



Senior School Curriculum Handbook 2027

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Introduction

The Year 11 and 12 curriculum offers a range of opportunities for students to develop skills and understanding that will equip them to make a successful transition from school to a rapidly changing adult society. The curriculum provides opportunities for students to engage in learning that is purposeful, rigorous, personalised and earns valued qualifications.

Students can choose from a range of subjects offered by the Queensland Curriculum Assessment Authority (QCAA). A suite of Vocational Certificates and workplace learning is available through the school and private providers and includes school-based Apprenticeships and Traineeships.

The most important things to consider when selecting subjects:

- What are my plans for the future?
- Which subjects are pre-requisites for my plans?
- In which subjects can I be most successful?
- Which subjects do I think I will enjoy the most?

How to use this guide

The Senior Curriculum Handbook is a resource to plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of the courses offered at Nerang State High School for students transitioning to Year 11 in 2027. Please note that courses will only run where minimum student numbers are obtained. This decision is at the discretion of the school.

Senior Education and Training Plan (SET Plan)

The SET Plan helps each student structure their learning around their abilities, interests and ambitions. It maps out what, where and how a student will study during their senior phase of learning. Students reflect on their current progress, future goals and develop their plans. SET Plans are regularly reviewed to monitor progress. The plan is used to assist students to make a more informed choice about subject selection for Senior School or learning and earning with an employer.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies.

This profile may include a:

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

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Categories of Senior Subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at <https://www.qcaa.qld.edu.au/senior/senior-subjects>

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

General (Senior External Examinations) are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

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.

Vocational education and training (VET)

Students can access VET programs through registered training organisation (RTO) scope

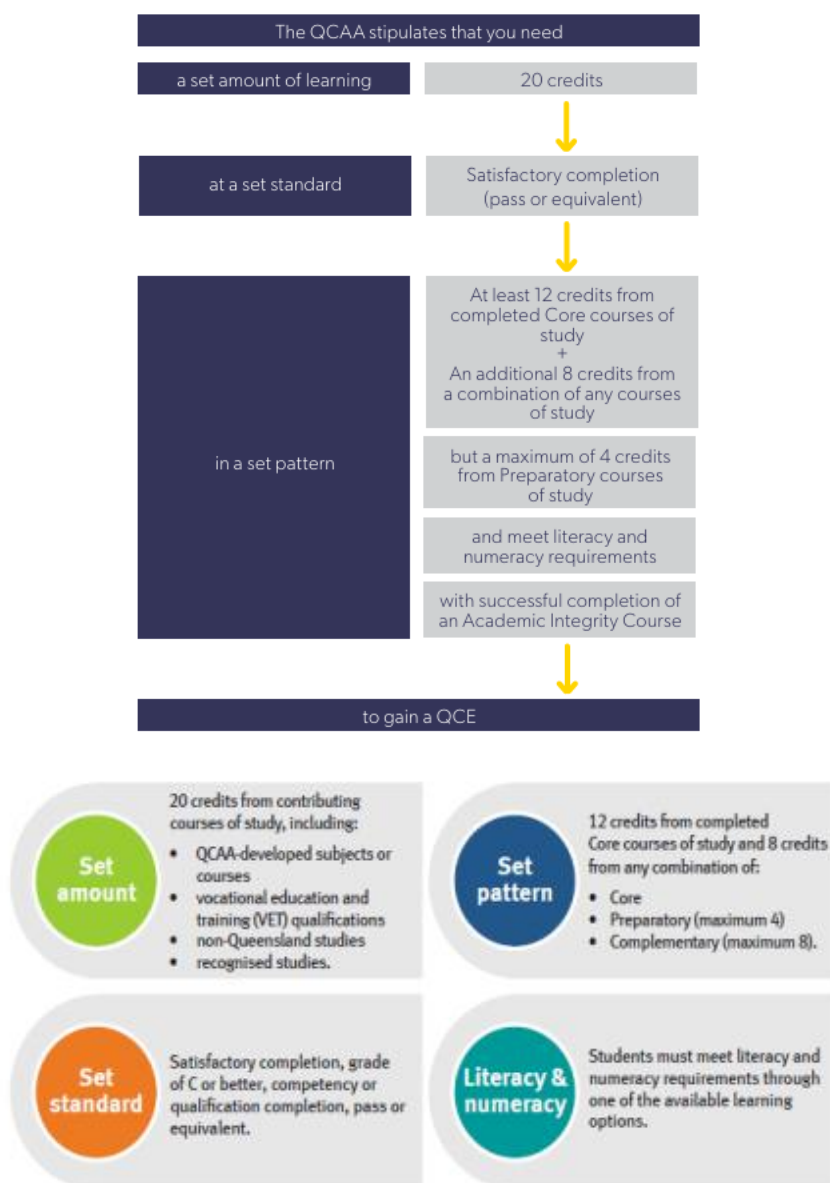
- third-party arrangement with an external provider who is an RTO either
 - at school
 - at an off-site venue
- undertake a school-based apprenticeship or traineeship.

QCE Eligibility

Nerang State High School requires all students completing Year 12 to attain a QCE as a minimum qualification standard. The QCE will be awarded to eligible students by the QCAA. The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12.

Students may choose to include vocational education and training (VET) courses in their QCE pathway, and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.



Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>

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

[QCAA about QCE](#)

[QCE requirements](#)

[Literacy, Numeracy and completing core requirements](#)

[Credit and duplication of learning](#)

(ATAR) Australian Tertiary Admission Rank Eligibility

What is an ATAR?

The ATAR is a fine-grained rank order of students. It is a number between 0.00 and 99.95 with increments of 0.05.

The calculation of an ATAR will be based on a student's:

- best five scaled General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

ATAR eligibility

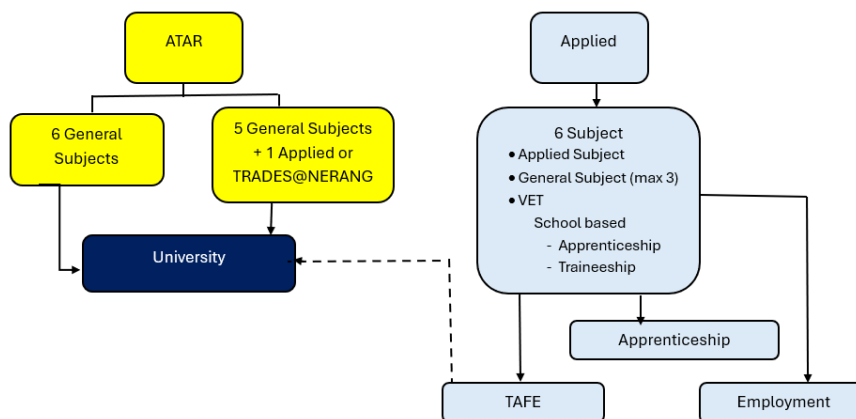
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject in Unit 3 and 4. Satisfactory completion will require students to attain a result that is equivalent to a C or above in one of school offered English subjects — English or Essential English.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. University prerequisite studies should be considered when choosing an English subject.

Only one result for the same subject taken as a General subject and via Senior External Examination can be included in the ATAR. For example, it is not possible to include both the General subject Chinese and the Senior External Examination subject Chinese in your ATAR.

For more information about the ATAR, visit the [QTAC Website](#).

Senior Pathways



How do I choose my subjects?

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results.

This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

Important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways and job clusters I am interested in?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- What subjects do I need as tertiary prerequisites?

More information about prerequisites can be accessed through QTAC 'My Path'

<https://www.qtac.edu.au/subject-selection/>

DO NOT choose subjects for the following reasons:

1. “My friend is taking that subject.” There are usually several classes in a subject, so even if you are doing the same subjects, you won’t necessarily be in the same class.
2. “I do/don’t really like the teacher.” There is no guarantee that you will have any particular teacher.
3. “Someone told me that the subject is fun (or easy, or interesting).” It may be enjoyable/easy/interesting for some people, but not necessarily for you. Make up your own mind based on what you enjoy.
4. “Someone told me that the subject is boring.”
5. “Someone told me that I do/don’t need that subject for the course I want to take at university,” or “I think this subject is better for my ATAR.” Check tertiary prerequisites or see a Guidance Officer.

If you haven’t already, discuss the answers to these questions with your parents/carers, a Guidance Officer, or your Head of Department – Student Engagement. You may wish to write down your answers for reference when making your subject selections.

Resources

In Career Education lessons, students access a wide range of resources to assist them with their pathway planning.

The following is a list of resources that students have used this year to help them plan for their future studies.

- Examine career pathways and learning areas via myfuture. The myfuture website is developed by Education Services Australia.
- Explore the Queensland curriculum and available subjects through the Queensland Curriculum and Assessment Authority (QCAA) website.
- View details and requirements about tertiary courses and institutions through the Queensland Tertiary Admissions Centre (QTAC) website.
- Investigate 21st Century Skills and what they mean for study and career pathways. The 21st Century Skills are developed by Applied Educational Systems.
-

Websites that are useful for young people:

myfuture Career Profile: <http://myfuture.edu.au/login>

myfuture Career Bullseyes: <https://myfuture.edu.au/bullseyes>

QCAA website: <https://www.qcaa.qld.edu.au>

24 Character Strengths: <http://www.viacharacter.org/character-strengths>

QTAC website: <https://www.qtac.edu.au>

21st Century Skills: <http://www.aeseducation.com/career-readiness/what-are-21st-century-skills>

Subject Levies

To be eligible to select subjects that incur a levy, outstanding fees must be paid or on an approved payment plan. Whilst 2027 levies are yet to be determined, you can consider our [2026 SRS Fees and Subject Costs](#) as a guide

Please contact our Finance Officer for further information.

Senior Subject Prerequisites

Course	Prerequisite
English	
General English	Minimum B in Year 10 English
Mathematics	
General Maths	Minimum B in Year 10 Maths Minimum C in Year 10 English
Maths Methods	Minimum B in Year 10 Maths Extension Minimum C in Year 10 English
Specialist Maths	Minimum B in Year 10 Maths Extension Minimum C in Year 10 English Assumed knowledge from Year 10 Specialist Maths Must study Year 11 and 12 Maths Methods
Science	
Biology	Minimum B in Year 10 Science Minimum C in Year 10 Maths and English
Chemistry	Minimum B in Year 10 Science Minimum C in Year 10 English Minimum B in Year 10 Maths, or minimum C in Extension Maths
Physics	Minimum B in Year 10 Science Minimum C in Year 10 English Minimum B in Year 10 Maths, or minimum C in Extension Maths
Psychology	Minimum B in Year 10 Science Minimum C in Year 10 English Minimum B in Year 10 Maths
Humanities and Languages	
Ancient History	Minimum B in Year 10 English
Japanese	Minimum B in Year 10 Japanese
Legal Studies	Minimum C in Year 10 English
Business	Minimum B in Year 10 English
Diploma of Business	Application form and interview process
The Arts	
Dance	Minimum C in Year 10 English and Dance
Dance in Practice	Minimum C in Year 10 Dance
Drama	Minimum C in Year 10 English
Music	Minimum B in Year 10 Music Minimum C in Year 10 English
Visual Arts	Minimum C in Year 9 or 10 Art Minimum C in Year 10 English
Health and Physical Education	
Physical Education	Minimum B in Year 10 English
Food and Service Industries	
Hospitality Practices	Studied Year 9 or 10 Food Specialisations

Subjects

English

ATAR

- English

Applied

- Short Course Literacy
- Essential English

Mathematics

ATAR

- General Mathematics
- Specialist Mathematics
- Mathematical Methods

Applied

- Essential Mathematics
- Short Course Numeracy

Science

ATAR

- Biology
- Chemistry
- Physics
- Psychology

Applied

Food Specialisation

ATAR

- Hospitality Practices
- Early Childhood Studies
- Tourism
- ICT
- Cert III Aviation

Applied

Health & Physical Education

ATAR

- Sport & Recreation
- Certs II & III Sport, Aquatic & Recreation

Applied

- Physical Education

The Arts

ATAR

- Dance
- Drama
- Music Extension (Yr 12)
- Music

Applied

- Dance in Practice
- Drama in Practice
- Music in Practice
- Media Arts in Practice
- Visual Arts in Practice

Humanities

ATAR

- Ancient History
- Legal Studies
- Volunteering
- Japanese

Applied

- Diploma of Business
- Social & Community Studies
- Cert III Active

Design & Technology

VET

- Cert I Construction
- Cert II Furniture Making Pathways
- Cert II Engineering Pathways
- Cert II Visual Art (CAD)
- Cert II Skills for Work & Vocation Training Pathways

Applied

- Furnishing Skills

Curriculum Overview

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12
English Foundation English*	English Foundation English*	English Foundation English*	English or Essential English Foundation English*	General English or Essential English Short Course Literacy*
Mathematics Foundation Mathematics*	Mathematics Foundation Mathematics*	Mathematics Foundation Mathematics*	Extension Mathematics or Mathematics Foundation Mathematics*	Mathematical Methods or General Mathematics or Essential Mathematics Specialist Mathematics (must be taken in conjunction with Mathematical Methods.) Short Course Numeracy*
Science Foundation Science*	Science Foundation Science*	Science Foundation Science*	Extension Science or Science Foundation Science*	Biology Chemistry Physics Psychology
STEM	STEM	STEM		
History Geography Civics & Citizenship Economics & Business Foundation History*	History Geography Civics & Citizenship Economics & Business Foundation History*	History Geography Civics & Citizenship Business Foundation History*	History Ancient History Business Geography Legal Studies	Ancient History Legal Studies Business Diploma of Business Social & Community Studies Cert III Active Volunteering
Japanese Spanish	Japanese Spanish	Japanese Spanish	Japanese	Japanese
Food Specialisations	Food Specialisations	Food Specialisations Digital Technologies	Food Specialisations Digital Technologies & Aviation Early Childhood Studies	Hospitality Practices Early Childhood Studies Tourism ICT Cert III Aviation
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education Sport & Recreation	Physical Education Sport & Recreation Certs II & III Sport, Aquatic & Recreation
Dance Drama Music Visual Arts	Dance Drama Music Visual Arts	Dance Drama Music Media Arts in Practice Visual Arts	Dance Dance in Practice Drama Drama in Practice Music Media Arts in Practice Visual Arts	Dance Dance in Practice Drama Drama in Practice Music Music in Practice Music Extension (Yr12) Media Arts in Practice Visual Arts in Practice
Design & Technology	Design & Technology	Design & Technology Industrial Graphics Construction	Industrial Graphics Construction Cert I Furnishings	Furnishing Skills Cert I Construction Cert II Furniture Making Pathways Cert II Engineering Pathways Cert II Visual Art (CAD) Cert II Skills for Work & Vocational Training Pathways

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12
English Foundation English*	English Foundation English*	English Foundation English*	English or Essential English Foundation English*	General English or Essential English Short Course Literacy*

Equipment	QCE	Costs
Laptop	4	\$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.

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

Unit	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Perspectives and Texts - Examining and creating perspectives in texts - Responding to a variety of non-literary and literary texts - Creating responses for public audiences and persuasive texts	1. Literary essay - Written, seen - Up to 1500 words 4 weeks	30%
2 (Year 11)	Texts and Culture - Examining and shaping representations of culture in texts - Responding to literary and non-literary texts, including a focus on Australian texts - Creating imaginative and analytical texts	3. Exam - Analytical essay - Written, unseen 120 minutes + 15 minutes planning - Up to 1000 words	30%
		4. Exam - Imaginative - Written, unseen 120 minutes + 15 minutes planning 800 – 1000 words	40%

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

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Textual Connections • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	Completed in Term 4 2027 1. Persuasive Speech • Spoken/Multimodal • Seen • Up to 8 mins • 4 weeks	25%
		2. Literary Essay • Written, seen • Up to 1500 words • 4 weeks	25%
4 (Year 12)	Close Study of Literary Texts • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts	3. Exam • Imaginative • Written, seen • 120 minutes + 15 minutes planning • Up to 1000 words	25%
		4. External exam • Analytical essay • Written, unseen • 120 minutes + 15 minutes planning • Up to 1000 words	25%

Essential English (Applied)

Equipment	QCE	Costs
Laptop	4	\$0

Overview

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

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

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

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	Units of Study	Assessment Techniques	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	Units of Study	Assessment Techniques	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%

Short Course Literacy (Applied)

Equipment	QCE	Costs
Laptop	1	\$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.

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 • Written • 450 words minimum • 10 weeks	Exam • Completed over two lessons • Seen • 8 weeks

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12
Mathematics Foundation Mathematics*	Mathematics Foundation Mathematics*	Mathematics Foundation Mathematics*	Extension Mathematics or Mathematics Foundation Mathematics*	Mathematical Methods or General Mathematics or Essential Mathematics Specialist Mathematics <i>must be</i> <i>taken in conjunction with</i> <i>Mathematical Methods.</i> Short Course Numeracy*

Specialist Mathematics (General)

Equipment	QCE	Costs
Laptop, Graphics Calculator	4	\$0

Overview

Specialist mathematics extends upon what students learn in mathematical methods in the fields of calculus and statistics, and introduces additional topics in the form of matrices, vectors and proofs.

Students who pick specialist mathematics will go beyond using known mathematical rules and formulas and start proving why these rules stay consistent in the real world. Specialist mathematics will also start preparing students for university degrees that have a priority in mathematics by introducing university mathematic topics such as differential equations and vectors.

Specialist mathematics is run as alternate sequence meaning student from grades 11 and 12 will be in the same class learning the same content. This results in a reordering of unit topics when compared to regular sequence specialist mathematics to allow both grades to access the content at the same time. While Year 11 and 12 students study the same unit topics and content, assessment pieces are adjusted at times to reflect year 11's developing understanding of certain mathematics topics.

Year 11 *when delivered as an alternative sequence course, the order of units and topics delivered may change.

Unit	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Combinatorics, Vectors & Proof - Combinatorics - Introduction to proof - Vectors in the plane - Algebra of vectors in 2D - Matrices	1. Exam - Short response - Unseen - Tech free and Tech active papers	20%
		2. Exam - Short response - Unseen - Tech free and Tech active papers	15%
2 (Year 11)	Complex Numbers, Further Proof, Trigonometry, Functions and Transformations - Complex numbers 1 - Complex arithmetic and algebra - Circle and geometric proofs - Trigonometry and functions - Matrices and transformations	3. Exam - Short response - Unseen - Tech free and Tech active papers	15%

Year 12

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Further Complex numbers, proof, vectors and matrices - Further complex numbers - Mathematical inductions and trigonometric proofs - Vectors in 2D and 3D - Vector calculus - Further Matrices	1. Problem solving and modelling task - Written - Seen - Up to 10 pages (excluding appendices) 10 weeks, including 3 hours class time	20%
		2. Exam - Short response - Unseen - Tech free and Tech active papers	15%
4 (Year 12)	Further Complex numbers, proof, vectors and matrices, - Integration techniques - Applications of integral calculus - Rates of change and differential equations - Modelling motion - Statistical inference	3. Exam - Short response - Unseen - Tech free and Tech active papers 4. External Exam - Unit 3 & 4 2 papers 90 minutes each - Tech free and Tech active papers	15%

Mathematical Methods (General)

Equipment	QCE	Costs
Laptop, Graphic Calculator	4	\$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.

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

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Further Calculus - The logarithmic function 2 - Further differentiation and applications 2 - Integrals	1. Problem solving and modelling task - Written - Seen - Up to 10 pages, excluding appendices 4 weeks including 3 hours class time	20%
		2. Exam - Short response - Unseen 120 minutes + 5 minutes perusal time	15%
4 (Year 12)	Further Functions and Statistics - Further differentiation and applications 3 - Trigonometric functions 2 - Discrete random variables 2 - Continuous random variables and the normal distribution - Interval estimates for proportions	3. Exam - Short response - Unseen 120 minutes + 5 minutes perusal time	15%
UNIT 3 & 4		4a. External exam - Technology free 90 minutes + 5 minutes perusal time	25%
		4b. External exam - Technology active (graphics calculator allowed) 90 minutes + 5 minutes perusal time	25%

General Mathematics (General)

Equipment	QCE	Costs
Laptop, Scientific Calculator	4	\$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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Money, Measurement and Relations - Consumer arithmetic - Shape and measurement - Linear equations and their graphs	1. Problem solving and modelling task - Written, seen - Up to 10 pages, excluding appendices 4 weeks, including 3 hours class time	20%
		2. Exam - Short response, unseen 120 minutes + 5 minutes planning time	15%
2 (Year 11)	Applied Trigonometry, Algebra, Matrices and Univariate Data - Applications of trigonometry - Algebra and matrices - Univariate data analysis	3. Exam - Short response, unseen 120 minutes + 5 minutes planning time	15%
UNIT 1 & 2		4. Exam - Short response, unseen 2 papers, 90 minutes each	50%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**.

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

Essential Mathematics (Applied)

Equipment	QCE	Costs
Laptop, Scientific Calculator	4	\$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.

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	Units of Study	Assessment Techniques	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	Units of Study	Assessment Techniques	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%

Short Course Numeracy (Applied)

Equipment	QCE	Costs
Laptop, Scientific Calculator	1	\$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.

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 • Oral mathematical presentation Student learning journal • Written • 10 weeks	Examination • Short response • Written Student learning journal • Written • 10 weeks

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12
Science Foundation Science*	Science Foundation Science*	Science Foundation Science*	Extension Science or Science Foundation Science*	Biology Chemistry Physics Psychology
STEM	STEM	STEM		

Equipment
Laptop, Scientific Calculator

QCE
4

Costs
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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Cells and Multicellular Organisms - Cells as the basis of life - Exchange of nutrients and waste - Cellular Energy, gas exchange and plant physiology	1. Data test - Written, unseen 60 minutes	10%
		2. Student experiment - Written, seen 1500 – 2000 words 10 hours in class time	20%
2 (Year 11)	Maintaining the Internal Environment - Homeostasis - Infectious diseases and epidemiology	3. Research investigation - Written, seen 1500 – 2000 words 10 hours in class time	20%
UNIT 1 & 2		4. Exam – based on Units 1 & 2 - Written, seen 2 papers, 60 minutes each	50%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Biodiversity and the Interconnectedness of Life - Biodiversity and populations - Functioning ecosystem and succession	1. Data test - Written, unseen 60 minutes	10%
		2. Student experiment - Written, seen 1500 – 2000 words 10 hours in class time	20%
4 (Year 12)	Heredity and Continuity of Life - Genetics and Heredity continuity of life - Continuity of life on Earth	3. Research investigation - Written, seen 1500 – 2000 words 10 hours in class time	20%
UNIT 3 & 4		4. External exam - Written, unseen 2 papers, 90 minutes each	50%

Equipment
Laptop, Scientific Calculator

QCE
4

Costs
Excursions

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.

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

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**.

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

Equipment	QCE	Costs
Laptop, Scientific Calculator	4	\$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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Thermal, Nuclear and Electrical Physics - Heating processes - Ionising radiation and nuclear reactions - Electrical circuits	1. Data test - Written - Unseen 60 minutes	10%
		2. Research investigation - Written - Seen 1500 – 2000 words 10 hours in class time	20%
2 (Year 11)	Linear Motion and Waves - Linear motion and force - Waves	3. Student experiment - Written - Seen 1500 – 2000 words 10 hours in class time	20%
UNIT 1 & 2		4. Exam - Written - Unseen 2 papers, 60 minutes each	50%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Gravity and Electromagnetism - Gravity and motion - Electromagnetism	1. Data test - Written - Unseen 60 minutes	10%
		2. Student experiment - Written - Seen 1500 – 2000 words 10 hours in class time	20%
4 (Year 12)	Revolutions in Modern Physics - Special relativity - Quantum theory - The Standard Model	3. Research investigation - Written - Seen 1500 – 2000 words 10 hours in class time	20%

Psychology (General)

Equipment	QCE	Costs
Laptop, Scientific Calculator	4	\$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. They will 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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Individual Development - The role of the brain - Cognitive development - Consciousness attention and sleep	1. Data test - Written - Unseen 60 minutes	20%
		2. Student experiment - Written - Seen 1500 – 2000 words 10 hours in class time	10%
2 (Year 11)	Individual Behaviour - Intelligence - Diagnosis - Psychological disorders and treatment - Emotion and motivation	3. Research investigation - Written - Seen 1500 – 2000 words 10 hours in class time	20%
UNIT 1 & 2		4. Exam - Written - Seen 2 papers, 60 minutes each	50%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Individual Thinking - Brain function - Sensation and perception - Memory - Learning	1. Data test - Written - Unseen 60 minutes	10%
		2. Student experiment - Written - Seen 1500 – 2000 words 10 hours in class time	20%
4 (Year 12)	The Influence of Others - Social psychology - Interpersonal processes - Attitudes - Cross cultural psychology	3. Research investigation - Written - Seen 1500 – 2000 words 10 hours in class time	20%
UNIT 3 & 4		4. External exam - Written - Unseen 2 papers, 90 minutes each	50%

Humanities

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12
History Geography Civics & Citizenship Economics & Business Foundation History*	History Geography Civics & Citizenship Economics & Business Foundation History*	History Geography Civics & Citizenship Business Foundation History*	History Ancient History Business Geography Legal Studies	Ancient History Legal Studies Business Diploma of Business Social & Community Studies Cert III Active Volunteering
Japanese Spanish	Japanese Spanish	Japanese Spanish	Japanese	Japanese

Ancient History (General)

Equipment	QCE	Costs
Laptop	4	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.

* 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.

Unit	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Investigating the Ancient World - Digging up the past - Ancient societies - Beliefs, rituals and funerary practices	1. Exam – Short responses to historical sources - Written, unseen 800 – 1000 words 2 hours + 15 minutes planning time	25%
		2. Independent source investigation - Written, seen 1500 – 2000 words 15 hours of class time	25%
2 (Year 11)	Personalities in their Time - Pericles - Alexander the Great	3. Investigation – Historical essay based on research - Written, seen 1500 – 2000 words 15 hours of class time + own time	25%
		4. Exam – Essay in response to historical sources - 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**.

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Reconstructing the Ancient World - Rome during the Republic - Pompeii and Herculaneum	1. Exam – Essay in response to historical sources - Written, unseen 800 – 1000 words 2 hours + 15 minutes planning time	25%
		2. Independent source investigation - Written, seen 1500 – 2000 words 15 hours of class time - over a period of weeks	25%
4 (Year 12)	People, Power and Authority - Civil War and the breakdown of the Republic - Julius Caesar	3. Investigation – Historical essay based on research - Written, seen - Up to 2000 words 15 hours of class time + own time	25%
		4. External exam - Written, unseen 800 – 1000 words 2 hours + 15 minutes planning time	25%

Equipment	QCE	Costs
Laptop	4	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.

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		Units of Study	Assessment Techniques	Weight
1 (Year 11)		Beyond Reasonable Doubt - Legal foundations - Criminal investigation process - Criminal trial process - Punishment and sentencing	1. Exam - Combination response - unseen 2 hours + 15 minutes planning time	25%
2 (Year 11)		Balance of Probabilities - Civil law foundations - Contractual obligations - Negligence and the duty of care	2. Investigation - 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**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Law, Governance and Change • Governance in Australia • Law reform within a dynamic society	3. Investigation • Analytical essay • 1500 – 2000 words • 15 hours class time	25%
4 (Year 12)	Human Rights in Legal Contexts • Human rights • The effectiveness of international law • Human rights in Australian contexts	4. External exam • Combination response • unseen • 2 hours + 15 minutes planning time	25%

Equipment	QCE	Costs
Laptop, Notebook	4	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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Business Creation - Fundamentals of business - Creation of business ideas	1. Exam - Combination response 2 hours + 15 minutes planning time	25%
		2. Investigation - Business report 1500 – 2000 words 4 weeks	25%
2 (Year 11)	Business Growth - Establishment of a business - Entering markets	3. Extended response - Feasibility report 1500 – 2000 words 4 weeks	25%
		4. Exam - 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**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Business Diversification - Competitive markets - Strategic development	1. Exam - Combination response 2 hours + 15 minutes planning time	25%
		2. Investigation - Business report 1500 – 2000 words 4 weeks	25%
4 (Year 12)	Business Evolution - Repositioning a business - Transformation of a business	3. Extended response - Feasibility report 1500 – 2000 words 4 weeks	25%
		4. External exam - Combination response 2 hours + 15 minutes planning time	25%

Diploma of Business BSB5012 (VET)

Equipment	QCE	Costs
Laptop (online delivery)	8	\$2750 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.

This will be delivered 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

Social & Community Studies (Applied)

Equipment	QCE	Costs
Laptop	4	\$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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Healthy choices for mind and body Food and nutrition	Project - Written 1000 Words 4 Weeks	25%
	Healthy choices for mind and body Recreation and Leisure	Investigation - Written 600 Words - Spoken: up to 3 minutes 4 Weeks	25%
2 (Year 11)	Lifestyle and financial choices Contemporary lifestyles	Project - Written 600 Words - Spoken: up to 3 minutes 4 Weeks	25%
	Lifestyle and financial choices Money management	Extended response - 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	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Legal and digital citizenship • Law matters	Extended response • Written • 1000 Words • 4 Weeks	25%
	Legal and digital citizenship • Digital technology and wellbeing	Project • Written • 600 Words • Spoken: up to 3 minutes • 4 Weeks	25%
4 (Year 12)	Relationships and work environments • Relationships	Project • Written • 600 Words • Spoken: up to 3 minutes • 4 weeks	25%
	Relationships and work environments • World of work	Investigation • Written • 1000 Words • 4 Weeks	25%

Cert III Active Volunteering RTO6020 (VET)

Equipment	QCE	Costs
Laptop	5	\$325/yr

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

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
HLTWH5001	Participate in workplace health and safety
CHCCOM002	Use communication to build relationships
CHCLEG001	Work legally and ethically
BSBWOR301	Organise personal work priorities and development
CHCGRP001	Support group activities
BSBWRT311	Write simple documents
BSBTEC301	Design and produce business documents
BSBITEC303	Create electronic presentations

Equipment	QCE	Costs
Laptop	4	\$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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Unit 1: 私の暮らし My World - Family/carers - Peers - Education	1. Exam - Short response, unseen 90 minutes + 5 minutes perusal time	20%
		2. Exam - Extended response - Unseen Session 1: Extended response in Japanese 80 minutes + 10 minutes planning time Session 2: Conversation - 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 - Travel and exploration - Social customs - Japanese influences around the world	3. Multimodal presentation and interview Presentation: 5 weeks preparation - Up to 7 minutes in Japanese Interview: - Unseen - Up to 7 minutes conversation in Japanese	30%
		4. Exam - 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**.

Unit	Units of Study	Assessment Techniques	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 • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	1. Exam • Short response, unseen • 90 minutes + 5 minutes perusal time	20%
		2. Exam Session 1: Extended response in Japanese • 80 minutes + 10 minutes planning time Session 2: Conversation • 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 • The present • Future choices	3. Multimodal presentation and interview Presentation: • 5 weeks preparation • Up to 7 minutes in Japanese Interview: • Unseen • Up to 7 minutes conversation in Japanese	30%
		4. External exam • Combination response • Unseen 2 hours + 5 minutes perusal time	25%

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12
Food Specialisations	Food Specialisations	Food Specialisations Digital Technologies	Food Specialisations Digital Technologies & Aviation Early Childhood Studies	Hospitality Practices Early Childhood Studies Tourism ICT Cert III Aviation

Hospitality Practices (Applied)

Equipment	QCE	Costs
Laptop	4	\$65/yr

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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Bar and Barista Basics	1. Practical demonstration - 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’ - 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 - 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’ - 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	Units of Study	Assessment Techniques	Weight
3 (Year 12)	In House Dining	1. Practical demonstration • 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’ • 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 • 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’ • 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%

Early Childhood Studies (Applied)

Equipment	QCE	Costs
Laptop	4	\$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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Wellbeing	1. Investigation - 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 - 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 - 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 - 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	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Literacy and Numeracy	1. Investigation • 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 • 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 • 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 • 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%

Equipment	QCE	Costs
Laptop, Notebook	4	Excursions

Overview

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow student to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

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

Year 11

Unit	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Unit Option A: Tourism and Travel	1. Investigation – The Impacts of Tourism - Investigate a popular international tourist destination Response can be: - Multimodal - Up to 7 mins - Up to 10 A4 pages, or equivalent digital media - Spoken up to 7 mins - Or written up to 1000 words	25%
		2. Project - traveller information package Develop a Traveller information package and evaluate - Multimodal - Up to 3 mins - Up to 6 A4 pages or equivalent digital media - Spoken up to 3 mins - Or written up to 500 words	25%
2 (Year 11)	Unit Option B: Tourism Marketing	1. Investigation – Marketing Campaign Evaluation - Investigate a current marketing campaign for an Australian tourism product Response can be: - Multimodal - Up to 7 mins - Up to 10 A4 pages, or equivalent digital media - Spoken up to 7 mins - Or written up to 1000 words	25%
		2. Project – Tourism Promotion - Develop a tourism promotion and evaluate the tourism promotion - Multimodal - Up to 3 mins - Up to 6 A4 pages or equivalent digital media - Spoken up to 3 mins - Or written up to 500 words	25%

Year 12 In Units 3 and 4, students complete **four summative** assessments. Students will receive an overall subject result (A-E).

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Unit Option D: Tourism Regulation	1. Investigation - Investigate the tourism regulation requirements for a new Australian tourism business in a specific sector Response can be: - Multimodal (at least 2 modes delivered at the same time) - Up to 7 mins - Up to 10 A4 pages, or equivalent digital media - Spoken up to 7 mins - Or written up to 1000 words	25%
		2. Project – Tourism Accreditation - Develop an information product that makes a recommendation for a tourism business owner Information Project - Multimodal - Up to 3 mins - Up to 6 A4 pages or equivalent digital media - Spoken up to 3 mins - Or written up to 500 words	25%
4 (Year 12)	Unit Option E: Tourism Industry and Careers	1. Investigation – Value of Tourism Industry - Investigate the tourism industry and its economic value in a specific region business in a specific sector Response can be: - Multimodal (at least 2 modes delivered at the same time) - Up to 7 mins - Up to 10 A4 pages, or equivalent digital media - Spoken up to 7 mins - Or written up to 1000 words	25%
		2. Project – Careers in Tourism - Develop an information product that makes a recommendation for a tourism business owner Information Project - Multimodal - Up to 3 mins - Up to 6 A4 pages or equivalent digital media - Spoken up to 3 mins - Or written up to 500 words	25%

Information & Communication Technologies (Applied)

Equipment	QCE	Costs
Laptop	4	\$0

Overview

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce.

Information & Communication Technology includes the study of industry practices and ICT processes through a variety of industry-related learning contexts. Students engage in applied learning to demonstrate knowledge, understanding and skills across 4 units of work. Students learn to interpret client briefs and technical information and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

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

Year 11

Unit	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Unit Option A: Robotics	1. Product Proposal - Individual - Multimodal - Up to 3 mins 6 A4 pages or equivalent digital media - Access to hardware and software required	25%
		2. Project - Individual - Multimodal - Up to 5 mins 8 A4 pages or equivalent digital media - A demonstration of the functionality of the product prototype	25%
2 (Year 11)	Unit Option B: App Development	1. Product Proposal - Individual - Multimodal - Up to 3 mins 6 A4 pages or equivalent digital media - Access to hardware and software required	25%
		2. Project - Individual - Multimodal - Up to 5 mins 8 A4 pages or equivalent digital media - A demonstration of the functionality of the product prototype	25%

Year 12

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Unit Option C: Audio and Video Production	1. Product Proposal • Individual • Multimodal • Up to 3 mins • 6 A4 pages or equivalent digital media • Access to hardware and software required	25%
		2. Project • Individual • Multimodal • Up to 5 mins • 8 A4 pages or equivalent digital media • A demonstration of the functionality of the product prototype	25%
4 (Year 12)	Unit Option F: Web Development	1. Product Proposal • Individual • Multimodal • Up to 3 mins • 6 A4 pages or equivalent digital media • Access to hardware and software required	25%
		2. Project • Individual • Multimodal • Up to 5 mins • 8 A4 pages or equivalent digital media • A demonstration of the functionality of the product prototype	25%

Cert III Aviation – Remote Pilot Visual Line of Sight AVI30419

Cert II Autonomous Technologies NAT10935 RTO30770 (VET)

Equipment	QCE	Costs
Laptop	10*	\$280/yr

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

Qualification rules:

Students must complete all units of competency.

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

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
MSNWS200	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
MSNWS201	Conduct hazard analysis

Health & Physical Education

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education Sport & Recreation	Physical Education Sport & Recreation Certs II & III Sport, Aquatic & Recreation

Physical Education (General)

Equipment	QCE	Costs
Laptop, Notebook, stationery, sports uniform	4	\$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. It 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. They also 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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Motor Learning, Functional Anatomy, Biomechanics and Physical Activity - Motor learning integrated with a selected physical activity - Functional anatomy and biomechanics integrated with a selected physical activity	1. Performance evaluation - Badminton - Supporting evidence: 2-3 minutes	25%
		2. Folio - Volleyball 9-11 minutes presentation - Supporting evidence: 2-3 minutes	25%
2 (Year 11)	Sport Psychology, Equity and Physical Activity - Sport psychology integrated with a selected physical activity - Equity — barriers and enablers	3. Investigative report - Team sport performance 1500-2000 words 4 weeks	25%
		4. Exam - Combination response - Seen/unseen 4 weeks	25%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Tactical Awareness, Ethics and Integrity and Physical Activity - Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity - Ethics and integrity	1a. Folio 9 – 11 minutes - Supporting evidence: 2 – 3 minutes 4 weeks 1b. Performance - Badminton	25%
		2. Investigative report - Team sports performance 1500 – 2000 word 4 weeks	25%
4 (Year 12)	Energy, Fitness and Training and Physical Activity Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity	3a. Folio 9 – 11 minutes - Supporting evidence: 2- 3 minutes - time 3b. Performance - Netball	25%
		4. External exam 800 – 1000 words - Extended response to stimulus 400 words or more 2 hours + 15 minutes planning time	25%

Sport & Recreation (Applied)

Equipment	QCE	Costs
Laptop, notebook, stationery, sports uniform	4	\$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.

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	Units of Study	Assessment Techniques	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	Units of Study	Assessment Techniques	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%

Certs II & III Sport, Aquatics & Recreation (VET)

SIS20122 + SIS30122

Equipment	QCE	Costs
Laptop, notebook, stationery, sports uniform	7	\$600 total \$300 each Yr

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

Additional course information can be found at www.binnacletraining.com.au

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

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

Students must complete all units of competency.

TERM 1	TERM 2	TERM 3	TERM 4
• Introduction to Training Programs • Introduction to the Sport, Fitness and Recreation (SFR) Industry • Plan and Deliver Coaching Sessions • Assist with Delivery Coaching Sessions	• Introduction to Community Programs • Introduction to Conditioning Programs • Assist with Delivering Community SFR Sessions • Participate in Conditioning Sessions	• Working in the SFR Industry • Providing Quality Service in the SFR Industry • Plan and Deliver Group Conditioning sessions • Plan and Deliver a Cardio Program	• Anatomy and Physiology: The Musculoskeletal System • First Aid Course: HLTAID011 Provide First Aid • Recreational Group Exercise Program <i>Finalisation of qualification: SIS20122 Certificate II Sport and Recreation</i>
TERM 5	TERM 6	TERM 7	TERM 8
• Plan and Conduct Sports Programs • Apply Knowledge of Officiating Practices • Group Sports Programs • Use and Maintain Business Technology • Community Officiating General Principles	• Plan and Deliver a Sports Competition • Community SFR Program • Plan and Conduct Community SFR Session for Participants • Round Robin Tournament	• Sport-Specific Coaching Sessions • Personal Development • Workplace Performance • Sport-Specific Coaching Program	<i>Finalisation of qualification: SIS30122 Certificate III Sport, Aquatics and Recreation</i>

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
SISSPAR009	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

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12
Dance Drama Music Visual Arts	Dance Drama Music Visual Arts	Dance Drama Music Media Arts in Practice Visual Arts	Dance Dance in Practice Drama Drama in Practice Music Media Arts in Practice Visual Arts	Dance Dance in Practice Drama Drama in Practice Music Music in Practice Music Extension (Yr12) Media Arts in Practice Visual Arts in Practice

Equipment	QCE	Costs
Laptop, Performing Arts t-shirt, dance tights/shoes	4	\$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.

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	Units of Study	Assessment Techniques	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	10%
		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 1. Extended response • 800 – 1000 words • 2 hours	25%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**.

Unit	Units of Study	Assessment Techniques	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%
4 (Year 12)	Moving My Way How does dance communicate meaning for me? • Genres: - fusion of movement styles • Subject matter: - developing a personal movement style • Personal viewpoints and influences on genre	Project 3a. Choreography • Up to 4 minutes OR 3b. Performance • Up to 4 minutes 3c. Statement of intent • Written • 500 words • 8 weeks 3c. Choreographic evaluation • 800 words • 4 weeks	35%

Dance in Practice (Applied)

Equipment	QCE	Costs
Laptop, Performing Arts t-shirt, dance tights/shoes	4	\$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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	I want my MTV	1. Project - Multimodal Production Folder 6 x A4 pages - Performance - Presented as a video clip ½ - 1 ½ mins	25%
		2. Product - Choreography 1-2 mins	25%
2 (Year 11)	Modern Musical	3. Project - Written 400 – 700 words Product - Piece of choreography Performance ½ - 1 ½ mins	25%
	Beat It	4. Performance - Production 1 - 2 mins	25%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**.

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

Equipment	QCE	Costs
Laptop, Performing Arts t-shirt, black leggings/pants	4	\$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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Share: Verbatim Theatre How does drama promote shared understandings of the human experience? • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms	1. Performance published text • Group • 4 - 6 minutes • 10 weeks	20%
		2. Project • 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? • Realism, including Magical Realism and Australian Gothic • Associated conventions of styles and texts	3a. Project • Practice Led - Individual • 4 - 6 minutes 3b. Performance • 2 – 4 minutes • 10 weeks	35%
		4. Exam • 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**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Challenge: Brecht How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd & Epic Theatre • associated conventions of styles and texts	1. Performance • 3 – 5 minutes • 8 weeks	20%
		2. Dramatic concept • 800 – 1000 words • 4 weeks	20%
4 (Year 12)	Transform: Greek Theatre How can you transform dramatic practice? • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus	Project 3a. Pitch • Multi modal presentation • 5 – 7 minutes • 4 weeks 3b. Performance • 3 – 5 minutes • 10 weeks	35%
		4. External exam • Written, unseen • 2 ½ hours	25%

Drama in Practice (Applied)

Equipment	QCE	Costs
Laptop, Performing Arts t-shirt, black leggings/pants	4	\$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 communication 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 by a drama practitioner.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Unit A Collaboration Directing and Acting Scripted Realism	1. Director's Brief One of the following: Multimodal (ppt with voiceover) up to 5 mins Or Written: up to 600 words Or Spoken: up to 4 mins consultation with teacher	25%
		2. Performance (acting – live or filmed) Group Performance of a scripted scene up to 4 mins	25%
2 (Year 11)	Unit D Social Commentary Student Devised Scenes	3. Director's Brief One of the following: Multimodal (ppt with voiceover) up to 5 mins Or Written: up to 600 words Or Spoken: up to 4 mins consultation with teacher	35%
		4. Performance (acting for film) Group short film up to 4 mins	25%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Unit C Contemporary Theatre Directing and Acting Scripted Contemporary Theatre	1. Director's Brief One of the following: Multimodal (ppt with voiceover) up to 5 mins Or Written: up to 600 words Or Spoken: up to 4 mins consultation with teacher	25%
		2. Performance (acting) Group Performance of a scripted scene up to 4 mins	25%
4 (Year 12)	Unit B Community Film Festival Student Devised Short Film	1. Director's Brief One of the following: Multimodal (ppt with voiceover) up to 5 mins Or Written: up to 600 words Or Spoken: up to 4 mins consultation with teacher	25%
		2. Performance (acting) Group short film up to 4 mins	25%

Equipment	QCE	Costs
Laptop, Own instrument optional	4	\$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.

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	Units of Study	Assessment Techniques	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 - Up to 5 minutes 8 weeks	20%
		2. Composition - At least 1 minutes - compositional statement - Up to 500 words 4 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: - Multimodal Presentation - Musicology & composition or performance - Up to 8 minutes or up to 1000 words - Up to 5 minutes performance or 1 minute composition 11 weeks	35%
		4. Responding task exam - Studied repertoire - Up to 1000 words 2 hours	25%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**

Unit	Units of Study	Assessment Techniques	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 - Up to 5 minutes per student 4 weeks	20%
		2. Composition - At least 1 minutes per student - Written or spoken - up to 500 words or 3 minutes spoken 4 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: - Multimodal presentation - Musicology and composition or performance - Up to 8 minutes or 1000 words - Up to 5 minutes performance or at least 1 minute composition 11 weeks	35%
		4. External exam - Aural - Written 2 hours 20 minutes	25%

Music in Practice (Applied)

Equipment	QCE	Costs
Laptop	4	\$60/Yr

Overview

Music in Practice provides students with opportunities to develop creativity, curiosity and self-expression through the aural art form of music. Students engage in composing, performing and responding to music, building practical, technical and listening skills while learning to communicate ideas to diverse audiences. Through individual and collaborative music-making, they develop problem-solving, critical thinking and reflective skills, while exploring music as a powerful medium for personal, social, cultural and entertainment purposes.

The course connects learning to authentic industry practices, giving students experience in project-based work, teamwork and workplace health and safety relevant to the music industry. By engaging with real-world music practices and participating in school and community music activities, students build confidence, resilience and a strong work ethic. Music in Practice fosters lifelong learning skills and prepares students to be adaptable, innovative and collaborative contributors to their communities and future workplaces.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Unit A1 Music of Today	1. Project – Composition - Up to 3 minutes, or equivalent section of a larger work One of the following: - Multimodal (at least 2 modes delivered at the same time) - Up to 5 mins 8 A4 pages or equivalent digital media - Written, up to 600 words - Spoken, up to 4 mins 10 weeks	25%
	Unit A2	2. Performance - Live or recorded, up to 4 mins 10 weeks	25%
2 (Year 11)	Unit B1 The Cutting Edge	3. Project - Performance - Live or recorded, up to 4 mins - Multimodal (at least 2 modes delivered at the same time) - Up to 5 mins 8 A4 pages or equivalent digital media - Written, up to 600 words - Spoken, up to 4 mins 10 weeks	25%
	Unit B2	4. Composition - Up to 3 mins, or equivalent section of a larger work 10 weeks	25%

Year 12 In Units 3 and 4, students complete **four summative** assessments including an **external assessment**

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Unit C1 Building your Brand	1. Project - Performance • Live or recorded, up to 4 mins • Multimodal (at least 2 modes delivered at the same time) • Up to 5 mins • 8 A4 pages or equivalent digital media • Written, up to 600 words • Spoken, up to 4 mins • 10 weeks	25%
	Unit C2	2. Composition • Up to 3 mins, or equivalent section of a larger work • 10 weeks	25%
4 (Year 12)	Unit D1 'Live on Stage'	3. Project - Composition • Up to 3 minutes, or equivalent section of a larger work One of the following: • Multimodal (at least 2 modes delivered at the same time) • Up to 5 mins • 8 A4 pages or equivalent digital media • Written, up to 600 words • Spoken, up to 4 mins • 10 weeks	25%
	Unit D2	4. Performance • Live or recorded, up to 4 mins • 10 weeks	25%

Music Extension (Composition) (General)

Equipment	QCE	Costs
Laptop, Instrument	4	\$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.

Year 12 In Units 3 and 4, students complete **summative** assessments including an **external assessment**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Explore - Initiate best practice - Consolidate best practice	1. Composition - Musical / score - Sound file or video - Approximately 1 minute 8 Weeks	20%
		2. Composition - Musical / score - Sound file or video - Approximately 1 minute 4 Weeks	20%
4 (Year 12)	Emerge Independent best practice	3. Composition project - Musical / score - Sound file or video - Approx 2 minutes 9 Weeks	35%
UNIT 3 & 4		4. External exam Extended response	25%

Music Extension (Musicology) (General)

Equipment	QCE	Costs
Laptop	4	\$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.

Year 12 In Units 3 and 4, students complete **summative** assessments including an **external assessment**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Explore - Initiate best practice - Consolidate best practice	1. Investigation 1 - Written 1500 – 2000 words 8 weeks	20%
		2. Written Investigation 2 1500 – 2000 words 4 weeks	20%
4 (Year 12)	Emerge Independent best practice	3. Musicology project - Approximately 9 - 11 minutes 9 weeks	35%
UNIT 3 & 4		4. External exam Extended response	25%

Music Extension (Performance) (General)

Equipment	QCE	Costs
Laptop, Instruments	4	\$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.

Year 12 In Units 3 and 4, students complete **summative** assessments including an **external assessment**.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Designs & Explore - Initiate best practice - Consolidate best practice	1. Performance - Approximately 2 – 3 minutes 8 weeks	20%
		2. Performance - Approximately 2 – 3 minutes 4 weeks	20%
4 (Year 12)	Identities & Emerge Independent best practice	3. Performance project - Performance project - Approximately 5 – 6 minutes 9 weeks	35%
UNIT 3 & 4		4. External exam - Extended response - Unseen 2.5 hours	25%

Media Arts in Practice (Applied)

Equipment	QCE	Costs
Laptop	4	\$60/yr

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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Representations	1. Project - Planning for Information Video 3-5 minutes - Written 400-700 words 10 weeks	25%
		2. Product media artwork - Photographic portfolio / Informative video	25%
2 (Year 11)	Community	3. Project montage document - Short film 3 – 5 minutes - Written planning and responding 400 – 700 words 6 weeks	25%
		4. Product montage document - 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	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Persuasion	1. Project - Folio, 20 – 30 shots - Written, up to 600 words 10 weeks	25%
		2. Media artwork - Music video up to 5 minutes 10 weeks	25%
4 (Year 12)	Personal Viewpoints	3. Project 3 – 5 minutes audio/visual - Written, up to 600 words 10 weeks	25%
		4. Media artwork - Podcast: up to 5 minutes 10 weeks	25%

Visual Arts in Practice (Applied)

Equipment	QCE	Costs
Laptop with USB port, Adobe Illustrator, Photoshop	4	\$50/yr

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.

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	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Public Art B1	1. Plan artworks • Written • up to 600 words • Prototype artwork	25%
	Public Art B2	2. Resolved artworks • Product • Variable conditions	25%
2 (Year 11)	Market Ceramics C1	3. Plan artworks • Written • up to 600 words • Prototype artwork	25%
	Market Ceramics C2	4. Resolved artworks • 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	Units of Study	Assessment Techniques	Weight
3 (Year 12)	A1 Looking Inwards	1. Plan artworks • Written • up to 600 words • Prototype artwork	25%
	A2 Looking Inwards	2. Resolved artworks • Product • Variable conditions	25%
4 (Year 12)	D1 Transform and Extend	3. Plan artworks • Written • up to 600 words • Prototype artwork	25%
	D2 Transform and Extend	4. Resolved artworks • Product • Variable conditions	25%

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12
Design & Technology	Design & Technology	Design & Technology Industrial Graphics Construction	Industrial Graphics Construction Cert I Furnishings	Furnishing Skills Cert I Construction Cert II Furniture Making Pathways Cert II Engineering Pathways Cert II Visual Art (CAD) Cert II Skills for Work & Vocational Training Pathways

Equipment	QCE	Costs
Laptop, industry standard workwear, steel cap boots, long sleeve shirt, long pants		\$225/yr

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:

Five (5) core subjects

- Mathematics
- English
- Certificate II Skills for Work and Vocational Pathways
- Certificate I in Construction
- Certificate II in Visual Arts (Computer Aided Design)

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.

Furnishing Skills (Applied)

Equipment	QCE	Costs
Laptop	4	\$110/yr

Overview

Technologies play a key role in everyday life by helping people solve problems and improve how we live. In a rapidly changing world, students need skills in both traditional and modern tools and materials used in Australian manufacturing.

The manufacturing industry transforms raw materials into products that meet society's needs, adding value for businesses and consumers while providing employment opportunities across Australia.

Furnishing Skills focuses on how products are designed and made in the furnishing industry. Students learn industry practices and production processes through hands-on tasks. They develop skills to safely use tools and machinery, interpret drawings and technical information, and produce quality products.

Through individual and team-based projects, students build practical skills in planning, problem-solving, communication and teamwork. Learning is centred on real-world tasks that prepare students for further training, apprenticeships and employment in furnishing and related industries.

Year 11 In Units 1 and 2, students complete three formative assessments to prepare them for the assessment techniques in Units 3 and 4)

Unit	Units of Study	Assessment Techniques	Weight
1 (Year 11)	Interior Furnishing	1. Practical Demonstration – Bread Board - Skills and procedures used in 3-5 production processes - Multimodal - Up to 3 mins 6 A4 pages	25%
		2. Project – Bread Box and Insert - Skills and procedures in 5-7 production processes - Multimodal - Up to 5 mins 8 A4 pages	25%
2 (Year 11)	Production in the Commercial Furniture Industry	1. Project – Kid's Timber Furniture - Commercial furniture product manufactured using the skills and procedures in 5-7 production processes - Multimodal - Up to 5 mins 8 A4 pages	50%

Year 12 In Units 3 and 4, students complete four summative assessments. Students will receive an overall subject result A-E.

Unit	Units of Study	Assessment Techniques	Weight
3 (Year 12)	Furniture Making	1. Practical Demonstration – Folding Picnic Table - Skills and procedures used in 3-5 production processes - Multimodal - Up to 3 mins 6 A4 pages	25%
		2. Project – Deck Chair - Skills and procedures in 5-7 production processes - Multimodal - Up to 5 mins 8 A4 pages	25%
4 (Year 12)	Cabinet Making	1. Practical Demonstration – Display Box - Skills and procedures used in 3-5 production processes - Multimodal (at least 2 modes delivered at the same time) - Up to 3 mins 6 A4 pages	25%
		2. Project – Dresser Valet - Skills and procedures in 5-7 production processes - Multimodal - Up to 5 mins 8 A4 pages	25%

Cert I Construction (VET)

Equipment	QCE	Costs
Laptop, industry standard workwear, steel cap boots, long sleeve shirt, long pants	3	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.

Qualification rules:

A total of 11 units must be completed:

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

Structure

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

Assessment

Units of Competency

Year 1

Code	Competency	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 2027, only current students already enrolled in CPC10120 Cert I in Construction and who will continue to be funded under VETiS. (In 2027, all *new student* enrolments will be in CPC20220 Certificate II in Construction Pathways).

Cert II Furniture Making Pathways (VET)

Equipment	QCE	Costs
Laptop, industry standard workwear, steel cap boots, long sleeve shirt, long pants	4	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.

Qualification rules:

A total of 12 units must be completed:

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

Structure

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

Assessment

Units of Competency

Year 1		
Code	Competency	Core/elective
MSMPCI103	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.

Cert II Engineering Pathways (VET)

Equipment	QCE	Costs
Laptop, industry standard workwear, steel cap boots, long sleeve shirt, long pants	4	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

Structure

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

Assessment

Units of Competency

Year 1 Code	Competency	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	

MEM18002	Use power tools/handheld operations	elective	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
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.

Cert II Visual Art (Computer Aided Design) (VET)

CUA20720 VCA

Equipment	QCE	Costs
Laptop, industry standard workwear, steel cap boots, long sleeve shirt, long pants	4	Incl.

Overview

This course is linked into the Trades@Nerang program and is comprised of several specific but interrelated units of competency. It is a practical, project-based course that develops students' technical, and problem-solving skills through a range of hands-on design and production experiences. This course has a strong focus on elements of technical drawing, design thinking, and fabrication.

Projects aligned to real-world contexts such as product design, functional objects, and visual communication. These are designed to build industry-relevant skills, including planning, prototyping, and safe workshop practices. A key feature of this course is the integration of hand-drawn technical drawing, where students learn to communicate ideas using annotated sketches, scaled drawings and visual planning techniques.

Qualification rules:

A total of 9 units must be completed:

Structure

Unit 1	Unit 2	Unit 3	Unit 4
- Individual Learning Activities - Design Foundations	- Individual Learning Activities 2D Digital Design	- Individual Learning Activities 3D Modelling and Printing	- Individual Learning Activities - Prototyping

Assessment

Units of Competency

Code	Competency
BSBWHS211	Contribute to health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUAPPR211	Make simple creative work
CUARES202	Source and use information relevant to own arts practice
MSMPCII295	Operate manufacturing equipment
MSMPCII299	Make an object from plastic
BSBTEC101	Operate digital devices
MEM30031	Operate computer-aided design (CAD) system to produce basic drawing elements
MEM30032	Produce basic engineering drawings

Cert II Skills for Work & Vocational Pathways (VET)

FSK20119

Equipment	QCE	Costs
Laptop, industry standard workwear, steel cap boots, long sleeve shirt, long pants	4	Incl.

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.

Structure

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

Assessment

Units of Competency

Code	Competency
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

