • 2.5 hours 	25%

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 <ul style="list-style-type: none"> Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity 	1. Performance evaluation <ul style="list-style-type: none"> Badminton Supporting evidence: 2-3 minutes 	25%
		2. Folio <ul style="list-style-type: none"> Volleyball 9-11 minutes presentation Supporting evidence: 2-3 minutes 	25%
2 (Year 11)	Sport Psychology, Equity and Physical Activity <ul style="list-style-type: none"> Sport psychology integrated with a selected physical activity Equity — barriers and enablers 	3. Investigative report <ul style="list-style-type: none"> Team sport performance 1500-2000 words 4 weeks 	25%
		4. Exam <ul style="list-style-type: none"> Combination response Seen/unseen 4 weeks 	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 <ul style="list-style-type: none"> Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity 	1a. Folio <ul style="list-style-type: none"> 9 – 11 minutes Supporting evidence: 2 – 3 minutes 4 weeks 1b. Performance <ul style="list-style-type: none"> Badminton 	25%
		2. Investigative report <ul style="list-style-type: none"> Team sports performance 1500 – 2000 word 4 weeks 	25%
4 (Year 12)	Energy, Fitness and Training and Physical Activity <ul style="list-style-type: none"> Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity 	3a. Folio <ul style="list-style-type: none"> 9 – 11 minutes Supporting evidence: 2- 3 minutes time 3b. Performance <ul style="list-style-type: none"> Netball 	25%
		4. External exam <ul style="list-style-type: none"> 800 – 1000 words Extended response to stimulus 400 words or more 2 hours + 15 minutes planning time 	25%

Physics (PHY)**General senior subject****QCE
4****General****Prerequisite Subjects**

Any Science (B)
 Extension Maths (C) or
 General Maths (B) or
 General English (C)

Equipment

Laptop
 Scientific Calculator

Costs**\$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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

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 <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	1. Data test <ul style="list-style-type: none"> • Written • Unseen • 60 minutes 	10%
		2. Research investigation <ul style="list-style-type: none"> • Written • Seen • 1500 – 2000 words • 10 hours in class time 	20%
2 (Year 11)	Linear Motion and Waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	3. Student experiment <ul style="list-style-type: none"> • Written • Seen • 1500 – 2000 words • 10 hours in class time 	20%
UNIT 1 & 2		4. Exam <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	1. Data test <ul style="list-style-type: none"> • Written • Unseen • 60 minutes 	10%
		2. Student experiment <ul style="list-style-type: none"> • Written • Seen • 1500 – 2000 words • 10 hours in class time 	20%
4 (Year 12)	Revolutions in Modern Physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model 	3. Research investigation <ul style="list-style-type: none"> • Written • Seen • 1500 – 2000 words • 10 hours in class time 	20%
UNIT 3 & 4		4. External exam <ul style="list-style-type: none"> • Written • Unseen • 2 paper, 90 minutes each 	50%

Psychology (PSY)**QCE
4****General****Prerequisite Subjects**Any Science (B)
General English (C), General Maths (B)**Equipment**Laptop
Scientific Calculator**Costs****\$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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

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 <ul style="list-style-type: none"> The role of the brain Cognitive development Consciousness attention and sleep 	1. Student experiment <ul style="list-style-type: none"> Written Seen 1500 – 2000 words 10 hours in class time 	20%
		2. Data test <ul style="list-style-type: none"> Written Unseen 60 minutes 	10%
2 (Year 11)	Individual Behaviour <ul style="list-style-type: none"> Intelligence Diagnosis Psychological disorders and treatment Emotion and motivation 	3. Research investigation <ul style="list-style-type: none"> Written Seen 1500 – 2000 words 10 hours in class time 	20%
UNIT 1 & 2		4. Exam <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Brain function Sensation and perception Memory Learning 	1. Data test <ul style="list-style-type: none"> Written Unseen 60 minutes 	10%
		2. Student experiment <ul style="list-style-type: none"> Written Seen 1500 – 2000 words 10 hours in class time 	20%
4 (Year 12)	The Influence of Others <ul style="list-style-type: none"> Social psychology Interpersonal processes Attitudes Cross cultural psychology 	3. Research investigation <ul style="list-style-type: none"> Written Seen 1500 – 2000 words 10 hours in class time 	20%
UNIT 3 & 4		4. External exam <ul style="list-style-type: none"> Written Unseen 2 papers, 90 minutes each 	50%

Specialist Mathematics (MAS)

General senior subject

QCE
4 **General**

Prerequisite Subjects
Year 10 Mathematical Methods (B) + Year 10 English (C)

Equipment
Laptop Graphics Calculator (TI-84 Plus can be hired from book room \$40)

Costs
\$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 <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	1. Problem solving and modelling task <ul style="list-style-type: none"> Written Seen Up to 10 pages (excluding appendices) 4 weeks, including 3 hours class time 	20%
		2. Exam <ul style="list-style-type: none"> Short response Unseen 120 minutes + 5 minutes perusal time 	15%
2 (Year 11)	Complex Numbers, Trigonometry, Functions and Matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	3. Exam <ul style="list-style-type: none"> Short response Unseen 120 minutes + 5 minutes perusal time 	15%
UNIT 1 & 2		4a. Exam <ul style="list-style-type: none"> Short response Unseen Technology free 90 minutes + 5 minutes perusal time 4b. Exam <ul style="list-style-type: none"> Short response Unseen Technology active (graphic calculator allowed) 90 minutes + 5 minutes 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 <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	1. Problem solving and modelling task <ul style="list-style-type: none"> Written Seen Up to 10 pages (excluding appendices) 4 weeks, including 3 hours class time 	20%
		2. Exam <ul style="list-style-type: none"> Short response Unseen 120 minutes + 5 minutes perusal time 	15%
4 (Year 12)	Further Statistical and Calculus Inference <ul style="list-style-type: none"> Integration and applications of integration Rates of change and differential equations Statistical inference 	3. Exam <ul style="list-style-type: none"> Short response Unseen 120 minutes + 5 minutes perusal time 	15%

Unit	Unit Structure	Assessment Items	Weight
UNIT 3 & 4		4a. External exam <ul style="list-style-type: none"> • Technology free • 90 minutes + 5 minutes perusal time 	25%
		4b. External exam <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	1. Project <ul style="list-style-type: none"> • Experimental folio • 4 -8 artworks • Written reflection 	15%
		2. Investigation <ul style="list-style-type: none"> • 3 - 4 experimental artworks • Written report • 1500 words • 9 minutes or 10 A4 pages 	25%
2 (Year 11)	Art as Code Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 3 - 4 artworks • 1 major artwork • Artist statement 	35%
		4. Exam <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	1. Investigation <ul style="list-style-type: none"> • 1500 words • 9 minutes or 10 A4 pages • 3 – 4 experimental artworks 	15%
		2. Project <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed 	3. Project <ul style="list-style-type: none"> • Major artwork/s • Progressive journal with experimental work • Artist statement 150 words • Annotated illustration of artwork/s 250 words 	35%
		4. External exam <ul style="list-style-type: none"> • Extended Response • 2 hours • 1000 words 	25%

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 minutes	25%
		2. Product Choreography • 1 – 2 minutes	25%
2 (Year 11)	Modern Musical	3. Project • Written • 400 – 700 words Product, • Piece of choreography Performance • ½ - 1 ½ minutes	25%
	Beat it	4. Performance • Production • 1 – 2 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)	Kinderdance	1. Project • Written • 400 – 700 words Product • Choreography in groups Performance • ½ - 1 ½ minutes	25%
	Captured Movement	2. Product • Choreography • 1 – 2 minutes	25%
4 (Year 12)	The Stage is Ready	3. Performance • 1 – 2 minutes	25%
		4. Project • Multimodal, 6 x A4 pages • Product, choreography film • Performance, ½ - 1 ½ minutes	25%

Drama in Practice (DRP)

Applied senior subject

QCE
4 **Applied**

Prerequisite Subjects
Nil

Equipment
Laptop Performance Arts T-shirt Black pants or tights

Costs
\$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 minutes Product • variable conditions	25%
		2. Performance (acting) • 1½ - 2½ minutes	25%
2 (Year 11)	Doin' It For the Kids Classic Comedy	3. Project • Written • 400 – 700 words Performance • 1 - 2 minutes	25%
		4. Performance (acting) Performance • 1½ – 2½ 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)	The Oscar Goes to Film Festival Community Theatre	1. Project • Written analysis • 500 – 900 words Performance • 1 - 2 minutes Product • Variable conditions	25%
		2. Performance (acting) • 1 - 2 minutes	25%
4 (Year 12)	True Stories The Audition	3. Product • Written • 400 – 700 words Performance • 1 – 2 minutes Product • Variable conditions	25%
		4. Performance (acting) • 3 - 5 minutes	25%

Early Childhood Studies (ECS)

Applied senior subject

QCE
4

Applied

Prerequisite Subjects

Students must apply for a Blue Card Working with Children by the end of Year 10

Equipment

Laptop

Costs

\$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.

- Investigate the fundamentals and practises of early childhood learning.**
- 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 diverse and individual needs of children.
- Implement learning activities.**
Students consider the appropriateness of the activity to the developmental needs of children when implementing learning activities.
- 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)	Wellbeing	1. Investigation <ul style="list-style-type: none"> In class time and own time Create a play-based activity Planning and Evaluation (Multimodal) – 5 minutes or 8 A4 pages or equivalent digital media 3 weeks 	25%

Unit	Unit Structure	Assessment Items	Weight
		2. Project <ul style="list-style-type: none"> • In class and own time • Implementation of a play-based learning activity • Planning and Evaluation (Multimodal) – 5 minutes or 8 A4 pages or equivalent digital media • 4 weeks 	25%
2 (Year 11)	Play and Creativity	1. Investigation <ul style="list-style-type: none"> • In class time and own time • Create a play-based activity • Planning and Evaluation (Multimodal) – 5 minutes or 8 A4 pages or equivalent digital media • 3 weeks 	25%
		2. Project <ul style="list-style-type: none"> • In class and own time • Implementation of a play-based learning activity • Planning and Evaluation (Multimodal) – 5 minutes or 8 A4 pages or equivalent digital media • 4 weeks 	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)	Literacy and Numeracy	1. Investigation <ul style="list-style-type: none"> • In class time and own time • Create a play-based activity • Planning and Evaluation - Multimodal – 5 minutes or 8 A4 pages or equivalent digital media • 3 weeks 	25%
		2. Project <ul style="list-style-type: none"> • In class and own time • Implementation of a play-based learning activity • Planning and Evaluation (Multimodal) – 5 minutes or 8 A4 pages or equivalent digital media • 4 weeks 	25%
4 (Year 12)	Indoor/Outdoor Play	1. Investigation <ul style="list-style-type: none"> • In class time and own time • Create a play-based activity • Planning and Evaluation (Multimodal) – 5 minutes or 8 A4 pages or equivalent digital media • 3 weeks 	25%
		2. Project <ul style="list-style-type: none"> • In class and own time • Implementation of a play-based learning activity • Planning and Evaluation (Multimodal) – 5 minutes or 8 A4 pages or equivalent digital media • 4 weeks 	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 or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including 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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 mode appropriate 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 • Up to 800 words • 4 weeks	25%
		2. Extended response - presentation • Spoken, seen • Multimodal • Up to 6 minutes • 4 weeks	25%
2 (Year 11)	Language that Works	3. Exam – response to stimulus • Written, one seen, one unseen • Short response • 90 minutes + 15 minutes planning	25%
		4. Extended response - presentation • Spoken, seen • Multimodal • 90 minutes + 15 minutes planning • 4 weeks	25%

Year 12

In Units 3 & 4, students complete **four summative** assessments and 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 • Up to 6 minutes • 4 weeks	25%
		2. Exam – common internal assessment • Written, one seen, one unseen • Short response • 90 minutes + 15 minutes planning	25%
4 (Year 12)	Representations and Popular Culture Texts	3. Extended response - presentation • Spoken, seen • Multimodal • Up to 6 minutes • 4 weeks	25%
		4. Extended response – personal letter • Written seen • Opinion piece • Up to 800 words • 4 weeks	25%

Essential Mathematics (MAE)

Applied senior subject

QCE
4 **Applied**

Prerequisite Subjects
Nil

Equipment
Laptop Scientific Calculator – Casio fx-82AU

Costs
\$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.Exam • Unseen • 60 minutes + 5 minutes perusal time	25%
		2. Problem solving and modelling task • Written, seen • Up to 10 pages, excluding appendices • 5 weeks, including 10 hours of class time	25%
2 (Year 11)	Money, Travel and Data	3. Exam • Unseen • 60 minutes + 5 minutes perusal time	25%
		4. Problem solving and modelling task • Written, seen • Up to 10 pages, excluding appendices • 5 weeks, including 10 hours of class 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 minutes + 5 minutes 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 minutes + 5 minutes perusal time	25%

Hospitality Practices (HPJ)

Applied senior subject

QCE
4 **Applied**

Prerequisite Subjects

Year 9 or 10 Food Specialisations

Equipment

Laptop

Costs

\$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 practices, 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 <ul style="list-style-type: none"> Practical demonstration – menu item (70 minutes) Planning and evaluation (Multimodal) 5 minutes or 8 A4 pages or equivalent digital media In class time and own time, 3 weeks 	25%
		2. Project – Event ‘Australia’s Biggest Morning Tea’ <ul style="list-style-type: none"> Practical demonstration – delivery of event Planning and evaluation (Multimodal) 5 minutes or 8 A4 pages or equivalent digital media In class and own time, 3 weeks 	25%
2 (Year 11)	Culinary Trends	1. Practical demonstration <ul style="list-style-type: none"> Practical demonstration – menu item (70 minutes) Planning and evaluation (Multimodal) 5 minutes or 8 A4 pages or equivalent digital media In class time and own time, 3 weeks 	25%
		2. Project – Event ‘Food Truck Sale’ <ul style="list-style-type: none"> Practical demonstration – delivery of event Planning and evaluation (Multimodal) 5 minutes or 8 A4 pages or equivalent digital media In class and own time, 3 weeks 	25%

Year 12

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

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	In House Dining	1. Practical demonstration <ul style="list-style-type: none"> Practical demonstration – menu item (70 minutes) Planning and evaluation (Multimodal) 5 minutes or 8 A4 pages or equivalent digital media In class time and own time, 3 weeks 	25%
		2. Project – Event ‘Three-Course Plated Meal’ <ul style="list-style-type: none"> Practical demonstration – delivery of event Planning and evaluation (Multimodal) 5 minutes or 8 A4 pages or equivalent digital media In class and own time, 3 weeks 	25%
4 (Year 12)	Casual Dining	1. Practical demonstration <ul style="list-style-type: none"> Practical demonstration – menu item (70 minutes) Planning and Evaluation (Multimodal) 5 minutes or 8 A4 pages or equivalent digital media In class time and own time, 3 weeks 	25%
		2. Project – Event ‘Buffet Lunch’ <ul style="list-style-type: none"> Practical demonstration – delivery of event Planning and evaluation (Multimodal) 5 minutes or 8 A4 pages or equivalent digital media In class and own time, 3 weeks 	25%

Media Arts in Practice (MAP)

Applied senior subject

QCE
4 **Applied**

Prerequisite Subjects
Nil

Equipment
Laptop

Costs
\$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)	Representations	1. Project <ul style="list-style-type: none"> • Planning for Information Video • 3-5 minutes • Written • 400-700 words • 10 weeks 	25%
		2. Product media artwork <ul style="list-style-type: none"> • Photographic portfolio / Informative video • 	25%
2 (Year 11)	Community	3. Project montage document <ul style="list-style-type: none"> • Short film • 3 – 5 minutes • Written planning and responding • 400 – 700 words • 6 weeks 	25%
		4. Product montage document <ul style="list-style-type: none"> • Poster • 4 weeks 	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)	Persuasion	1. Project <ul style="list-style-type: none"> • Folio, 20 – 30 shots • Written, up to 600 words • 10 weeks 	25%
		2. Media artwork <ul style="list-style-type: none"> • Music video up to 5 minutes • 10 weeks 	25%
4 (Year 12)	Personal Viewpoints	3. Project <ul style="list-style-type: none"> • 3 – 5 minutes audio/visual • Written, up to 600 words • 10 weeks 	25%
		4. Media artwork <ul style="list-style-type: none"> • Podcast: up to 5 minutes • 10 weeks 	25%

Social & Community Studies (SCS)

Applied senior subject

QCE
4 **Applied**

Prerequisite Subjects
Nil

Equipment
Laptop

Costs
\$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 be able to:

- 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)	Healthy choices for mind and body <ul style="list-style-type: none"> Food and nutrition 	Project <ul style="list-style-type: none"> Written 1000 Words 4 Weeks 	25%
	Healthy choices for mind and body <ul style="list-style-type: none"> Recreation and Leisure 	Investigation <ul style="list-style-type: none"> Written 600 Words Spoken: up to 3 minutes 4 Weeks 	25%
2 (Year 11)	Lifestyle and financial choices <ul style="list-style-type: none"> Contemporary lifestyles 	Project <ul style="list-style-type: none"> Written 600 Words Spoken: up to 3 minutes 4 Weeks 	25%
	Lifestyle and financial choices <ul style="list-style-type: none"> Money management 	Extended response <ul style="list-style-type: none"> Written 1000 Words 4 Weeks 	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)	Legal and digital citizenship <ul style="list-style-type: none"> Law matters 	Extended response <ul style="list-style-type: none"> Written 1000 Words 4 Weeks 	25%
	Legal and digital citizenship <ul style="list-style-type: none"> Digital technology and wellbeing 	Project <ul style="list-style-type: none"> Written 600 Words Spoken: up to 3 minutes 4 Weeks 	25%
4 (Year 12)	Relationships and work environments <ul style="list-style-type: none"> Relationships 	Project <ul style="list-style-type: none"> Written 600 Words Spoken: up to 3 minutes 4 Weeks 	25%
	Relationships and work environments <ul style="list-style-type: none"> World of work 	Investigation <ul style="list-style-type: none"> Written 1000 Words 4 Weeks 	25%

Sport & Recreation (REC)

Applied senior subject

QCE
4 **Applied**

Prerequisite Subjects
Nil

Equipment
Laptop, Notebook, Stationery, Sports Uniform

Costs
\$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 contribute 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 be able to:

- investigate activities and strategies to enhance physical outcomes.
- plan activities, including strategies to enhance physical outcomes.
- perform in activities, using strategies to enhance physical outcomes.
- evaluate 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 • Multimodal Presentation 3-5 minutes • 4 weeks class time	25%
		2. Performance – competition convenor and participant • Video 2-4 minutes • Evidence – Q & A with teacher	25%
2 (Year 11)	Optimising Performance	3. Project – investigating Archery • Multimodal Presentation 3 minutes • 4 weeks class time	25%
		4. Performance – Archery technique • Video 2-4 minutes • Evidence – Q & A with teacher	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 • Multimodal Presentation 3-5 minutes • 4 weeks class time	25%
		6. Performance – fitness session application • Video 2-4 minutes • Evidence – Q & A with teacher	25%
4 (Year 12)	Optimising Performance	7. Project – investigating and planning your coaching sessions • Written 500 words • 4 weeks class time	25%
		8. Performance – officiation a game • Video 2-4 minutes • Evidence – Q & A with teacher	25%

Visual Arts in Practice (VAP)

Applied senior subject

QCE
4 **Applied**

Prerequisite Subjects
Nil

Equipment
Laptop with a USB port (refer BYOD specification - top end range) Adobe Illustrator, Photoshop

Costs
\$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)	Public Art B1	1. Plan artworks <ul style="list-style-type: none"> • Written • up to 600 words • Prototype artwork 	25%
	Public Art B2	2. Resolved artworks <ul style="list-style-type: none"> • Product • Variable conditions 	25%
2 (Year 11)	Market Ceramics C1	3. Plan artworks <ul style="list-style-type: none"> • Written • up to 600 words • Prototype artwork 	25%
	Market Ceramics C2	4. Resolved artworks <ul style="list-style-type: none"> • Product • 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)	A1 Looking Inwards	1. Plan artworks <ul style="list-style-type: none"> • Written • up to 600 words • Prototype artwork 	25%
	A2 Looking Inwards	2. Resolved artworks <ul style="list-style-type: none"> • Product • Variable conditions 	25%
4 (Year 12)	D1 Transform and Extend	3. Plan artworks <ul style="list-style-type: none"> • Written • up to 600 words • Prototype artwork 	25%
	D2 Transform and Extend	4. Resolved artworks <ul style="list-style-type: none"> • Product • Variable conditions 	25%

Vocational Education & Training (VET)

Cert III – Active Volunteering (CHC34015) (VVL)

Vocational senior subject (VET)

QCE
5

VET

RTO 6020

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	\$325 per year

Overview

Completing a Certificate III in 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

- Numinutesbah Valley Environmental Centre – revegetation project
- Lady Elliot Island – volunteering project at eco-resort (extra cost)
- Additional day excursions and experiences

Qualification rules:

Students must complete all 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

Cert III Aviation – Remote Pilot – Visual Line of Sight (AVI30419) (AVI)

Cert II Autonomous Technologies (NAT10935)

VETiS Supported (RTO 30770)

QCE
10*

VET

Prerequisite Subjects

Nil

Equipment

Laptop

Costs

\$280
per year

Overview

The Certificate II in Autonomous Technologies (1035NAT) introduces students to essential knowledge in software, hardware and advanced technologies, placing a strong emphasis on innovation and problem-solving. This course provides vital training in safety, communication and industry standards, preparing you for a diverse range of career opportunities.

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 develop skills in photography and film making to complete several projects ranging from asset inspection to promotional filmmaking.

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).

** The Aviation Certificate III provides a student with 6 QCE points and additionally 4 QCE points from the Certificate II Autonomous Technologies (Total 10 QCE points).*

Pathways

Drone and autonomous 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:

- 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

Qualification rules:

Students must complete all units of competency.

Assessment – Certificate II Autonomous Technologies (NAT10935)

Units of Competency

Code	Competency
ICTPAG302	Apply introductory programming techniques
ICTTEN205	Build and maintain a secure network
MSNSUP390	Use structured problem-solving tools
MSNWHS200	Work safely
NAT10935001	Work effectively in autonomous environments
NAT10935002	Handle technical communication in autonomous environments
NAT10935003	Design basic fluid power logic diagrams for autonomous systems
NAT10935004	Design basic logic ladder diagrams for autonomous electric control circuits
NAT10935005	Provide a documentation suite for autonomous systems
NAT10935006	Configure autonomous embedded systems
NAT10935007	Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications
NAT10935008	Use basic positioning technology
NAT10935009	Conduct a basic autonomous technology project
VU22338	Configure and program a basic robotic system

Elective Units

ICTNWK308	Determine and action network problems
MSNWHS201	Conduct hazard analysis

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

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

Cert II and III – Sport, Aquatics and Recreation (SIS20122 + SIS30122) (XSR)

QCE
7

VET

Prerequisite Subjects

Nil

Equipment

Laptop; Notebook; Stationery;
Sports Uniform

Costs

\$600 total cost*
\$300 (Yr11)
\$300 (Yr 12)

Overview

The Certificate III in Sport, Aquatics and Recreation program is delivered as a senior subject by qualified staff via a third-party arrangement with Binnacle Training RTO code 31319. 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
- logbook 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 II/III Sport, Aquatics 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 II/III in Sport, Aquatics and Recreation will predominately 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.binnacletraining.com.au

***If students access VETIS funding, the \$300 Year 12 fees will be waived**

<p>IMPORTANT</p> <p>Program Disclosure Statement</p>	<p>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).</p> <p>To access Binnacle’s PDS, visit: www.binnacletraining.com.au/rto and select ‘RTO files’</p>
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Qualification rules:

Students must complete all units of competency.

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> • Introduction to Training Programs • Introduction to the Sport, Fitness and Recreation (SFR) Industry • Plan and Deliver Coaching Sessions • Assist with Delivery Coaching Sessions 	<ul style="list-style-type: none"> • Introduction to Community Programs • Introduction to Conditioning Programs • Assist with Delivering Community SFR Sessions • Participate in Conditioning Sessions 	<ul style="list-style-type: none"> • Working in the SFR Industry • Providing Quality Service in the SFR Industry • Plan and Deliver Group Conditioning sessions • Plan and Deliver a Cardio Program 	<ul style="list-style-type: none"> • Anatomy and Physiology: The Musculoskeletal System • First Aid Course: HLTAID011 Provide First Aid • Recreational Group Exercise Program <p><i>Finalisation of qualification: SIS20122 Certificate II Sport and Recreation</i></p>
TERM 5	TERM 6	TERM 7	TERM 8
<ul style="list-style-type: none"> • Plan and Conduct Sports Programs • Apply Knowledge of Officiating Practices • Group Sports Programs • Use and Maintain Business Technology • Community Officiating General Principles 	<ul style="list-style-type: none"> • Plan and Deliver a Sports Competition • Community SFR Program • Plan and Conduct Community SFR Session for Participants • Round Robin Tournament 	<ul style="list-style-type: none"> • Sport-Specific Coaching Sessions • Personal Development • Workplace Performance • Sport-Specific Coaching Program 	<p><i>Finalisation of qualification: SIS30122 Certificate III Sport, Aquatics and Recreation</i></p>

Assessment

Units of Competency

Code	Competency	
	Certificate II and III – Sport, Aquatic and Recreation (SIS20122 + 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
SISXPLD004	Facilitate groups	Elective
SISPAR009	Participate in conditioning for sport	Elective
SISXPLD002	Deliver recreation sessions	Elective
BSBPEF302	Develop self-awareness	Elective
BSBPEF202	Plan and apply time management	Elective
BSBSUS211	Participate in sustainable work practices	Elective
SISOFLD001	Assist in conduction recreational sessions	Elective
HLTAID009	Provide cardiopulmonary resuscitation	Elective
SISXIND009	Respond to interpersonal conflict	Elective
SIRXWHS001	Work safely	Elective
BSBOPS304	Deliver and monitor a service to customers	Elective
HLTAID010	Provide basic emergency life support	Core

Diploma of Business (BSB50120)

Vocational senior subject (VET)

QCE
8

VET

Prerequisite subjects:

Application form and interview process
with Guidance Officer or HOD SS
12-18 months

Equipment:

Laptop - Online delivery

Costs

\$2750
Cost subject
to change

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

Delivery

Via Teams on Thursdays 1:00 – 3:00pm. May change to on-site delivery if over 12 students enrolled.

Qualification rules:

Students must complete all units of competency.

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

Other

Duke of Edinburgh Award Silver/Gold

Humanities

3 QCE Points
Silver – 1
Gold – 2

Prerequisite:

Duke of Edinburgh Bronze

Equipment:

Sleeping Bag, hiking shoes and internet enabled device – laptop or tablet

Costs

\$510 Silver Award Level
\$570 Gold Award level
GOLD
Residential Project:
Approx \$350

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 several bush craft skills, whilst undertaking multiple days of extended hiking. All 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 and integrity
- respect
- teamwork
- empathy
- persistence

Structure

Silver and Gold Award

- Complete a minimum of one hour per week of physical recreational activities e.g; Netball, AFL, Cricket, Gym etc.
- Commitment to self-improvement in a minimum of one skill set for one hour per week e.g; learning a new language, developing photography skills, learning a musical instrument, etc.
- Complete a minimum of one hour per week of volunteering e.g; peer mentoring, gardening, aged care support
- Completion of two adventurous journeys (Practice and Qualifying for both levels).

Assessment

Silver	Gold
<p>Practical and Theoretical work consisting of:</p> <ul style="list-style-type: none"> • physical recreation (26 hours) • skill (26 hours) • volunteering (26 hours) • adventurous journeys: 2x 2 night + 1 afterschool excursion <p>Pre-journey report: Written 6 weeks 400- 800 words</p> <p>Post-journey reflection: Written 6 weeks 400- 800 words</p>	<p>Practical and Theoretical work consisting of:</p> <ul style="list-style-type: none"> • physical recreation (52 hours) • skill (52 hours) • volunteering (52 hours) • adventurous journeys: 1 x 3 nights + 1 x 4 nights + 4 afterschool excursions <p>Residential Project</p> <ul style="list-style-type: none"> • 5 days, 4 nights • Requirement to achieve Gold Award <p>Pre-journey report: 6 weeks 400 – 800 words</p> <p>Post-journey reflection: Written 6 weeks 400- 800 words</p>

TRADES @NERANG

Trades@Nerang

Vocational senior subject

VET

Prerequisite Subjects

Construction and/or Certificate I in Furnishings preferred, but not mandatory.
**Enrolment suitability application and interview.

Equipment

Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants).

Costs

**Total
\$225
per year**

Overview – Enrolment Suitability

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

The program consists of five (5) subject areas:

Four (4) core subjects

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

And one (1) elective subject

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

Students are required to complete regular work experience (80 hours per calendar year) as part of the program.

Certificate I in Construction, Certificate II in Engineering Pathways and the Certificate II in Furniture Making Pathways are delivered in partnership with TAFE Queensland (RTO 0275) and operates 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 Protective Equipment (side zipped steel cap boots, clothing), laptop and phone.

The \$225 per year program cost includes the High Resource subject fees and the Beach Day BBQ.

****As positions are limited, please complete the Enrolment Suitability 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

This qualification makes up part of the Trades@Nerang program. See page 97 for enrolment suitability.

Equipment

Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants).

Costs**Incl.****Overview**

Students are 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 several specific but interrelated 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
<ul style="list-style-type: none"> • Workplace Health & Safety • Communication in the Workforce • Skills based activity • Basic construction project 	<ul style="list-style-type: none"> • Workplace Health & Safety • Communication in the Workforce • Skills based activity • Basic construction project 	<ul style="list-style-type: none"> • Measurements & Calculations • Working Effectively with Others • Skills based activity • Basic construction project 	<ul style="list-style-type: none"> • Measurements & Calculations • Working Effectively with Others • Skills based activity • Basic construction project

Assessment

Units of Competency

Year 1

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

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 LMS 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

Note: In 2026, only current students already enrolled in CPC10120 Cert I in Construction and who will complete the qualification by 06/11/2026 will continue to be funded under VETiS. (In 2026, all new student enrolments will be in CPC20220 Certificate II in Construction Pathways).

Certificate II in Engineering Pathways (MEM20422) (VEN)

VETiS Supported

QCE
4

VET

Prerequisite Subjects

This qualification makes up part of the Trades@Nerang program. See page 97 for enrolment suitability.

Equipment

Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants)

Costs

Incl.

Overview

Students are 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 several specific but interrelated 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.

Qualification rules:

A total of 12 units must be completed:

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Skills and processes • WPHS 	<ul style="list-style-type: none"> • Individual Project Fabrication • WPHS 	<ul style="list-style-type: none"> • Group Project Fabrication • WPHS • Working in teams 	<ul style="list-style-type: none"> • Group Project Fabrication • WPHS • Working in teams

Assessment

Units of Competency

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

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 LMS 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.

The Queensland Government will implement changes to VETis funding from 1 January 2026. Funding for this program is yet to be confirmed at the time of publication.

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

QCE
4

VET

Prerequisite Subjects

This qualification makes up part of the Trades@Nerang program. See page 97 for enrolment suitability.

Equipment

Laptop, Suitable industry standard work wear (steel cap boots, long sleeve work shirt and pants)

Costs

Inc

Overview

Students are 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 several specific but interrelated 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
<ul style="list-style-type: none"> • Workplace Health & Safety • Communication in the Workforce • Skills based activity • Bedside table 	<ul style="list-style-type: none"> • Workplace Health & Safety • Communication in the Workforce • Skills based activity • Bedside table 	<ul style="list-style-type: none"> • Measurements & Calculations • Working Effectively with Others • Skills based activity • Display Cabinet 	<ul style="list-style-type: none"> • Measurements & Calculations • Working Effectively with Others • Skills based activity • Display Cabinet

Assessment

Units of Competency

Year 1		
Code	Competency	Core/elective
MSMPC1103	Demonstrate care and apply safe practices at work	core
MSFFP2011	Use timber furnishings construction techniques	elective A
MSMSUP106	Work in a team	elective B
MSFFM2013	Use furniture making sector hand and power tools	elective A
MSFGN2001	Make measurements and calculations	core
MSFFP2017	Develop a career plan for the furnishing industry	core
Year 2		
Code	Competency	
MSFGN2004	Produce simple scale drawings by hand	elective A
MSFFM2019	Assemble furnishing products	elective A
MSFFP2012	Join furnishing materials	elective A
MSMENV272	Participate in environmentally sustainable work practices	core
MSFFP2014	Use basic finishing techniques on timber surfaces	elective A
MSFFP2020	Undertake a basic furniture making project	core

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 LMS 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.

The Queensland Government will implement changes to VETiS funding from 1 January 2026. Funding for this program is yet to be confirmed at the time of publication.

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

QCE
4

VET

Prerequisite Subjects

This qualification makes up part of the Trades@Nerang program. See page 97 for enrolment suitability.

Equipment

Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants)

Costs

inc

Overview

The course is linked into the Trades@Nerang program. Course content is delivered in context of project based exercises and comprises several specific but interrelated 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.

Students also undertake concepts in relation to resumes, cover letters, phone scripts, budgeting, apprenticeship information, workplace communication, goal setting and rights and responsibilities in the workplace.

Qualification rules:

A total of 14 units must be completed.

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 team

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Linked to Trades@Nerang program • Individual learning activities • Group activities 	<ul style="list-style-type: none"> • Linked to Trades@Nerang program • Individual learning activities • Group activities 	<ul style="list-style-type: none"> • Linked to Trades@Nerang program • Individual learning activities • Group activities 	<ul style="list-style-type: none"> • Linked to Trades@Nerang program • Individual learning activities • Group activities

Assessment

Units of Competency

Code	Competency
FSKLRG010	Use routine strategies for career planning
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 workplace 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
FSKLRG001	Prepare to participate in a learning environment
FSKNUM006	Use simple and highly familiar spatial information for work
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

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 learn 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
Personal research task <ul style="list-style-type: none"> • Written • 450 words minimum • 10 weeks 	Exam <ul style="list-style-type: none"> • Completed over two lessons • Seen • 8 weeks

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 several 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
Extended response <ul style="list-style-type: none"> • Oral mathematical presentation Student learning journal <ul style="list-style-type: none"> • Written • 10 weeks 	Examination <ul style="list-style-type: none"> • Short response • Written Student learning journal <ul style="list-style-type: none"> • Written • 10 weeks

LEAD Program

Learning, Equity, Access
and Diversity

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.

Foundation Life and Community Studies (FLC)

QCIA subject- Special Education

QCIA

Prerequisite Subjects

Nil – subject to numbers

Equipment

Laptop

Costs

\$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 mealtime 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
- gathering of evidence for QCIA goals

Unit Structure & Assessment

Year 11 and 12 combined class

Unit	Unit Structure	Assessment Items	Weight
1	Health and Nutrition	1. Cooking portfolio <ul style="list-style-type: none"> • Photos, evaluations and costings • 10 Weeks 	25%
2	Tourism and Community Access	2. Project <ul style="list-style-type: none"> • Plan a holiday • 10 Weeks 	25%
3	Health and Fitness Healthy Relationships	1. Coaching <ul style="list-style-type: none"> • Game or sport • Individual timeline • 10 Weeks 	25%
4	Road Safety and Protective Behaviours <ul style="list-style-type: none"> • Practise skills for learner's licence, self-defence, and cyber safety 	2. Presentation multimodal <ul style="list-style-type: none"> • Portfolio • Multimodal • Presentation • 10 Weeks 	25%

Foundation Mathematics

QCIA subject- Special Education

QCIA

Prerequisite Subjects

Nil – subject to numbers

Equipment

Laptop

Costs

\$0

Overview

Foundation Mathematics in Year 11 and 12 is a subject designed for students on a Queensland Certificate of Individual Achievement (QCIA) pathway. This course focuses on developing essential numeracy skills through practical, real-life contexts tailored to each student's needs and abilities. Students engage with mathematical concepts that are outlined in their individual learning plans, ensuring the content is relevant and supportive of their

personal goals. Throughout the course, they complete tasks and activities that generate evidence for their QCIA portfolio, demonstrating their learning progress and achievements in a meaningful and accessible way.

Objectives

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

- create evidence for QCIA goals

Unit Structure & Assessment

Year 11 and 12 combined class

Unit	Unit Structure	Assessment Items	Weight
All	Personal QCIA goals	Portfolio <ul style="list-style-type: none"> • Individual choice • 10 Weeks 	100%

Foundation Work Readiness (FWK)**QCIA subject- Special Education****QCIA****Prerequisite Subjects**

Nil – subject to numbers

Equipment

Laptop

Costs**\$0***Overview*

Foundation Work Readiness aims to equip students with a student-led, project driven learning environment tailored to the group's needs. It facilitates the development of practical skills needed to be work-ready and provides learning experiences that produce the evidence need for QCIA goals.

Students will explore topics such as work terminology, career pathways, job roles, resume and cover letter writing, interview skills financial literacy, and money management. Class work and assessments are project-bases, reflecting real-world context and cater to individual abilities.

Students will gain real-life experiences through work placements, or simulated places of work and receive support to access disability employments services, school

leaver employment services, support employment services, and other transition services offered at NSHS.

Pathways

A course of study in Foundation Work Readiness provides students with an essential understanding of the world of work. It enables them to plan for their future by equipping them with practical skills and the confidence needed to pursue realistic career aspirations.

Objectives

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

- acquire real-world experience within a workplace or simulated workplace
- gain practical skills for job acquisition
- acquire real-world experience within the workplace
- develop career planning skills
- create evidence for QCIA goals
- access career transition services
- create a resume and cover letters

*Unit Structure & Assessment**Year 11 and 12 combined class*

Unit	Unit Structure	Assessment Items	Weight
1 & 2	The World of Work	Portfolio <ul style="list-style-type: none"> • Resume and cover letter • Multimodal presentation • Journal • 10 weeks 	50%
3	Interview Skills	Project <ul style="list-style-type: none"> • Mock interview • Run a stall at Market Day • 10 weeks 	25%
4	Business Skills	Project <ul style="list-style-type: none"> • Class business activity • 10 weeks 	25%