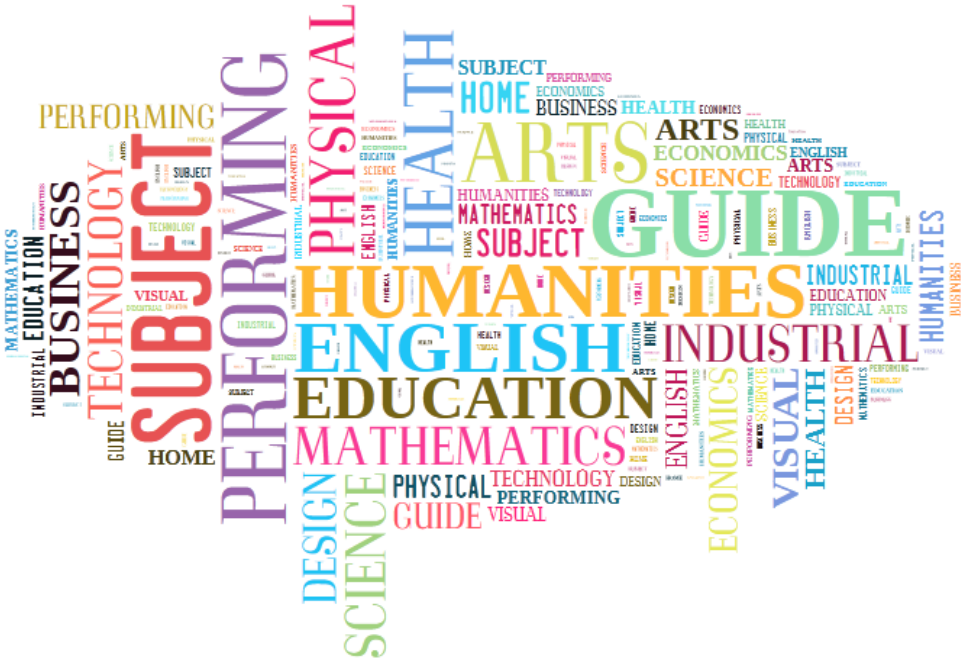
Seek Within... Strive Beyond

Nerang

State High School

Senior Subject Handbook 2022 – 2023



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Selecting Subjects

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

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

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

In making subject choices students must consider:

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

Students commencing Year 11 at Nerang State High in 2022 are required to select subjects as follows:

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

Selecting subjects

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

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

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

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

Senior Subjects

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

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

General Subjects

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

Applied Subjects

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

Senior External Examination

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

Short Courses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

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

School based Apprenticeship and Traineeships (SAT)

Students can access a SAT through the school. See the schools Liaison Officer for more information.

Senior Education Profile

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

This profile may include a:

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

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

Statement of Results

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

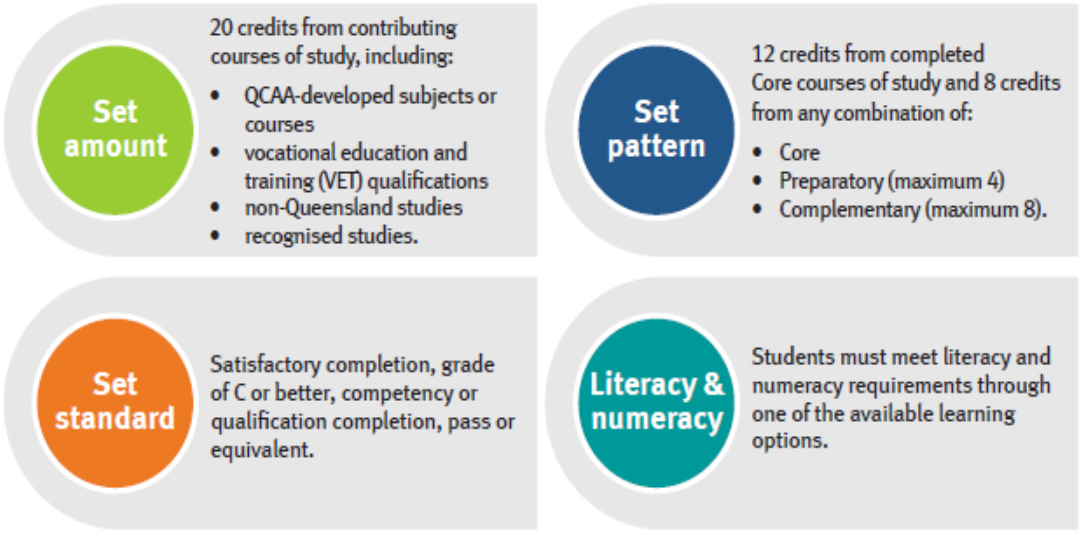
Queensland Certificate of Education (QCE)

THE QCE REQUIREMENTS

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

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

QCE



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

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

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. An individual learning program is a school-developed program of study developed for students who have impairments or difficulties in learning. These students have the option of continuing to work towards a QCE post-secondary schooling.

Australian Tertiary Admission Rank (ATAR)

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

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

The following combination of subjects will contribute to an ATAR:

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

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

English Requirement

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

2022 – 2023 Senior Subject Details

COMPULSORY select 1 Maths and 1 English Subject	SUBJECT CODE	HR FEE year	Prerequisites (Year 10)	SUBJECT TYPE	FACULTY CODE
General Mathematics	MAG		English C, Maths B	GEN	MAT
Mathematical Methods	MAM		English C, Maths Ext B	GEN	
Specialist Mathematics (must also study Mathematical Methods)	MAS		English C, Maths Ext B	GEN	
Essential Mathematics	MAE		Nil	APP	
English	ENG		English B	GEN	ENG
Essential English	ENE		*	APP	
Biology	BIO		Bio or Chem or Physics or Psychology B, Ext Maths C / Maths B	GEN	SCI
Chemistry	CHM		Bio or Chem or Physics or Psychology B, Ext Maths C / Maths B	GEN	
Physics	PHY		Bio or Chem or Physics or Psychology B, Ext Maths C / Maths B	GEN	
Psychology	PSY		Bio or Chem or Physics / English C Ext Maths C / Maths B	GEN	
Ancient History	AHS		English B	GEN	HUM
Geography	GEO		English B	GEN	
Japanese	JAP		Japanese B	GEN	
Legal Studies	LEG		English B	GEN	
Social and Community Studies	SCS		*	APP	
Certificate III Active Volunteering	VVL	$200	Nil	VET	
Certificate III Aviation	AVI	$150	Nil	VET	
Duke of Edinburgh Award – Silver/Gold	DOE	$500^	Duke of Edinburgh Award Bronze	OTH	
Short Course Literacy	LIS		Nil		SEP
Short Course Numeracy	NUS		Nil		
Business	BUS		English B	GEN	BUS
Diploma of Business	STY	$2450	*	VET	
Diploma of Nursing	STY	$7574	*	VET	
Visual Art	ART	$50	English C, Art C	GE	ART HEC
Early Childhood Studies	ECS		Nil	APP	
Hospitality Practices	HPJ	$50	Nil	APP	
Tourism	TOU		Nil	APP	
Visual Arts in Practice	VAP	$50	Nil	APP	
Dance	DAN		English C, Dance C	GEN	PER
Drama	DRA		English C	GEN	
Music	MUS		English B, Music B	GEN	
Music Extension (Year 12)	MUX		Invitation Only	GEN	
Dance in Practice	DIP		Dance C, *	APP	
Drama in Practice	DRP		*	APP	
Media Arts in Practice	MAP	$50	*	APP	
VET Trades @Nerang		$150#	Construction, Certificate I Furnishings preferred, but not mandatory. Enrolment suitability application and interview. *	VET	ITD
Cert I Construction	VCN	Inc		VET	
Cert II Engineering Pathways	VEN	Inc		VET	
Cert II Furniture Making Pathways	VFM	Inc		VET	
Cert II Skills for Work & Vocational Pathways	VVP	Inc		VET	
Industrial Graphics Skills	GSK		Jnr Graphics recommended C	APP	
Physical Education	PED		English B	GEN	HPE
Sports and Recreation	REC		*	APP	
Certificate III Sport & Recreation	XSR	$390#	Nil	VET	

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

 # Total Cost

^ Total Cost per Award Level

Faculty Details Table

Faculty Code	Department	Head of Department
ENG	English	Ms Mandy Aubrey
MAT	Mathematics	Ms Alex Eddy
SCI	Science	Ms Lara Hayes
HUM	Humanities	Mr Daniel Alarcon
SEP	Special Education Program	Ms Ferne Laing
BUS	Business	Ms Jodie Teng
ART	Art	Ms Juliane Dwyer
HEC	Home Economics	Ms Juliane Dwyer
PER	Performing Arts	Ms Mandy Acott
ITD	Industrial Design & Technology	Mr Shane Courtenay
HPE	Health & Physical Education	Mr Cameron Puddey

2022-2023 SCHEDULE OF FEES

In accordance with the Education Act, the cost of providing instruction, administration, and facilities for the education of students enrolled at State schools is met by the State. Parents are directly responsible for providing textbooks and other consumable resources for their children while attending school. In recognition that these costs can be high, the school operates a Student Resource Scheme that, for a specified annual participation fee, provides for the temporary use by the student of prescribed textbooks, other resources and the purchase of consumable materials for the student.

The Student Resource Scheme fees are based on the calculation of a standard fee scheduled for each year level and additional fees linked to subjects that require a higher level of consumable resources ("High Resource Subjects") or fees payable to training providers.

YEAR 11 STUDENT RESOURCE SCHEME		
Standard fee		**$260.00**
High Resource (HR) subjects per subject per semester	Hospitality Practices (HPJ) Media in Arts in Practice (MAP) Visual Art (ART) Visual Arts in Practice (VAP)	**$50.00**
VET Trades @Nerang per year	Cert I – Construction (CPC10111) Cert II – Engineering Pathways (MEM20105) or Cert II – Furniture Pathways (MSF20516)	**$150.00**
Certificate Courses per year	Cert III in Aviation (AVI) (AVI30616) (CPP20116)	**$150.00**
	Certificate III in Active Volunteering (VVL)	**$200.00**
	Certificate III Sport and Recreation (XSR) (SIS30115)	**$335.00**
Diploma Courses per course	Diploma of Business	**$2450.00**
	Diploma of Nursing	**$7574.00**
Duke of Edinburgh per year	Silver Award	**$500.00**

YEAR 12 STUDENT RESOURCE SCHEME		
Standard fee		**$260.00**
High Resource (HR) subjects per subject per semester	Hospitality Practices (HPJ) Media in Arts in Practice (MAP) Visual Art (ART) Visual Arts in Practice (VAP)	**$50.00**
	Cert III Aviation	**$150.00**
VET Trades @Nerang	Cert I – Construction (CPC10111) Cert II – Engineering Pathways (MEM20105) or Cert II – Furniture Pathways (MSF20516)	**$150.00**
Certificate Courses per year	Cert III in Aviation (AVI) (AVI30616) (CPP20116)	**$150.00**
	Certificate III in Active Volunteering (VVL)	**$200.00**
	Certificate III Sport and Recreation (XSR) (SIS30115)	**$55.00**
Diploma Courses per course	Diploma of Business	**$2450.00**
	Diploma of Nursing	**$7574.00**
Duke of Edinburgh per year	Gold Award	**$500.00**

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

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

Nerang State High School	2022	11

STUDENT NAME:

- All students are required to select five subjects. Maths and English are compulsory.
- Students seeking an ATAR are recommended to select five General Subjects.
- Enrolment in VET Trades Program requires interview with Head of ITD to determine suitability.
- Specialist Mathematics must be studied with Mathematical Methods and is studied offline before school, 3 mornings a week. **If you want to choose Specialist Maths and something else on line 2 ask your Mentor to write the other subject in the notes‡**

HR subjects underlined and attract either an additional fee of $50 or see @NERANG Programs below.

	GENERAL SUBJECTS	APPLIED / VET SUBJECTS
LINE 1	☐ English (ENG)	☐ Essential English (ENE) ☐ Short Course Literacy (LIS)
LINE 2	☐ Ancient History (AHS) ☐ Biology (BI0) ☐ Business (BUS) ☐ Japanese (JAP) ☐ Specialist Mathematics‡ (MAS)	☐ Cert II Skills for Work & Vocational Pathways (VVP) SEP Only ☐ Cert III Active Volunteering (VVL) ☐ Drama in Practice (DRP) ☐ Sport and Recreation (REC) ☐ Tourism (TOU)
LINE 3	☐ Chemistry (CHM) ☐ Drama (DRA) ☐ Geography (GEO) ☐ Music (MUS) ☐ Physical Education (PED) ☐ Psychology (PSY) ☐ Visual Art (ART)	☐ Dance in Practice (DIP) ☐ Hospitality Practices (HPJ) ☐ Social and Community Studies (SCS) ☐ Sport and Recreation (REC) ☐ Visual Arts in Practice (VAP)
LINE 4	☐ Biology (BIO) ☐ Dance (DAN) ☐ Legal Studies (LEG) ☐ Physics (PHY)	☐ Cert II Skills for Work & Vocational Pathways (VVP) ☐ Cert III Aviation (AVI) ☐ Cert III Sport & recreation (XRS) ☐ Duke of Edinburgh (DOE) ☐ Early Childhood Studies (ECS) ☐ Industrial Graphic Skills (GSK) ☐ Media Arts in Practice (MAP)
LINE 5	☐ General Mathematics (MAG) ☐ Mathematical Methods (MAM)	☐ Essential Mathematics (MAE) ☐ Short Course in Numeracy (NUS)

@NERANG Programs	
☐ VET **Trades** @Nerang Higher Resource Fee: $150 HOD meeting required	**Choose 1 of:** ☐ Cert II Engineering Pathways (MEM20413) (VEN) ☐ Cert II Furniture Making Pathways (MSF20516) (VFM) ☐ English ☐ Mathematics ☐ Cert II Skills for Work and Vocational Pathways (FSK20119) (VVP) ☐ Cert I Construction (CPC10111) (VCN)
☐ Higher Resource Fee: $200/yr	☐ Cert III Active Volunteering (CHC34015) (VVL)
☐ Higher Resource Fee: $150/yr	☐ Cert III Aviation (AVI30419) (AVI)
☐ Higher Resource Fee: $390 (Year 11 $335 + Year 12 $55)	☐ Cert III Sport and Recreation (SIS30115) (XSR)
☐ Total Cost: $2,450	☐ Diploma of Business (BSB50120)
☐ Total Cost: $7,574	☐ Diploma of Nursing (HLT54115)
☐ Total Cost: $500/Award Level	☐ Duke of Edinburgh Silver/Gold

Ancient History (AHS)

General senior subject

QCE 4 | General

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

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

Year 11

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

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

Year 12

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

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

Biology (BIO)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Biology or Chemistry or Physics (B) or Psychology (B) Extension Maths (C) or Maths (B)	Laptop Scientific Calculator	**Excursions**

Overview

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life: respect for all living things and the environment; understanding of biological systems, concepts and theories; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Business (BUS)

General senior subject

QCE 4 | General

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Chemistry (CHM)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Biology or Chemistry or Physics (B) or Psychology (B) Extension Maths (C), Maths (B)	Laptop Scientific Calculator	**Excursion**

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Dance (DAN)

General senior subject

QCE 4 | General

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Unit	Unit Structure	Assessment Items	Weight
4 (Year 12)	**Moving my way** How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style • Personal viewpoints and influences on genre	**3a. Choreography** • 2 – 4 mins **3b. Written Choreographic Intent** • 300 – 400 words	35%
		4. External Exam • Written, unseen • 2 ½ hours • 800 – 1000 words	25%

Drama (DRA)

General senior subject

QCE 4 | General

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

English (ENG)

General senior subject

QCE 4 | General

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

Overview

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of carried texts.

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

General Mathematics (MAG)

General senior subject

QCE 4 | General

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

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Geography (GEO)

General senior subject

QCE 4 | General

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

Overview

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

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

Year 11

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

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

Year 12

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

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

Unit	Unit Structure	Assessment Items	Weight
(Year 12)	• Global population change	**4. External Exam** • Combination response, unseen • 2 hours (+ 15 mins planning time) • Part A (Short response): 50 – 150 words per question • Part B (Extended response): 450 – 600 words	25%

Japanese (JAP)

General senior subject

QCE 4 | General

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Legal Studies (LEG)

General senior subject

QCE 4 | General

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

Overview

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Mathematical Methods (MAM)

General senior subject

QCE 4 | General

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

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

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

Music (MUS)

General senior subject

QCE 4 | General

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	**Designs** Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**1. Performance** • 2 – 3 mins • 200 – 300 words, written statement	20%
		2. Composition • Minimum of 16 bars or 30 secs • 200 – 300 word, compositional statement	20%
2 (Year 11)	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**3. Integrated Project:** • Multimodal Presentation • Musicology & composition or performance • 3 – 5 mins or 8 – 10 slides • 2 – 3 mins performance or 30 sec composition • 200 - 300 word, performance/composition statement	35%
		4. Responding Task • Open Book • 800 – 1000 words	25%

Year 12

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

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

Music Extension (Composition) (MUX)

General senior subject

QCE 4 | General

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

Overview

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

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

Pathways

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

Objectives

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

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

Year 12

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

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

Music Extension (Musicology) (MUX)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
By Invitation	Laptop	$0

Overview

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

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

Pathways

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

Objectives

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

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

Year 12

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

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

Music Extension (Performance) (MUX)

General senior subject

QCE 4 | General

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

Overview

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

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

Pathways

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

Objectives

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

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

Year 12

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

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

Blank

Physical Education (PED)

General senior subject

QCE 4 | General

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

Overview

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Physics (PHY)

General senior subject

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Biology or Chemistry or Physics (B) or Psychology (B) Extension Maths (C) or Maths (B)	Laptop Scientific Calculator	**$0**

Overview

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concepts of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Psychology

QCE 4 | General

Prerequisite Subjects	Equipment	Costs
Biology or Chemistry or Physics (B) or Psychology (B) Extension Maths (C) or Maths (B)	Laptop Scientific Calculator	**$0**

Overview

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Specialist Mathematics (MAS)

General senior subject

QCE 4 | General

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

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

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

Visual Art (ART)

General senior subject

QCE 4 | General

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

Overview

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

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

Applied Subjects

Dance in Practice (DIP)

Applied senior subject

QCE 4 | Applied

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Drama in Practice (DRP)

Applied senior subject

QCE 4 | Applied

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

Overview

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

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

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Early Childhood Studies (ECS)

Applied senior subject

QCE 4 | Applied

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

Overview

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

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

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

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

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Unit Structure & Assessment

Year 11

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

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Introduction to the Early Childhood Industry	**1. Exam** • Short response, 50 – 150 words per item • 90 mins	25%
	Safe Centres	**2. Project** • Performance • Multimodal, 2 – 4 mins	25%
2 (Year 11)	Introduction to Play	**3. Project** • Written, 400 – 700 words • Spoken, 1 ½ - 3 ½ mins	25%
	Munch and Move	**4. Investigation** • Written, 500 – 800 words	25%

Year 12

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

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Inclusive Practices	**1. Exam** • 90 mins • Short response, 50 – 250 words per item	25%
	Indoor Playgroup	**2. Project** • Written, 500 – 900 words • Performance	25%
4 (Year 12)	Words and Numbers	**3. Investigation** • Written 600 – 1000 words	25%
	Outdoor Play	**4. Project** • Performance • Written, 500 – 900 words	25%

Essential English (ENE)

Applied senior subject

QCE 4 | Applied

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Essential Mathematics (MAE)

Applied senior subject

QCE 4 | Applied

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

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Hospitality Practices (HPJ)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop Weekly ingredients	**$50 per year**

Overview

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

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

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

Pathways

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

Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

Unit Structure & Assessment

Year 11

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

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Introduction to the Hospitality Industry	**1. Investigation** • Written, 500 – 800 words	25%
	Cold and Hot Beverages	**2. Project** • Written, 400 – 700 words • Product and performance	25%
2 (Year 11)	Restaurant Dining	**3. Project** • Written, 400 – 700 words • Product and performance	25%
		4. Exam • Short response, 50 – 150 words per item • 90 mins	25%

Year 12

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

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Cultural and Gourmet Foods	**1. Project** • Written, 500 – 900 words • Product and performance	25%
		2. Investigation • Written, 600 – 1000 words	25%
4 (Year 12)	Small Business	**3. Project** • Written, 500 – 900 words • Product and performance	25%
		4. External Exam • Short response, 50 -250 words per item • 90 mins	25%

Industrial Graphics Skills (GSK)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Year 9 & 10 Industrial Graphics would be advisable but not a prerequisite	Laptop	$0

Overview

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

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications and produce physical products using rapid prototyping and 3D printing.

Students develop transferable skills by engaging in drafting, designing and modelling tasks that relate to business and industry, who can work with colleagues to solve design problems and complete tasks to specifications.

Pathways

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

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

Unit Structure & Assessment

Year 11

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

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Introduction to drafting	**1. Practical demonstration** • Folio	25%
		2. Exam • Short response, 50 – 150 words per item	25%
2 (Year 11)	Furnishing drafting 1	**3. Practical demonstration** • Virtual model	25%
		4. Project • Multimodal • Presentation, 2 – 4 mins • 6 x A4 pages • Product, drawings and model	25%

Year 12

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

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Building and construction drafting	**1. Practical demonstration** • Model • Folio	25%
		2. Project • Drawings • Multimodal, 8 x A4 pages	25%
4 (Year 12)	Furnishing drafting 2	**3. Project** • Drawings, • Multimodal, 8 x A4 pages	25%
		4. Exam • Short response, 50 – 250 words per item • 90 mins	25%

Media Arts in Practice (MAP)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	$50 per year

Overview

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

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

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

Pathways

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

Objectives

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

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

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Social & Community Studies (SCS)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	$0

Overview

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self management and concern for others. It fosters appreciation of, respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

Unit Structure & Assessment

Year 11

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

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Into relationships Gender and Identity	**1. Exam** • Combination, 60 – 90 mins	25%
		2. Extended response • Written, 500 – 800 words	25%
2 (Year 11)	Health – Food and Nutrition Health – Recreation and Leisure	**3. Project** • Written, 400 – 700 words • Performance	25%
		4. Investigation • Multimodal, 3 – 5 mins	25%

Year 12

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

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Money Management Legally – It could be you	**1. Exam** • Short response • 50 – 250 words per item • 60 – 90 mins	25%
		2. Extended response • Written, 600 – 1000 words	25%
4 (Year 12)	Today's society Out into the world – World of work	**3. Investigation** • Written, 600 – 1000 words	25%
		4. Project • Spoken, 2 ½ - 3 ½ mins • Product, cover letter and resume	25%

Sport & Recreation (REC)

Applied senior subject

QCE 4 | Applied

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

Overview

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

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

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

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Unit Structure & Assessment

Year 11

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

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Tournament Organisation Individual Peer Coaching	**1. Exam** • Short response, unseen • Written, 50 – 150 words per item • 60 – 90 min	25%
		2. Project • Written, 400 – 700 words • Performance, 2 – 4 mins • Spoken, 1 ½ - 3 ½ mins	25%
2 (Year 11)	Training for Fitness – Strength and conditioning Archery	**3. Performance** • 2 – 4 mins	25%
		4. Performance • 2 – 4 mins	25%

Year 12

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

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Sport, recreation and fitness industry Sport medicine and first aid	**1. Investigation** • Written, 600 – 1000 words	25%
		2. Performance • 2 – 4 mins	25%
4 (Year 12)	Fitness Coaching Navigation	**3. Project** • Written, 500 – 900 words • Performance, 2 – 4 mins • Spoken, 2 ½ - 3 ½ mins	25%
		4. Performance • 2 – 4 mins	25%

Tourism (TOU)

Applied senior subject

QCE 4 | Applied

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	**Excursions**

Overview

Tourism studies enable 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.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

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

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Unit Structure & Assessment

Year 11

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

Unit		Unit Structure	Assessment Items	Weight
1 (Year 11)		Introduction to Tourism Industry	**1. Exam** • Short response • Written, 50 – 150 words per item	25%
		Types of Tourism	**2. Investigation** • Multimodal • PowerPoint, 8 slides • 8 x A4 pages	25%
2 (Year 11)		Sustainable Tourism: Eco-Tourism	**3. Project** • Written, 400 – 700 words • Product and performance, variable conditions	25%
		Careers and Opportunities in Tourism Industry	**4. Extended response** • Written, 500 – 800 words	25%

Year 12

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

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Adventure Tourism	**1. Exam** • Short response, unseen • 50 – 250 words per item	25%
	Theme Parks	**2. Investigation** • Written, 600 – 1000 words	25%
4 (Year 12)	Smart Traveller	**3. Project** • Written, 500 – 900 words • Spoken, 2 ½ - 3 ½ mins	25%
	Border Control	**4. Exam** • Extended Response • Written, 600 – 1000 words	25%

Visual Arts in Practice (VAP)

Applied senior subject

QCE 4 | Applied

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

Overview

Visual Arts in Practice focuses on students engaging in art making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

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

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

Pathways

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

Objectives

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

- recall terminology and explain art making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art making processes required for visual artworks
- apply art making processes required for visual artworks
- apply art making processes, concepts and ideas
- analyse visual art making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art making processes, concepts and ideas.

Unit Structure & Assessment

Year 11

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

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

Year 12

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

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

Short Courses

Literacy (LIS)

Short Course

QCE 1 | Short Course

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

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

Numeracy (NUS)

Short Course

QCE 1 | Short Course

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

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

Vocational Education & Training (VET)

Cert III – Active Volunteering (CHC34015) (VVL)

Vocational senior subject (VET)

QCE 5 | VET

Prerequisite Subjects	Equipment	Costs
Application Form & Interview process	Laptop	$200 per year

Units of Competency

Code	Competency
CHCVOL001	Be an Effective Volunteer
CHCDIV001	Work with Diversity
HLTWHS001	Participate in Workplace Health and Safety
CHCCOM002	Communication to Build Relationships
CHCLEG001	Legally and Ethically
BSBWOR301	Organise Personal Work Priorities
SISXCAI007	Assist with Activities
BSBWRT301	Write simple documents
BSBITU313	Design and produce text documents
BSBITU312	Create Electronic Presentations

Overview

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

In studying this course, students will:

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

Pathways

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

Objectives

Upon completion of this certificate, students will:

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

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

VETiS Supported

QCE 6 | VET

Prerequisite Subjects	Equipment	Costs
Enrolment suitability application and interview	Laptop Mobile Device (Android or Apple)	**$150 per year**

Overview

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

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

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

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

The course is delivered in partnership with Aviation Australia and is additionally funded under the VETiS Queensland government training incentives. Students can only complete one (1) VETiS funded course whilst at school.

Pathways

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

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

Objectives

By the conclusion of the certificates, students will:

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

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

Units of Competency

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

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

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

Cert III – Sport and Recreation (SIS30115) (XSR) QCE 7 VET

Prerequisite Subjects	Equipment	Costs
Nil	Laptop; Notebook; Stationery; Sports Uniform	**$335 (Yr11)** **$55 (Yr12)**

Overview

The Certificate III - Sport and Recreation program is offered as a senior subject where 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, communication and customer service in sport, and using social media tools for participant engagement.

This program also includes the following:

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

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 experiences will be used to deliver the competencies to students, including:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 20 hours).

Structure

Pathways

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

A range of career pathway options including:

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

Further pathways include:

- Certificate IV
- Diploma

Objectives

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

The course is delivered in partnership with Binnacle Training. Additional course information can be found at www.binnacle training.com.au.

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

TERM 5	TERM 6	TERM 7	TERM 8
• Developing Coaching Practices • Community Coaching General Principles Accreditation	• Planning and Conducting Non-instructional Sessions • Facilitating Groups	• Planning and Conducting Sport Programs • Using Social Media Tools for Participant Engagement	*Finalisation of qualification: SIS30115 Certificate III Sport and Recreation*

Assessment

Units of Competency

Code	Competency	Certificate III – Sport and Recreation (SIS30115)
HLTWHS001	Participate in workplace health and safety	Core
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control	Core
SISXEMR001	Respond to emergency situations	Core
SISXCCS001	Provide quality service	Core
SISXIND001	Work effectively in sport, fitness and recreation environments	
SISXIND002	Maintain sport, fitness and recreation industry knowledge	
HLTAID003	Provide First Aid	Core
SISXFAC001	Maintain equipment for activities	
ICTWEB201	Use social media tools for collaboration and engagement	Core
BSBWOR204	Use business technology	
BSBWOR301	Organise personal work priorities and development	Core
SISXCAI003	Conduct non instructional sport, fitness or recreation sessions	Core
SISXCAI004	Plan and conduct programs	Core
BSBADM307	Organise schedules	
SIXCAI006	Facilitate groups	

Diploma of Business (BSB50120)

Vocational senior subject (VET)

QCE 8 | VET

Prerequisite Subjects	Equipment	Costs
Application Form and Interview Process	Laptop – Virtual Classroom Delivery	**$2450 Payment options available**

Overview

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

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

Pathways

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

Career outcomes include:

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

Course Requirements

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

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

Diploma of Nursing (HLT54115)

Partial Completion (10 Units)

Vocational senior subject (VET)

QCE 8

VET

Prerequisite Subjects	Equipment	Costs
Application Form and Interview Process	Laptop – Virtual Classroom Delivery	$7574 Payment options available

Overview

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

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

Pathways

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

Career outcomes include:

- Enrolled Nurse

Course Units

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

COURSE UNITS – YEAR 1	
Code	**Competency**
HLTENN002	Apply communication skills in nursing practice
HLTAAP002	Confirm physical health status
HLTAAP003	Analyse and respond to client health information
HLTWHS002	Comply with infection prevention and control policies and procedures
HLTWHS002	Follow safe work practices for direct client care
HLTAID003	Provide first aid
COURSE UNITS – YEAR 2	
Code	**Competency**
HLTENN003	Perform clinical assessment and contribute to planning nursing care
HLTENN004	Implement, monitor and evaluate nursing care plans
HLTENN008	Apply legal and ethical parameters to nursing practice
HLTENN013	Implement and monitor care of the older person

Other

Duke of Edinburgh Award Silver/Gold

Humanities

3 QCE Point
Silver – 1
Gold - 2

Prerequisite:	Equipment:	Costs
Duke of Edinburgh Bronze	Sleeping Bag, hiking shoes and internet enabled device – phone, laptop or tablet	**Total cost - $500 per Award Level**

Overview

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

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

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

Pathways

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

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

Structure

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

Assessment

Unit 1 & Unit 2

Practical and Theoretical work consisting of:

- Physical Recreation
- Skill
- Community Service
- Adventurous Journeys
- Residential Project (*Gold Only.)

VET TRADES @NERANG

VET Trades @Nerang

Vocational senior subject

QCE 4 | VET

Prerequisite Subjects	Equipment	Costs
Construction and/or Certificate I in Furnishings preferred, but not mandatory. Enrolment suitability application and interview.	Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants).	**Total $150 per year**

Overview

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

The program consists of 5 subject areas:

4 core subjects

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

And 1 elective subject

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

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

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

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

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

The $150 per year program cost includes the High Resource subject fees (Cert II Furniture Making Pathways, Cert II Engineering Pathways and Cert I Construction) and applicable VET provider fees.

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

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

Note:

- This course is delivered in partnership with TAFE Queensland (RTO Code 0275) and is additionally funded under the VETiS Queensland government training incentives. Students can only complete one (1) VETiS funded course whilst at school.
- External RTO and units of competency for VET Trades@Nerang program are correct at time of printing.

Cert I Construction (CPC10111) (VCN)

VETiS Supported

QCE 3 | VET

Prerequisite Subjects	Equipment	Costs
Construction and/or Certificate I in Furnishings preferred, but not mandatory.	Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants).	**inc**

Overview

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

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

Pathways

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

Objectives

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

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

Note: This course is delivered in partnership with TAFE Queensland (RTO Code 0275) and is additionally funded under the VETiS Queensland government training incentives

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**
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM2005B	Use construction tools and equipment
CPCCCM2004A	Handle construction materials
CPCCCM1015A	Carry out measurements and calculations
CPCCM1014A	Conduct workplace communications
Year 2	**Competency**
CPCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM2006B	Apply basic levelling procedures
CPCCCM2001A	Read and interpret plans and specifications
CPCCVE1011A	Undertake a basic construction project

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

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

Cert II Engineering Pathways (MEM 20413) (VEN)

VETiS Supported

QCE 4 | VET

Prerequisite Subjects	Equipment	Costs
Construction and/or Certificate I Furnishings preferred, but not mandatory.	Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants)	**inc**

Overview

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

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

Pathways

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

Objectives

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

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

Note: The course is delivered in partnership with TAFE Queensland (RTO Code 0275) and is additionally funded under the VETiS Queensland government training incentives.

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**
MEM13014A	Apply principles of occupational health and safety in the work environment
MSAENV272B	Participate in environmentally sustainable work practices
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy-acetylene and soldering equipment
Year 2	**Competency**
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MSAPMSUP106A	Work in a team
MEMPE006A	Undertake a basic engineering project
MEMPE001A	Use engineering workshop machines

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

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

Cert II Furniture Making Pathways (MSF 20516) (VFM)

VETiS Supported

QCE 4 | VET

Prerequisite Subjects	Equipment	Costs
Construction and/or Certificate I Furnishings is preferred, but not mandatory; Enrolment suitability application and interview	Laptop, Suitable industry standard work wear (steel cap boots, long sleeve work shirt and pants)	**Inc**

Overview

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

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

Pathways

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

Objectives

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

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

Note: The course is delivered in partnership with TAFE Queensland (RTO Code 0275) and is additionally funded under the VETiS Queensland government training incentives.

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 • Cabinet	• Workplace Health & Safety • Communication in the Workforce • Skills based activity • Cabinet	• Measurements & Calculations • Working Effectively with Others • Skills based activity • Ukulele	• Measurements & Calculations • Working Effectively with Others • Skills based activity • Ukulele

Assessment

Units of Competency

Year 1 **Code**	**Competency**
MSMPCI103	Demonstrate care and apply safe practices at work
MSFFP2006	Make simple timber joints
MSMSUP106	Work in a team
MSFFM2001	Use furniture making sector hand and power tools
MSFFP2005	Join furnishing materials
MSSFGN2001	Make measurements and calculations
Year 2	**Competency**
MEM16006A	Organise and communicate information
MSFFM2002	Assemble furnishing components
MSMENV272	Participate in environmentally sustainable work practices
MSFFP2002	Develop a career plan for the furnishing industry
MSFFP2001	Undertake a basic furniture making project
MSFFP2003	Prepare surfaces

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

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

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

QCE 4 | VET

Prerequisite Subjects	Equipment	Costs
Construction and/or Certificate I Furnishings preferred, but not mandatory;	Laptop, Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants)	**inc**

Overview

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

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

Pathways (no specific)

- Cabinetmaker
- Carpenter
- Concreter
- Further VET training pathways
- Plant Operator
- Site Foreman
- Site Work

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Linked to Certificate I Construction	• Linked to Certificate I Construction	• Linked to Certificate I Construction	• Linked to Certificate I Construction

Assessment

Units of Competency

Code	Competency
FSKLRG011	Use routine strategies for work related learning
FSKNUM014	Calculate with whole numbers and familiar fractions
FSKNUM015	Estimate, measure and calculate with routine metric measurements
FSKDIG003	Use digital technologies for non-routine work place tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM007	Interact effectively with others at work
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
BSBWHS211	Contribute to health and safety of self and others
BSBOPS101	Use business resources
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC201	Use business software applications
HLTAID011	Provide first aid
FSKLRG001	Prepare to participate in a learning environment

Work Readiness Program

VET and Applied Subjects

QCE
Min. 20
Predicted on exit of Year 12

VET

Prerequisite Subjects	Equipment	Costs
Application Form and Interview Process	Laptop Notebook	**First Aid $75**

Overview

This Work Readiness Program aims to equip students with the necessary skills to become 'Work Ready' in the 21st Century. It will provide opportunities for students to develop knowledge and the confidence to contribute meaningfully to the community and the workforce as Global Citizens and Employees.

Workplace readiness skills are essential for young people to ensure they have the basic academic, critical thinking and personal skills necessary to obtain and maintain employment. Foundation academic skills will be explicitly taught such as literacy and numeracy, workplace health and safety, wellbeing and communication skills which are important for successful employment.

Students will use a variety of technological and communication tools to comprehend and interpret information such as Microsoft Office and Outlook.

Pathways

A course of study in Work Readiness can establish a basis for further education at TAFE and employment in the fields of Tourism, Hospitality, Business and Retail.

Objectives

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

- achieve the following qualifications:
  - Certificate II in Skills for Work and Vocational Pathways
  - Certificate II Community Services
  - Certificate I Financial Services
  - Certificate II Hospitality
  - Certificate II Tourism
- describe and understand nutrition and wellbeing
- perform basic first aid and identify workplace health and safety issues in a workplace
- demonstrate written and communication skills to apply for future employment
- create basic financial budgets and obtain an understanding of tax and superannuation
- communicate effectively with customers/clients
- identify career goals and future pathways
- perform basic skills in using Microsoft Office

Unit Structure

Year 11 – Set Program

Students will receive an overall subject result (A-E) or working towards/competency achieved for VET qualifications.

Core Subjects
Certificate II Skills for Work and Vocational Pathways
SAT (School based Traineeship and Apprenticeship)
Numeracy Short Course/ Literacy Short Course
Social and Community Services
Elective
Student to select 1 Elective

Year 12 – Set Program

Students will receive an overall subject result (A-E) or working towards/competency achieved for VET qualifications.

Core Subjects
Certificate II Skills for Work and Vocational Pathways
SAT (School based Traineeship and Apprenticeship)
Independent Living Program - Edmund Rice Nutrition and Wellbeing Program
Social and Community Services
Elective
Student to select 1 Elective

Additional Programs will to be incorporated throughout the two-year program to enhance student's Work Readiness Skills:

- First Aid**
- Certificate I Financial Services (RTO – The Smith Family)
- Cert II Hospitality/Tourism (RTO – Aurora – VETis Funded)

****First Aid Program** will include the following units under Certificate III in Landscape Construction (external RTO) qualification (students will obtain a Statement of Attainment):

Units of Competency

Code	Competency
HLTAID001	Provide cardiopulmonary resuscitation
HLTAID002	Provide emergency life support
HLTAID003	Provide first aid
AHCWHS201	Participate in work health and safety processes

Please note:

Students will continue to practise and build their literacy and numeracy skills in Year 12 during the Units embedded in their Certificate II Skills for Work and Vocational Pathways and in their SAT.

Special Education

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. An individual learning program is a school developed program of study developed for students who have impairments or difficulties in learning. These students have the option of continuing to work towards a QCE post secondary schooling.

Students with a verified disability under Education Queensland have the option of obtaining a QCIA. It showcases what students are able to do. They have to complete a component of numeracy and literacy and that might be through the Short Course Literacy or goals on the QCIA.

Students can also work on achieving their Cert II Skills for Work and Vocational Pathways. If they do not complete all the modules in the Certificate, it will be added to their goal on the QCIA. Foundation Tourism is a Life Skills based program with no QCE points but is added to the QCIA goals. Students also choose two electives.

Seek Within... Strive Beyond Nerang State High School	**2021 SUBJECTS**	**11**

- All students are required to select five subjects.
- Maths and English are compulsory.

Higher Resource subjects are <u>underlined</u> and attract an additional $50 fee

	SPECIAL EDUCATION SUBJECTS	APPLIED / VET SUBJECTS
LINE 1	☐ **Foundation Tourism**	☐ Essential English (ENE) ☐ Short Course in Literacy (LIS)
LINE 2	☐ **Cert II Skills for Work and Vocational Pathways**	☐ <u>Cert III Aviation (AVI)</u> ☐ <u>Cert III Sport & Recreation (XSR)</u> ☐ Drama in Practice (DRP) ☐ Social and Community Studies (SCS) ☐ Sport and Recreation (REC)
LINE 3	☐ **Choose an elective from other side**	☐ Dance in Practice (DIP) ☐ Early Childhood Studies (ECS) ☐ Industrial Graphics Skills (GSK) ☐ Sport and Recreation (REC) ☐ <u>Visual Arts in Practice (VAP)</u>
LINE 4	☐ **Choose an elective from other side**	☐ <u>Cert III Active Volunteering (VVL)</u> ☐ <u>Hospitality Practices (HPJ)</u> ☐ <u>Media Arts in Practice (MAP)</u> ☐ Tourism (TOU)
LINE 5	☐ **Short Course Numeracy/ Short Course Literacy**	☐ Essential Mathematics (MAE) ☐ Short Course in Numeracy (NUS)

Literacy (LIS)

Short Course

QCE 1 | Short Course

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	$0

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

Numeracy (NUS)

Short Course

QCE 1 | Short Course

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	$0

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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

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

QCE 4 | VET

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

Overview

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

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

Pathways (no specific)

- Further VET training pathways

Objectives

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

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

Assessment

Units of Competency

Code	Competency
FSKDIG003	Use digital technology for routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG011	Use routine strategies for work related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate routine metric measurements for work
FSKOCM007	Interact effectively with others at work
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
BSBWHS201	Contribute to health and safety of self and others
BSBADM101	Use business equipment and resources
BSBITU213	Use digital technologies to communicate remotely
FSKLRG001	Prepare to participate in a learning environment
CPCCWHS1001	Prepare to work safely in the construction industry (External provider)
HLTID003	Provide First Aid (External provider)

Foundation Tourism (FTO)

QCIA subject- Special Education

QCIA

Prerequisite Subjects	Equipment	Costs
Nil	Laptop	**Excursions**

Overview

Foundation Tourism studies enable 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 ability to use public transport, use timetables and book online excursions.

Students will gain valuable skills in the using public transport, planning an outing and what leisure activities are available by looking at Tourism on the Gold Coast.

Students develop and apply tourism related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Foundation Tourism can establish a basis for life skills in tourist attractions, cruising, events coordination, museums and galleries, tour operations, tourism and leisure industry development, and transport and travel. It will give students the skills to use public transport, plan an event or excursion and know what is available on the Gold Coast.

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- be able to use timetables to plan public transport
- apply tourism concepts and information from a local perspective
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- Plan activities in the community

Unit Structure & Assessment

Year 11

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

Unit	Unit Structure	Assessment Items	Weight
1 (Year 11)	Introduction to Tourism Industry	**1. Presentation** • PowerPoint	25%
	Investigating holiday destinations	**2. Investigation** • Multimodal • PowerPoint	25%
2 (Year 11)	Public Transport	**3. Project** • Design an excursion	25%
	Budgeting	**4. Booklet**	25%

Year 12

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

Unit	Unit Structure	Assessment Items	Weight
3 (Year 12)	Home Management	**1. Booklet**	25%
	Healthy Meal	**2. Project** • Design and prepare a meal	25%
4 (Year 12)	Getting your licence	**3. Project**	25%
	Planning a holiday	**4. Project** • PowerPoint/ Booklet	25%