MANSFIELD
STATE HIGH SCHOOL
Quality Learning in a Caring Environment

Curriculum Guide 2026-2027

YEAR 11 & 12

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Introduction

Mansfield State High School has high expectations of students regardless of their chosen pathway and aims to develop well-rounded, confident and hard-working graduates. The purpose of this guide is to support students and parents/carers through the journey of selecting a learning pathway. It is a guide to the Year 11 and 12 subject selection process and includes a comprehensive list of the Queensland Curriculum and Assessment Authority (QCAA) subjects that will be offered at Mansfield State High School.

Choosing a future pathway can be confusing, but ultimately the best advice is to:

1. select subjects that you like
2. select subjects that you are good at
3. select subjects that may be a prerequisite for further study or careers
4. consider a balance of subjects.

Senior Education Profile

The Queensland Curriculum and Assessment Authority issues Senior Education Profiles to Queensland students upon completion of Year 12. This may include:

- **Senior Statement**
  The Senior Statement is a transcript of a student's learning account. The Senior Statement shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.
  If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

- **Queensland Certificate of Education (QCE)**
  The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, which is awarded to eligible students, usually at the end of Year 12. Students who do not meet the requirements can continue to work towards the certificate post-secondary schooling.

- **Queensland Certificate of Individual Achievement (QCIA)**
  The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

For further information about SEP see https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-for-year-12-students.

Senior subjects

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

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

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the related General course. Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

In addition to literacy and numeracy, General syllabuses and Short Course syllabuses are underpinned by 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

Vocational Education and Training (VET)

Students can access VET programs directly through courses offered by the school or externally with consultation with the Head of Year 11 and the Head of Year 12. Opportunities may include:

- school-based apprenticeships or traineeships
- courses with an external provider who is a registered training organisation (RTO).

There are changes in the state and federal Vocational Education and Training (VET) landscape that may impact the Career Ready VET in Schools (VETiS) program in 2026. In particular, Certificate I and II courses will be impacted. Enrolment in vocational qualifications and accredited courses listed in this guide will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. Mansfield State High School will finalise its delivery arrangements with Skills Assure Suppliers (SAS) before confirming Career Ready VET enrolments for 2026. Further information on VETiS including updates on changes can be viewed on the Department of Trade, Employment and Training website.

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QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

Compulsory subjects

Students at Mansfield State High School **will study a combination of six senior subjects**, these must include one English subject (English, English as an Additional Language, Literature or Essential English) and one Mathematics subject (General Mathematics, Mathematical Methods or Essential Mathematics) to meet the literacy and numeracy requirements to attain a Queensland Certificate of Education (QCE).

Applied and Applied (Essential) syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term course of study describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

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

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

Students should complete Units 1 and 2 before starting Units 3 and 4. At Mansfield State High School, Units 1 and 2 are completed across Terms 1, 2 and 3 of Year 11, with Unit 3 commencing in Term 4.

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

Assessment

Units 1 and 2 assessments

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

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

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

The external assessment contributes a determined percentage (refer to the subject listing in this guide for the percentage) to the student's overall subject result and is not privileged over summative internal assessment.

General (Extension) syllabuses

Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

Units 3 and 4 assessments

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

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

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

General (Senior External Examination) syllabuses

Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- or personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults. Information in this guide only includes information for Year 12 students.

Students

School

These are students who are:

- in the final year of senior secondary schooling (Year 12)
- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

Eligibility — school students

Eligible Year 12 students can sit a maximum of two SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**

Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

Senior External Examination results may contribute credit to the award of a QCE and may contribute to ATAR calculations.

Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

For more information about Senior External Examinations, see www.qcaa.qld.edu.au/senior/see.

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QCAA senior syllabuses

English

Applied

- Essential English

General

- English
- English as an Additional Language
- Literature

Health and Physical Education

Applied

- Early Childhood Studies
- Sport & Recreation

General

- Health
- Physical Education

VET Certificate Course

- Certificate III in Fitness

Humanities and Social Sciences

Applied

- Social & Community Studies

General

- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History

VET Certificate Courses

- Diploma in Business
- Certificate IV in Justice Studies

Languages

General

- French
- Japanese

General (Extension)

- French Extension

General (Senior External Examination)

- Arabic
- Chinese
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Tamil
- Vietnamese

Mathematics

Applied

- Essential Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Science

Applied

- Science in Practice

General

- Biology
- Chemistry
- Earth & Environmental Science
- Physics

Technologies

Applied

- Fashion
- Furnishing Skills
- Industrial Graphics Skills
- Industrial Technology Skills
- Information & Communication Technology

General

- Design
- Digital Solutions
- Engineering

VET Certificate Course

- Certificate in Hospitality II/III

The Arts

Applied

- Media Arts in Practice
- Visual Arts in Practice

General

- Drama
- Film, Television & New Media
- Music
- Visual Art

General (Extension)

- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)

Pathways to QCE

Students who successfully complete high school in Queensland attain the Queensland Certificate of Education (QCE). The QCE recognises that you have achieved a 'satisfactory' result in the subjects you have studied including a minimum standard in English and Mathematics. The subjects you choose can help establish your pathway from school to work, further study or a combination of both. There is no right or wrong way pathway, and the path is not always a straight line. The best pathway for you depends on your interests, career aspirations and personal learning style. You might like to see some of the pathway options available on myfuture to see examples of different career pathways.

Which pathway will you choose?

ATAR for direct University entry after school

- 6 General subjects
- 5 General subjects + 1 Applied or a VET Cert III or higher
- 4 General subjects + 1 Applied + VET Cert III or higher

Vocational Education and Training after school

- 6 subjects
- Combination of Applied and/or General subjects and VET courses
- May do a school-based apprenticeship or traineeship

Work and/or Traineeship after school

- 6 subjects
- Combination of Applied and/or General subjects and VET courses
- May do a school-based apprenticeship or traineeship

General Subjects

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Design
- Digital Solutions
- Drama
- Earth & Environmental Science
- Economics
- Engineering
- English
- English as an Additional Language
- Film, Television & New Media
- French
- French Extension
- General Mathematics
- Geography
- Health
- Japanese
- Legal Studies
- Literature
- Mathematical Methods
- Modern History
- Music
- Music Extension
- Physical Education
- Physics
- Senior External Examination Languages
- Specialist Mathematics
- Visual Art

Applied Subjects

- Early Childhood Studies
- Essential English
- Essential Mathematics
- Furnishing Skills
- Industrial Graphics Skills
- Industrial Technology Skills
- Information & Communication Technology
- Media Arts in Practice
- Science in Practice
- Social & Community Studies
- Sport & Recreation
- Visual Arts in Practice

VET Certificates offered directly at school

- Certificate III in Fitness
- Certificate II/III in Hospitality
- Certificate IV in Justice Studies
- Diploma in Business

External VET Certificate options are also available.

English
Essential English
Applied senior subject

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Essential English structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Extended response - multimodal	Formative internal assessment 3 (FA3) • Extended response - written
Formative internal assessment 2 (FA2) • Examination response to stimulus - mock CIA	

Summative assessments

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Unit 3	Unit 4
Summative internal assessment 1 (IA1) • Spoken response	Summative internal assessment 3 (IA3) • Multimodal response
Summative internal assessment 2 (IA2) • Common internal assessment (CIA)	Summative internal assessment 4 (IA4) • Written response

Prerequisites

Prerequisites	Recommendations
Nil	Nil

Contacts

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English
English
General senior subject

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences

empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

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

English structure

Unit 1	Unit 2	Unit 3	Unit 4
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	**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	**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	**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

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Extended response - written response for a public audience	Formative internal assessment 2 (FA2) • Extended response – persuasive spoken response
	Formative internal assessment 3 (FA3) • Examination – imaginative written response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Spoken persuasive response	25%	Summative internal assessment 3 (IA3) • Examination – extended response	25%
Summative internal assessment 2 (IA2) • Written response for a public audience	25%	Summative external assessment (EA) • Examination – extended response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	B in Preparatory English

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English

English as an Additional Language

General senior subject

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

The syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

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

English as an Additional Language structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture • Examining and shaping representations of culture in texts • Responding to a variety of media and literary texts • Creating analytical and persuasive texts	**Perspective in texts** • Examining and shaping perspectives in texts • Responding to literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Issues, ideas and attitudes** • Exploring representations of issues, ideas and attitudes in texts • Responding to literary and persuasive texts • Creating analytical and persuasive texts	**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

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Extended response - persuasive written assignment	Formative internal assessment 2 (FA2) • Extended response - imaginative spoken/multimodal
	Formative internal assessment 3 (FA3) • Examination - analytical written response (seen question)

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination – extended response	25%	Summative internal assessment 3 (IA3) • Imaginative response	25%
Summative internal assessment 2 (IA2) • Persuasive response	25%	Summative external assessment (EA) • Examination – extended response	25%

Prerequisites

Prerequisites	Recommendations
Parents do not speak English as their first language **and** C in Preparatory English EAL **or** C in Preparatory English **or** C in Preparatory Literature	Nil

Contacts

For further information	
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English
Literature
General senior subject

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

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

Literature structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other - genre, concepts and contexts • Ways literary texts connect with each other - style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination - analytical written response (seen question)	Formative internal assessment 2 (FA2) • Extended response - imaginative spoken response
	Formative internal assessment 3 (FA3) • Extended response - imaginative written response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination – extended response	25%	Summative internal assessment 3 (IA3) • Imaginative response	25%
Summative internal assessment 2 (IA2) • Imaginative response	25%	Summative external assessment (EA) • Examination – extended response	25%

Prerequisites

Prerequisites	Recommendations
B in Preparatory English **or** C in Preparatory Literature	B in Preparatory Literature

Contacts

For further information	
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Health and Physical Education

Early Childhood Studies

Applied senior subject

The QCAA curriculum places Early Childhood Studies in the Health and Physical Education offering of subjects. At Mansfield State High School, the subject Early Childhood Studies is offered by the Food & Fibre department and has its own Head of Department.

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

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

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

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

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:

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Early Childhood Studies structure

Unit 1	Unit 2	Unit 3	Unit 4
Children's wellbeing	**Indoor and outdoor environments**	**Literacy and numeracy**	**Play and creativity**

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Investigation	Formative internal assessment 3 (FA3) • Project
Formative internal assessment 2 (FA1) • Project	

Summative assessments

In Units 3 and 4 students complete four internal summative assessments which are prepared and marked by the school.

Unit 3	Unit 4
Summative internal assessment 1 (IA1) • Investigation	Summative internal assessment 3 (IA3) • Investigation
Summative internal assessment 2 (IA2) • Project	Summative internal assessment 4 (IA4) • Project

Prerequisites

Prerequisites	Recommendations
Nil	C in Preparatory English **or** C in Preparatory Literature

Contacts

For further information	
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Health and Physical Education

Sport & Recreation

Applied senior subject

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport &

Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

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:

- investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

Sport & Recreation structure

Unit 1	Unit 2	Unit 3	Unit 4
Community recreation • Swimming for safety • Let's Get Physical	**Coaching and officiating** • Coaching • Officiating	**Event management** • Event organisation • Tournaments	**Emerging trends in sport, fitness and recreation** • Modified sports • Emerging sports

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Performance	Formative internal assessment 3 (FA3) • Project
Formative internal assessment 2 (FA1) • Project	Formative internal assessment 4 (FA4) • Performance

Summative assessments

In Units 3 and 4 students complete four internal summative assessments which are prepared and marked by the school.

Unit 3	Unit 4
Summative internal assessment 1 (IA1) • Performance	Summative internal assessment 3 (IA3) • Project
Summative internal assessment 2 (IA2) • Project	Summative internal assessment 4 (IA4) • Performance

Prerequisites

Prerequisites	Recommendations
Nil	C in Preparatory Sport & Recreation **and** C in Preparatory English **or** C in Preparatory Literature

Contacts

For further information	
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Health and Physical Education

Health

General senior subject

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- organise information for particular purposes
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Health structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol and other drugs (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Transport safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal investigation 1 (FA1) • Examination - analytical written response (seen question)	Formative internal assessment 2 (FA2) • Imaginative spoken response
	Formative internal assessment 3 (FA3) • Imaginative written response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Action research	25%	Summative internal assessment 3 (IA3) • Investigation	25%
Summative internal assessment 2 (IA2) • Examination - extended response	25%	Summative external assessment (EA) • Examination - extended response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	B in Preparatory Health

Contacts

For further information	
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Health and Physical Education

Physical Education

General senior subject

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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

Physical Education structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Investigative report	Formative internal assessment 3 (FA3) • Examination - combination responses • Practical performance
Formative internal assessment 2 (FA2) • Project folio - theory and practical	

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Project - folio	25%	Summative internal assessment 3 (IA3) • Project - folio	30%
Summative internal assessment 2 (IA2) • Investigation - report	20%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	C in Preparatory Physical Education

Contacts

For further information	
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Health and Physical Education
Certificate III in Fitness
VET Certificate Course

Certificate III in Fitness

SIS30321

2 year course *QCE Credits 8*

Qualification offered by external RTO:
Delivered at Mansfield State High School *Binnacle Training (RTO number: 31319)*

Brief description of certificate

The Certificate III in Fitness is an elective subject that may be studied by Year 11 and 12 students who are interested in career in the Fitness Industry. The course aims to prepare graduates to lead clients through fitness training and programming. It develops interpersonal skills and group leadership through planning single and a series of group sessions whether it be in a gym setting or an outdoor setting. The registered training organisation supporting the delivery of this course is Binnacle Training.

Units of competency

HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBSUS211	Participate in sustainable work practices
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

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

Entry requirements
Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have a good standard of written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. A Language, Literacy and Numeracy (LNN) screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Cost

The full fee for service is approximately $420.00 (payable in the first year of the course). $365 includes all course materials plus $55 for first aid qualification (HLTAID011). VETis funding may be accessed by eligible students to reduce the cost of this course.

Assessment

All assessment is submitted electronically to the external RTO for marking.

For further information

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Humanities

Social & Community Studies

Applied senior subject

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

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

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

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities 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:

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Social & Community Studies structure

Unit 1	Unit 2	Unit 3	Unit 4
Australia and its place in the world • contemporary society • Australia's international involvement	**Lifestyle and financial choices** • contemporary lifestyles	**Legal and digital citizenship** • law matters • digital technology and wellbeing	**Relationships and work environments** • effective professional relationships • nature of work and work environments

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Extended response	Formative internal assessment 3 (FA3) • Project - multimodal
Formative internal assessment 2 (FA1) • Project - multimodal	

Summative assessments

In Units 3 and 4 students complete four internal summative assessments which are prepared and marked by the school.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Extended response	25%	Summative internal assessment 3 (IA3) • Project - multimodal	25%
Summative internal assessment 2 (IA2) • Project - multimodal	25%	Summative internal assessment 4 (IA4) • Investigation - spoken	25%

Prerequisites

Prerequisites	Recommendations
Nil	C in Preparatory English **or** C in Preparatory Literature

Contacts

For further information	
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Humanities

Accounting

General senior subject

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Accounting structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting • Introduction to accounting • Accounting for today's businesses	**Financial reporting** • End-of-period reporting for today's businesses • Performance analysis of a sole trader business	**Managing resources** • Cash management • Managing resources for a sole trader business	**Accounting — the big picture** • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination - combination response	Formative internal assessment 2 (FA2) • Project - management effectiveness
	Formative internal assessment 3 (FA3) • Examination - combination response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 2 (IA2) • Examination – combination response	25%	Summative internal assessment 3 (IA3) • Examination - combination response	25%
Summative internal assessment 1 (IA1) • Project – cash management	25%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	C in Preparatory General Mathematics **and** B in Preparatory Accounting

Contacts

For further information	
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Humanities

Ancient History

General senior subject

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

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

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Ancient History structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** • Fifth Century Athens (BCE), the birthplace of the western world • Pompeii and Herculaneum, window on life in ancient times.	**People, power and authority** • Ancient Rome, Civil War and the breakdown of the Republic • Augustus, the first Emperor of Rome

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination	Formative internal assessment 2 (FA2) • Investigation – independent source analysis
	Formative internal assessment 3 (FA3) • Investigation – essay based on research

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination - extended response	25%	Summative internal assessment 3 (IA3) • Investigation	25%
Summative internal assessment 2 (IA2) • Investigation	25%	Summative external assessment (EA) • Examination - short response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	B in Preparatory Ancient **or** Modern History

Contacts

For further information	
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Humanities

Business

General senior subject

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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 situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Business structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination - combination response	Formative internal assessment 2 (FA2) • Investigation - business report
	Formative internal assessment 3 (FA3) • Extended response - feasibility report

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination - combination response	25%	Summative internal assessment 3 (IA3) • Feasibility report	25%
Summative internal assessment 2 (IA2) • Business report	25%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	B in Preparatory Business

Contacts

For further information	
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Humanities

Economics

General senior subject

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Economics structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination - combination response	Formative internal assessment 2 (FA2) • Investigation - research report
	Formative internal assessment 3 (FA3) • Examination - extended response to stimuli

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination - combination response	25%	Summative internal assessment 3 (IA3) • Examination - extended response	25%
Summative internal assessment 2 (IA2) • Investigation	25%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	B in Preparatory Economics

Contacts

For further information	
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Humanities
Geography
General senior subject

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning 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
- propose action
- communicate geographical understanding using appropriate forms of geographical communication

Geography structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Investigation - data report	Formative internal assessment 2 (FA2) • Investigation - field report
	Formative internal assessment 3 (FA3) • Examination - combination response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination - combination response	25%	Summative internal assessment 3 (IA3) • Data report	25%
Summative internal assessment 2 (IA2) • Field report	25%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	B in Preparatory Geography

Contacts

For further information	
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Humanities
Legal Studies
General senior subject

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students' question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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 to suit the intended purpose.

Legal Studies structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • • Human rights in Australian contexts

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Investigation – inquiry report	Formative internal assessment 2 (FA2) • Investigation – analytical essay
	Formative internal assessment 3 (FA3) • Examination – combination response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination - combination response	25%	Summative internal assessment 3 (IA3) • Investigation - analytical essay	25%
Summative internal assessment 2 (IA2) • Investigation - inquiry report	25%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	B in Preparatory Legal Studies

Contacts

For further information	
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Humanities

Modern History

General senior subject

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Modern History structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Russian Revolution 1905 – 1920s • Australian Frontier Wars, 1788 – 1930s	**Movements in the modern world** • Women's movement since 1893 • African-American civil rights movement, 1954	**National experiences in the modern world** • Soviet Union, 1920s-1945 • China, 1931	**International experiences in the modern world** • Cold War and its aftermath, 1945-2014 • Australian engagement with Asia since 1945

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Investigation – independent source investigation	Formative internal assessment 2 (FA2) • Examination - extended response
	Formative internal assessment 3 (FA3) • Investigation – historical essay based on research

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 2 (IA2) • Investigation	25%	Summative internal assessment 3 (IA3) • Investigation	25%
Summative internal assessment 1 (IA1) • Examination – extended response	25%	Summative external assessment (EA) • Examination – short response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	B in Preparatory Modern **or** Ancient History

Contacts

For further information	
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Humanities
Diploma of Business
VET Certificate Course

Diploma of Business

BSB50120

2 year course *QCE Credits 8*

Qualification offered by external RTO:
Delivered at Mansfield State High School *GET SET Education (RTO number: 45252)*

Brief description of certificate

The Diploma of Business is a qualification that will provide student with the skills and experiences to come a business professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Student will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results.

Units of study and course competencies

Module	Competencies	Duration	Assessment
Lead communication in the workplace	BSBXCM501: Lead communication in the workplace	6 weeks	Task 1: Knowledge quiz Task 2: Establish communication protocols Task 3: Coordinate effective communication Task 4: Review communication practices
Develop critical thinking in others	BSBCRT511: Develop critical thinking in others	5 weeks	Task 1: Knowledge quiz Task 2: Cultivating critical thinking Task 3: Encouraging critical thinking Task 4: Improve thinking practices
Social media	BSBMKG546: Develop social media engagement plans SIRXMKT006: Develop a social media strategy	8 weeks	Task 1: Knowledge quiz Task 2: Market research Task 3: Policy, procedures and strategy Task 4: Implementation, monitoring and review
Manage finances	BSBFIN501: Manage budgets and finance	6 weeks	Task 1: Knowledge quiz Task 2: Plan and implement budget Task 3: Monitor, control and review financial processes
Business planning	BSBOPS601: Develop and implement business plans SIRXMGT005: Lead the development of business opportunities BSBMKG541: Identify and evaluate marketing opportunities	12 weeks	Task 1: Research business and marketing opportunities Task 2: Feasibility analysis Task 3: Business development plan Task 4: Evaluating the business plan
Manage resources and customer service	BSBOPS501: Manage business resources BSBOPS505: Manage organisational customer service	10 weeks	Task 1: Establish resource requirements Task 2: Allocate resources Task 3: Monitor, review and improve Task 4: Develop resource and customer service plans Task 5: Adapt delivery for continuous improvement
Manage risk and sustainability	BSBOPS504: Manage business risk BSBSUS511: Develop workplace policies and procedures for sustainability	10 weeks	Task 1: Develop sustainability policy Task 2: Manage risks Task 3: Implement and monitor sustainability processes

Entry requirements

In the weeks after SET Planning, students who select the Diploma of Business will be required to sit a pre-entry assessment to ensure appropriate Literacy and Numeracy standards. Any students who are unable to demonstrate these standards in the pre-entry assessment will be required to reselect a more suitable subject for their senior pathway.

Prerequisites

B in Preparatory English/EAL **or**
C in Preparatory Literature **and**
C in Preparatory General Mathematics **or**
Studying Preparatory Mathematical Methods **and**
Satisfactory completion of the pre-entry Literacy and Numeracy Assessment

Recommendations

A passion for business and/or a desire to pursue work or study in business as a future pathway

Cost

$849 per student payable to Get Set Education

Assessment

All assessment is submitted electronically to the external RTO for marking by Mansfield teaching staff.

For further information

Kate Flanagan or Tammy Vallis, Head of Department, Humanities
kflan36@eq.edu.au or tvall8@eq.edu.au

Humanities
Certificate IV in Justice Studies
VET Certificate Course

Certificate IV in Justice Studies

10971NAT

2 year course *QCE Credits 8*

Qualification offered by external RTO:
Delivered at Mansfield State High School *Unity College (RTO number: 32123)*

Brief description of certificate

This qualification is a nationally recognised qualification and the course is externally assessed and run by Unity College. The qualification is an excellent opportunity for High School students to take the first step towards a successful career in the justice industry. They will obtain a head start in the local job market and can use the qualification as a step towards further education.

This course can help prepare students for the Bachelor of Criminology and Justice at the University of the Sunshine Coast or a Bachelor of Justice at other universities. The course also has close links with the Diploma of Crime and Justice at TAFE QLD, with Queensland Courts and with the Queensland Police. The course is developed alongside industry personnel.

Units of competency

BSBPEF402	Develop personal work priorities
NAT10971001	Providing information and referral advice on justice related issues
BSBLEG421	Applying understanding of the Australian Legal System
NAT10971002	Preparing documentation for court proceedings
PSPREG010	How to prepare a brief of evidence
PSPREG003	Apply regulatory powers
BSBLEG523	Apply legal principles in tort law matters
NAT10971003	Analyse social justice issues
BSBLDR414	Lead team effectiveness
PSPREG012	Gather information through interviews
BSBXCM401	Apply communication strategies in the workplace

Entry requirements

There are no formal entry requirements for this course. It is recommended that students have a pass in Preparatory English/EAL or Preparatory Literature to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Students need to demonstrate independent learning skills.

Cost

$700 per student payable directly to Unity College
$25 Year 11 subject fee
$25 Year 12 subject fee

Assessment

All assessment is submitted electronically to the external RTO for marking.

For further information

Tammy Vallis or Kate Flanagan, Head of Department, Humanities
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Languages
French
General senior subject

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from French-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as French is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

A course of study in French 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 French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of French to construct meaning
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- communicate using contextually appropriate French.

French structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie — My world • Family/carers • Peers • Education	**L'exploration du monde — Exploring our world** • Travel and exploration • Social customs • French influences around the world	**Notre société; culture et identité — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Mon présent; mon avenir — My present; My future** • The present • Future choices

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination - short response	Formative internal assessment 3 (FA3) • Examination - extended response
Formative internal assessment 2 (FA2) • Examination - combination response	

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination - short response	20%	Summative internal assessment 3 (IA3) • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2) • Examination - extended response	25%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory French	Nil

Contacts

For further information
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Languages
Japanese
General senior subject

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

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
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

Japanese structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — **My world** • Family/carers • Peers • Education	私達の世界をたんけんする — **Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	私達の社会、文化とアイデンティティ— **Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 — **My present; my future** • The present • Future choices

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination - short response	Formative internal assessment 3 (FA3) • Examination - extended response
Formative internal assessment 2 (FA2) • Examination - combination response	

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination - short response	20%	Summative internal assessment 3 (IA3) • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2) • Examination - extended response	25%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory Japanese	Nil

Contacts

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Languages
French Extension
General senior subject

Advanced study in an additional language, as offered in French Extension, equips students with a deeper intercultural understanding and enhanced linguistic abilities, preparing them for an increasingly globalised world.

Students use their background knowledge and skills in French in order to investigate how meaning is communicated in French texts. In doing so, they use and enhance the language acquired and developed in the General French syllabus to engage more deeply with a range of text types by creating meaning in French.

Use of French as the main medium for communication enables students to engage with creative thought and expression in French in an increasingly complex range of social and cultural contexts. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts. As students develop their analytical, creative and critical thinking in French, they reflect on their perspectives and attitudes. French Extension places students at the centre of their own learning.

In French Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of French texts. Students enhance further the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and appreciate how these have been influenced by cultural context.

Pathways

A course of study in French Extension can establish a basis for further education and employment in fields such as linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Objectives

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

- apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts
- make decisions about language elements, structures and textual conventions to create or determine meaning in texts
- interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments
- create texts that communicate information and ideas in French for context, purpose, audience, tone and cultural conventions
- structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

French Extension structure

Unit 3	Unit 4
Guided investigation The school chooses two areas of study from the list below: • literature • the arts • social sciences • media studies • innovation, science and technology • business and commerce.	**Independent investigation** The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination - combination response	20%	Summative internal assessment 3 (IA3) • Investigative folio and interview	30%
Summative internal assessment 2 (IA2) • Examination - extended response	25%	Summative external assessment (EA) • Examination - extended response	25%

Prerequisites

Prerequisites	Recommendations
Satisfactory Unit 3 & 4 in Year 11 Advanced French	Nil

Contacts

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Languages

Senior External Examination - Languages

General senior external examination

The following languages are offered through Senior External Examination (SEE) syllabuses

- Arabic *
- Chinese
- Indonesian
- Korean
- Latin *
- Modern Greek *
- Polish *
- Punjabi *
- Russian *
- Tamil*
- Vietnamese.

Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination. Examinations require assumed knowledge from Units 1 and 2.

Each language examination consists of a written and an oral component, completed on different days. **Students must sit both components**.

All oral examinations will be recorded.

Language examinations

* Arabic, Latin, Modern Greek, Polish, Punjabi, Russian and Tamil are 'borrowed' syllabuses, i.e. the syllabuses for Senior External Examinations are based on syllabuses from interstate jurisdictions.

In such cases, the oral and written examinations will be set by a panel appointed by the relevant interstate Authority, and marked by assessors appointed by that Authority.

For all other languages syllabuses (Chinese, Indonesian, Korean and Vietnamese), External examinations are developed and marked by assessors appointed by the QCAA.

Prerequisites

Prerequisites	Recommendations
Year 12 students only **and** Must be proficient in reading, writing, listening and speaking of the target language	Usually spoken at home

Contacts

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Mathematics

Essential Mathematics

Applied senior subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Essential Mathematics structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

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

Summative assessments

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Unit 3	Unit 4
Summative internal assessment 1 (IA1) • Problem-solving and modelling task	Summative internal assessment 3 (IA3) • Problem-solving and modelling task
Summative internal assessment 2 (IA2) • Common internal assessment (CIA)	Summative internal assessment (IA4) • Examination - short response

Prerequisites

Prerequisites	Recommendations
Nil	Nil

Contacts

For further information	
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Mathematics
General Mathematics
General senior subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

General Mathematics structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

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

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2) • Examination - short response	15%	Summative internal assessment 3 (IA3) • Examination - short response	15%
Summative external assessment (EA) • Examination - combination response			50%

Prerequisites

Prerequisites	Recommendations
C in Preparatory Mathematics	Students who studied Preparatory Essential Mathematics must see HOD before choosing General Mathematics

Contacts

For further information	
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Mathematics

Mathematical Methods

General senior subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Mathematical Methods structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

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

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2) • Examination - short response	15%	Summative internal assessment 3 (IA3) • Examination - short response	15%
Summative external assessment (EA) • Examination - combination response			50%

Prerequisites

Prerequisites	Recommendations
C in Preparatory Mathematics Methods **and** Graphics calculator (non CAS) is required. Model CASIO FXCG50 is recommended, please refer to the book list.	Achievement of greater than 50% in Preparatory Mathematics Methods. Refer to teacher recommendations.

Contacts

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Mathematics

Specialist Mathematics

General senior subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Specialist Mathematics structure

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

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

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

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3) • Examination - short response	15%
Summative internal assessment 2 (IA2) • Examination (short response)	15%		
Summative external assessment (EA) • Examination - combination response			50%

Prerequisites

Prerequisites	Recommendations
C in Preparatory Mathematical Methods **and** Studying senior Mathematical Methods	Achievement of greater than 50% in Preparatory Mathematics Methods. Refer to teacher recommendations.

Contacts

For further information	
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Sciences

Science in Practice

Applied senior subject

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Science in Practice structure

Unit 1	Unit 2	Unit 3	Unit 4
Forensic Science • Crime scene analysis • Finger prints • Bite marks • Chromatography • FDS incursion	**Sustainability** • Energy Sources • Energy Types • Sea World Excursion • Ocean Acidification • Greenhouse Gases	**Measurement, scales and chance** • Energy Sources • Energy Types • Sea World Excursion • Ocean Acidification • Greenhouse Gases	**Graphs, data and loans** • Aerodynamics • Balloon Car • Hydrogen Cell Vehicles • Sustainable Transport

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Practical project	Formative internal assessment 3 (FA3) • Applied investigation
Formative internal assessment 2 (FA2) • Applied investigation	Formative internal assessment 4 (FA4) • Practical project

Summative assessments

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Unit 3	Unit 4
Summative internal assessment 1 (1A1) • Applied investigation	Summative internal assessment 3 (IA3) • Applied investigation
Summative internal assessment 2 (IA2) • Practical project	Summative internal assessment (IA4) • Practical project

Prerequisites

Prerequisites	Recommendations
Nil	C in any Preparatory English **and** C in any Preparatory Science

Contacts

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Sciences
Biology
General senior subject

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Biology Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination - data test and content	Formative internal assessment 3 (FA3) • Research investigation
Formative internal assessment 2 (FA2) • Student experiment	Formative internal assessment 4 (FA4) • Examination - data test and content

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Data test	10%	Summative internal assessment 3 (IA3) • Research investigation	20%
Summative internal assessment 2 (IA2) • Student experiment	20%		
Summative external assessment (EA) • Examination - combination response			50%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature **and** C in Preparatory Biology, Chemistry, Earth & Environmental Science or Physics **and** C in Preparatory General Mathematics **or** C in Preparatory Mathematics Methods	C in Preparatory Biology **and** Achievement of more than 50% in Preparatory Mathematics Methods **or** B in Preparatory General Mathematics.

Contacts

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Sciences
Chemistry
General senior subject

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

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

Chemistry structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination	Formative internal assessment 3 (FA3) • Student experiment
Formative internal assessment 2 (FA2) • Research investigation	Formative internal assessment 4 (FA4) • Examination - data test and content

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Data test	10%	Summative internal assessment 3 (IA3) • Research investigation	20%
Summative internal assessment 2 (IA2) • Student experiment	20%		
Summative external assessment (EA): • Examination - combination response			50%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature **and** C in Preparatory Chemistry **or** Physics **and** Achievement of greater than 50% in Preparatory Mathematical Methods	C in Preparatory Chemistry **and** Studying senior Mathematical Methods

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Sciences

Earth & Environmental Science

General senior subject

Earth & Environmental Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. In Unit 1, students examine the evidence underpinning theories of the development of Earth systems, their interactions and their components. In Unit 2, students investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. In Unit 3, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. In Unit 4, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

Earth & Environmental Science aims to develop students':

- interest in Earth and environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
- understanding of Earth as a dynamic planet consisting of four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere
- appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
- understanding that Earth and environmental science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate Earth and environmental science concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate understanding, findings, arguments and conclusions related to Earth and its environments, using appropriate representations, modes and genres.

Pathways

A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Objectives

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

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

Earth & Environmental Science structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Earth systems • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere	**Earth processes — energy transfers and transformations** • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes	**Living on Earth — extracting using and managing Earth resources** • Use of non-renewable Earth resources • Use of renewable Earth resources	**The changing Earth — the cause and impact of Earth hazards** • The cause and impact of Earth hazards • The cause and impact of global climate change

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Examination	Formative internal assessment 3 (FA3) • Student experiment
Formative internal assessment 2 (FA2) • Research investigation	Formative internal assessment 4 (FA4) • Examination - data test and content

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Data test	10%	Summative internal assessment 3 (IA3) • Research investigation	20%
Summative internal assessment 2 (IA2) • Student experiment	20%		
Summative external assessment (EA): • Examination - combination response			50%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature **and** C in Preparatory Biology, Chemistry, Earth & Environmental Science or Physics **and** C in Preparatory Mathematical Methods **or** C in Preparatory General Mathematics	C in Preparatory Earth & Environmental Science **and** Achievement of more than 50% in Preparatory Mathematical Methods **or** B in Preparatory General Mathematics

Contacts

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Sciences
Physics
General senior subject

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in
- physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Physics structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Linear motion and force (part A)	**Linear motion and waves** • Linear motion and force (part B) • Electrical circuits • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Research investigation	Formative internal assessment 3 (FA3) • Student experiment
Formative internal assessment 2 (FA2) • Examination (data test and content)	Formative internal assessment 4 (FA4) • Examination (data test and content)

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Data test	10%	Summative internal assessment 3 (IA3) • Research investigation	20%
Summative internal assessment 2 (IA2) • Student experiment	20%		
Summative external assessment (EA): • Examination - combination response			50%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature **and** C in Preparatory Physics or Chemistry **and** Achievement of more than 50% in Preparatory Mathematical Methods **and** Studying Senior Maths Methods	B in Preparatory Physics

Contacts

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Technologies

Furnishing Skills

Applied senior subject

The QCAA curriculum places Furnishing Skills in the Technologies offering of subjects. At Mansfield State High School, the subject Furnishing Skills is offered by the Industrial Technology & Design department and has its own Head of Department.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

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

Furnishing Skills structure

Unit 1	Unit 2	Unit 3	Unit 4
Furniture making	**Cabinet making**	**Interior furnishing**	**Production in the commercial furniture**

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Practical demonstration	Formative internal assessment 3 (FA3) • Practical demonstration
Formative internal assessment 2 (FA2) • Project	Formative internal assessment 4 (FA4) • Project

Summative assessments

In Units 3 and 4 students complete four internal summative assessments which are prepared and marked by the school.

Unit 3	Unit 4
Summative internal assessment 1 (1A1) • Practical demonstration	Summative internal assessment 3 (IA3) • Practical demonstration
Summative internal assessment 2 (IA2) • Project	Summative internal assessment (IA4) • Project

Prerequisites

Prerequisites	Recommendations
Nil	C in any Preparatory English **or** C in Preparatory Literature **and** C in Preparatory General Mathematics

Contacts

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Technologies

Industrial Graphics Skills

Applied senior subject

The QCAA curriculum places Industrial Graphics Skills in the Technologies offering of subjects. At Mansfield State High School, the subject Industrial Graphics Skills is offered by the Industrial Technology & Design department and has its own Head of Department.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

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 and survey drafter.

Objectives

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

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

Industrial Graphics Skills structure

Unit 1	Unit 2	Unit 3	Unit 4
Computer aided drafting - modelling	**Drafting for residential building**	**Graphics in the construction industry**	**Graphics for the engineering industry**

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Practical demonstration	Formative internal assessment 3 (FA3) • Practical demonstration
Formative internal assessment 2 (FA2) • Project	Formative internal assessment 4 (FA4) • Project

Summative assessments

In Units 3 and 4 students complete four internal summative assessments which are prepared and marked by the school.

Unit 3	Unit 4
Summative internal assessment 1 (1A1) • Practical demonstration	Summative internal assessment 3 (**I**A3) • Practical demonstration
Summative internal assessment 2 (IA2) • Project	Summative internal assessment 4 (IA4) • Project

Prerequisites

Prerequisites	Recommendations
Nil	C in Preparatory English **or** C in Preparatory Literature **and** C in Preparatory General Mathematics

Contacts

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Technologies

Industrial Technology Skills

Applied senior subject

The QCAA curriculum places Industrial Technology Skills in the Technologies offering of subjects. At Mansfield State High School, the subject Industrial Technology Skills is offered by the Industrial Technology & Design department and has its own Head of Department.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Industrial Technology Skills structure

Unit 1	Unit 2	Unit 3	Unit 4
Welding and fabrication	**Sheet metal working**	**Framing and cladding**	**Fitting and machining**

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Practical demonstration	Formative internal assessment 3 (FA3) • Practical demonstration
Formative internal assessment 2 (FA2) • Project	Formative internal assessment 4 (FA4) • Project

Summative assessments

In Units 3 and 4 students complete four internal summative assessments which are prepared and marked by the school.

Unit 3	Unit 4
Summative internal assessment 1 (1A1) • Practical demonstration	Summative internal assessment 3 (**I**A3) • Practical demonstration
Summative internal assessment 2 (IA2) • Project	Summative internal assessment 4 (IA4) • Project

Prerequisites

Prerequisites	Recommendations
Nil	C in Preparatory English **or** C in Preparatory Literature **and** C in Preparatory General Mathematics

Contacts

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Technologies

Information & Communication Technology

Applied senior subject

The QCAA curriculum places Information & Communication Technology in the Technologies offering of subjects. At Mansfield State High School, the subject Information & Communication Technology is offered by the Digital Solutions department and has its own Head of Department.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, robotics, app development, audio and video production, layout and publishing, digital imaging and modelling and web development.

Objectives

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

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

Information & Communication Technology structure

Unit 1	Unit 2	Unit 3	Unit 4
Web development • develop a design for web application • develop a web application	**Layout and publishing** • develop a design for a modern game manual • develop a modern game manual	**Digital imaging and modelling** • develop a 2D programmatic image • develop a 3D model for 3D print	**Audio and video publishing** • Develop a pre-production trailer for Esports • Develop a voice over for eSports trailer

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Product proposal - multimodal	Formative internal assessment 3 (FA3) • Product Proposal- multimodal
Formative internal assessment 2 (FA2) • Project - multimodal	Formative internal assessment 4 (FA4) • Project - multimodal

Summative assessments

In Units 3 and 4 students complete four internal summative assessments which are prepared and marked by the school.

Unit 3	Unit 4
Summative internal assessment 1 (1A1) • Product proposal - multimodal	Summative internal assessment 3 (**I**A3) • Product proposal - multimodal
Summative internal assessment 2 (IA2) • Project - multimodal	Summative internal assessment 4 (IA4) • Project - multimodal

Prerequisites

Prerequisites	Recommendations
Nil	C in Preparatory English **or** C in Preparatory Literature

Contacts

For further information
Mark Redhead Head of Department, Digital Solutions mredh2@eq.edu.au

Technologies
Design
General senior subject

The QCAA curriculum places Design in the Technologies offering of subjects. At Mansfield State High School, the subject Design is offered by the Industrial technology & Design department and has its own Head of Department.

The Design subject focuses on the application of design thinking to envisage creative products, services and environments. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking approaches that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Design structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Design challenge	Formative internal assessment 3 (FA3) • Project
Formative internal assessment 2 (FA2) • Project	Formative internal assessment 4 (FA4) • Examination - extended response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Design challenge	20%	Summative internal assessment 3 (IA3) • Project	25%
Summative internal assessment 2 (IA2) • Project	30%	Summative external assessment (EA) • Examination - extended response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory General Mathematics **and** C in Preparatory English **or** C in Preparatory Literature	C in Preparatory Design

Contacts

For further information
Lance Simpson Head of Department, Industrial Technology & Design lsimp8@eq.edu.au

Technologies
Digital Solutions
General senior subject

The QCAA curriculum places Digital Solutions in the Technologies offering of subjects. At Mansfield State High School, the subject Digital Solutions is offered by the Digital Solutions department and has its own Head of Department.

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Digital Solutions structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Folio	Formative internal assessment 2 (FA2) • Project

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Technical proposal	25%	Summative internal assessment 3 (IA3) • Digital solution	25%
Summative internal assessment 2 (IA2) • Digital solution	25%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory Digital Solutions **or** C in Preparatory English **or** C in Preparatory Literature	B in Preparatory English **or** B in Preparatory Literature

Contacts

For further information
Mark Redhead Head of Department, Digital Solutions mredh2@eq.edu.au

Technologies

Engineering

General senior subject

The QCAA curriculum places Engineering in the Technologies offering of subjects. At Mansfield State High School, the subject Engineering is offered by the Industrial Technology & Design department and has its own Head of Department.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

recognise and describe engineering problems, concepts and principles

- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Engineering structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Engineered solution	Formative internal assessment 3 (FA3) • Engineered solution
Formative internal assessment 2 (FA2) • Examination - combination response	Formative internal assessment 3 (FA4) • Examination - combination response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Engineered solution	25%	Summative internal assessment 3 (IA3) • Engineered solution	25%
Summative internal assessment 2 (IA2) • Examination - combination response	25%	Summative external assessment (EA) • Examination - combination response	25%

Prerequisites

Prerequisites	Recommendations
A in Preparatory General Mathematics **or** C in Preparatory Mathematical Methods **and** C in Preparatory English **or** C in Preparatory Literature	B in Preparatory Engineering **and** B in Preparatory Mathematical Methods

Contacts

For further information
Lance Simpson Head of Department, Industrial Technology & Design lsimp8@eq.edu.au

Technologies
Certificate II/III in Hospitality
VET Certificate course

Certificate II/III in Hospitality

SIT20322 / SIT30622

2 year course — *Certificate II 4 QCE Credits / Certificate III 6 QCE Credits*

Qualification offered by external RTO:
Delivered at Mansfield State High School — *Training Direct Australia (RTO number: 32355)*

Brief description of certificate

Certificate of Hospitality courses provide students with technical skills and knowledge enabling them to be effective participants in the hospitality workforce.

Certificate II in Hospitality

This certificate is ideal for students looking to develop skills to assist in gaining part-time or casual work. Twelve (12) units of competency are completed over the 2-year course. The units of study offer students a broad range of skills suited for front of house service. Students are required to complete twelve (12) service periods in a hospitality venue.

Certificate III in Hospitality

This certificate is a great choice for students looking for an entry point for a career within the Hospitality/Tourism sector. Seventeen (17) units of competency are completed over the 2-year course. There is a requirement for students to complete thirty-six (36) service periods in a hospitality venue.

Units of competency

		Certificate II	Certificate III
BSBTWK201	Work effectively with others	✓	✓
SITHIND006	Source & use information on the hospitality industry	✓	✓
SITHIND007	Use hospitality skills effectively	✓	✓
SITXCCS011	Interact with customers	✓	✓
SITXCOM007	Show social & cultural sensitivity	✓	✓
SITXWHS005	Participate in safe work practices	✓	✓
SITXFSA005	Use hygienic practices for food safety	✓	✓
SITHCCC024	Prepare & present simple dishes	✓	✓
SITHCCC025	Prepare & present sandwiches	✓	✓
SITHFAB021	Provide responsible service of alcohol	✓	✓
SITHFAB024	Prepare & serve non- alcoholic beverages	✓	✓
SITHFAB025	Prepare & serve espresso coffee	✓	✓
SITHIND008	Work effectively in hospitality service		✓
SITXCCS014	Provide service to customers		✓
SITXCOM007	Coach others in job skills		✓
SITSFXA006	Participate in safe food handling practices		✓
BSBCMM211	Apply communication skills		✓

Entry requirements

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Training Direct Australia's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

PDS Statement

This Subject Outline is to be read in conjunction with Training Direct Australia's Student Handbook. The Handbook sets out the services and training products of Training Direct Australia. To access Training Direct Australia's Student Handbook, visit: https://trainingdirect.net.au.

Certificate II/III in Hospitality (continued)

Cost

Training Direct Australia has partnered with our school to deliver the **Certificate II in Hospitality** under the Vocational Education and Training in Schools (VETiS) funding pool.
Please be aware that the VET Investment budget will provide funding for students to complete only one qualification under the VETiS program.

- If your child meets the eligibility requirements, there is no cost involved for the training.
- If the eligibility requirements cannot be met, your child will not be eligible for VETiS funding and the hospitality qualification will need to be paid for. The cost to student is $1380 ($115 per unit) for Certificate II in Hospitality.

As the Certificate II in Hospitality is embedded in the **Certificate III in Hospitality**, the cost for the Certificate II component is as described above, the additional units delivered for the Certificate III will cost $350.

If a student is not eligible for VETiS funding, then they will be enrolled in the Certificate III in Hospitality as a User Pay to maximise QCE points. If a User Pay student is completing Certificate III in Hospitality, they have the opportunity to gain up to 8 QCE points. The total cost is $1,725 ($115 per unit of competency).

School Subject Fees
$25 - Year 11 for program, registration, resources and equipment
$25 - Year 12 for program, registration, resources and equipment

Assessment

Assessment is a combination of online submission and practical skill assessment which is held at school.

For further information

Amy Beckman, Head of Department, Food & Fibre
abeck152@eq.edu.au

The Arts

Media Arts in Practice

Applied senior subject

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks.

Media Arts in Practice structure

Unit 1	Unit 2	Unit 3	Unit 4
Representations • Video games	**Persuasion** • Advertising	**Personal viewpoints** • Social issues	**Community**

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Project	Formative internal assessment 3 (FA3) • Project
Formative internal assessment 2 (FA2) • Media artwork	Formative internal assessment 4 (FA4) • Media artwork

Summative assessments

In Units 3 and 4 students complete four internal summative assessments which are prepared and marked by the school.

Unit 3	Unit 4
Summative internal assessment 1 (IA1) • Project	Summative internal assessment 3 (IA3) • Project
Summative internal assessment 2 (IA2) • Media artwork	Summative internal assessment 4 (IA4) • Media artwork

Prerequisites

Prerequisites	Recommendations
Nil	C in Preparatory English **or** C in Preparatory Literature

Contacts

For further information
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The Arts

Visual Arts in Practice

Applied senior subject

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

Visual Arts in Practice structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self) • Painting 2D	**Looking outwards (others)** • 3D jewellery	**Clients** • 2D artworks	**Transform and extend** • Students choose own pathway

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Project	Formative internal assessment 3 (FA3) • Project
Formative internal assessment 2 (FA2) • Resolved artwork	Formative internal assessment 4 (FA4) • Resolved artwork

Summative assessments

In Units 3 and 4 students complete four internal summative assessments which are prepared and marked by the school.

Unit 3	Unit 4
Summative internal assessment 1 (IA1) • Project	Summative internal assessment 3 (IA3) • Project
Summative internal assessment 2 (IA2) • Resolved artwork	Summative internal assessment 4 (IA4) • Resolved artwork

Prerequisites

Prerequisites	Recommendations
Nil	C in Preparatory English **or** C in Preparatory Literature

Contacts

For further information
Sue Pritchard Head of Department, The Arts sprit4@eq.edu.au

The Arts
Drama
General senior subject

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

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

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

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Drama structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Dramatic concept	Formative internal assessment 3 (FA3) • Practice-led project
Formative internal assessment 2 (FA2) • Performance	Formative internal assessment 4 (FA4) • Director's vision and performance

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Performance	20%	Summative internal assessment 3 (IA3) • Practice-led project	35%
Summative internal assessment 2 (IA2) • Dramatic concept	20%		
Summative external assessment (EA): Examination - extended response			25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	C in Year 9 Drama **or** C in Year 10 Preparatory Drama

Contacts

For further information
Sue Pritchard Head of Department, The Arts sprit4@eq.edu.au

The Arts

Film, Television & New Media

General senior subject

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

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

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Film, Television & New Media structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Technologies • Institutions • Languages	**Stories** • Representations • Audiences • Languages	**Participation** • Technologies • Audiences • Institutions	**Artistry** • Technologies • Representations • Languages

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Project	Formative internal assessment 2 (FA2) • Project – genre film
	Formative internal assessment 3 (FA3) • Examination - extended response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Case study investigation	15%	Summative internal assessment 3 (IA3) • Stylistic production	35%
Summative internal assessment 2 (IA2) • Multi-platform content project	25%		
Summative external assessment (EA): Examination - extended response			25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	C in Year 9 Media **or** C in Year 10 Preparatory Film, Television & New Media

Contacts

For further information
Sue Pritchard Head of Department, The Arts sprit4@eq.edu.au

The Arts
Music
General senior subject

The QCAA curriculum places Music in The Arts offering of subjects. At Mansfield State High School, the subject Music is offered by the Music department and has its own Head of Department.

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

Music structure

Unit 1	Unit 2	Unit 3	Unit 4
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?	**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?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Performance - own choice	Formative internal assessment 3 (FA3) • Integrated project – musicology and performance or composition
Formative internal assessment 2 (FA2) • Composition • Composition statement of intent	Formative internal assessment 4 (FA4) • Examination

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Performance	20%	Summative internal assessment 3 (IA3) • Project	35%
Summative internal assessment 2 (IA2) • Composition	20%		
Summative external assessment (EA) Examination - extended response			25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory Music **or** Audition	C in Preparatory English **or** C in Preparatory Literature

Contacts

For further information
Kathrine Jacobsen Head of Department, Music kjaco15@eq.edu.au

The Arts

Music Extension (Composition)

General senior subject

The QCAA curriculum places Music in The Arts offering of subjects. At Mansfield State High School, the subject Music is offered by the Music department and has its own Head of Department.

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students 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.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

Common objectives

By the conclusion of the course of study, all Music Extension students will:

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in composition will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

Music Extension (Composition) structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

Summative assessments

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

Note: The summative external assessment (EA): Examination (extended response) is the same assessment for all three Music Extension specialisations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Composition 1	20%	Summative internal assessment 3 (IA3) • Composition project	35%
Summative internal assessment 2 (IA2) • Composition 2	20%		
Summative external assessment (EA) Examination - extended response			25%

Prerequisites

Prerequisites	Recommendations
Satisfactory Units 1 & 2 in Year 11 Music	Nil

Contacts

For further information
Kathrine Jacobsen Head of Department, Music kjaco15@eq.edu.au

The Arts

Music Extension (Musicology)

General senior subject

The QCAA curriculum places Music in The Arts offering of subjects. At Mansfield State High School, the subject Music is offered by the Music department and has its own Head of Department.

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students 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.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

Common objectives

By the conclusion of the course of study, all Music Extension students will:

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in musicology will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

Music Extension (Musicology) structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

Summative assessments

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

Note: The summative external assessment (EA): Examination (extended response) is the same assessment for all three Music Extension specialisations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Investigation 1	20%	Summative internal assessment 3 (IA3) • Musicology project	35%
Summative internal assessment 2 (IA2) • Investigation 2	20%		
Summative external assessment (EA): Examination - extended response			25%

Prerequisites

Prerequisites	Recommendations
Satisfactory Units 1 & 2 in Year 11 Music	Nil

Contacts

For further information
Kathrine Jacobsen Head of Department, Music kjaco15@eq.edu.au

The Arts

Music Extension (Performance)

General senior subject

The QCAA curriculum places Music in The Arts offering of subjects. At Mansfield State High School, the subject Music is offered by the Music department and has its own Head of Department.

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students 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 realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

Common objectives

By the conclusion of the course of study, all Music Extension students will:

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in performance will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Music Extension (Performance) structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

Summative assessments

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

Note: The summative external assessment (EA): Examination (extended response) is the same assessment for all three Music Extension specialisations.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Performance 1	20%	Summative internal assessment 3 (IA3) • Performance project	35%
Summative internal assessment 2 (IA2) • Performance 2	20%		
Summative external assessment (EA) Examination - extended response			25%

Prerequisites

Prerequisites	Recommendations
Satisfactory Units 1 & 2 in Year 11 Music	Nil

Contacts

For further information
Kathrine Jacobsen Head of Department, Music kjaco15@eq.edu.au

The Arts
Visual Art
General senior subject

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Visual Art Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

Formative assessments

The assessments in Units 1 and 2 are formative and are designed by the school to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1) • Project - experimental folio and investigation	Formative internal assessment 2 (FA2) • Project folio
	Formative internal assessment 3 (FA3) • Examination - extended response

Summative assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Investigation - inquiry phase 1	20%	Summative internal assessment 3 (IA3) • Project - inquiry phase 3	30%
Summative internal assessment 2 (IA2) • Project - inquiry phase 2	25%		
Summative external assessment (EA) Examination - extended response			25%

Prerequisites

Prerequisites	Recommendations
C in Preparatory English **or** C in Preparatory Literature	C in Year 9 Art **or** Year 10 Preparatory Art

Contacts

For further information
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Prerequisites and recommendations for Senior subjects 2026-2027

English

Subject	Code	Type	Prerequisites	Recommendations
Essential English	ENE	Applied	Nil	Nil
English	ENG	General	C in Prep English **or** Prep Literature	B in Prep English
English as an Additional Language	EAL	General	Parents do not speak English as their first language **and** C in Prep English, Prep Literature **or** Prep EAL	Nil
Literature	LIT	General	B in Prep English **or** C in Prep Literature	B in Prep Literature

Health and Physical Education

Subject	Code	Type	Prerequisites	Recommendations
Early Childhood Studies	ECS	Applied	Nil	C in Prep English **or** Prep Literature
Sport & Recreation	REC	Applied	Nil	C in Prep Sport & Recreation **and** C in Prep English **or** Prep Literature
Health	HEA	General	C in Prep English **or** Prep Literature	B in Prep Health
Physical Education	PED	General	C in Prep English **or** Prep Literature	C in Prep Physical Education
Certificate III in Fitness	CFT	Certificate	Nil	C in Prep English or Prep Literature

Humanities and Social Sciences

Subject	Code	Type	Prerequisites	Recommendations
Social & Community Studies	SCS	Applied	Nil	C in Prep English **or** Prep Literature
Accounting	ACC	General	C in Prep English **or** Prep Literature	C in Prep General Mathematics **and** B in Prep Accounting
Ancient History	AHS	General	C in Prep English **or** Prep Literature	B in Prep Ancient **or** Prep Modern History
Business	BUS	General	C Prep English **or** Prep Literature	B in Prep Business
Economics	ECN	General	C in Prep English **or** Prep Literature	B in Prep Economics
Geography	GEG	General	C in Prep English **or** Prep Literature	B in Prep Geography
Legal Studies	LEG	General	C in Prep English **or** Prep Literature	B in Prep Legal Studies
Modern History	MHS	General	C in Prep English **or** Prep Literature	B in Prep Ancient **or** Prep Modern History
Diploma of Business	DBU	Certificate	B in Preparatory English/EAL **or** C in Preparatory Literature **and** C in Preparatory General Mathematics **or** Studying Preparatory Mathematical Methods **and** Satisfactory completion of the pre-entry Literacy and Numeracy Assessment	A passion for business and/or a desire to pursue work or study in business as a future pathway
Certificate IV Justice Studies	CJU	Certificate	Nil	C in Prep English **or** Prep Literature

Languages

Subject	Code	Type	Prerequisites	Recommendations
French	FRE	General	C in Preparatory French	Nil
Japanese	JPS	General	C in Preparatory Japanese	Nil
Advanced French	AFR	General	Satisfactory Units 1 & 2 in Year 11 French	Nil
French Extension	FRX	General	Satisfactory in Units 3 & 4 in Year 11 Advanced French	Nil
Arabic, Chinese, Indonesian, Korean, Latin, Modern Greek, Polish, Punjabi, Russian, Vietnamese		Senior External Examination (SEE)	Year 12 students only **and** Must be proficient in reading, writing, listening and speaking of target language	Usually spoken at home

Mathematics

Subject	Code	Type	Prerequisites	Recommendations
Essential Mathematics	MAE	Applied	Nil	Nil
General Mathematics	MAG	General	C in Prep General Maths	Year 10 Essential Maths students must see HOD before selecting
Mathematical Methods	MAM	General	C in Prep Maths Methods	Achievement of more than 50% in Prep Maths Methods
Specialist Mathematics	MAS	General	C in Prep Maths Methods **and** Studying senior Maths Methods	Achievement of more than 50% in Prep Maths Methods

Sciences

Subject	Code	Type	Prerequisites	Recommendations
Science in Practice	SCP	Applied	Nil	C in any Prep English **and** C in any Prep Science
Biology	BIO	General	C in Prep English or Literature **and** C in Prep Biology, Chemistry, Earth & Environmental Science or Physics **and** C in Prep General Maths **or** C in Prep Maths Methods	C in Prep Biology **and** Achievement of more than 50% in Prep Maths Methods **or** B in Prep General Maths
Chemistry	CHM	General	C in Prep English or Literature **and** C in Prep Chemistry or Physics **and** Achievement of more than 50% in Prep Maths Methods	C in Prep Chemistry **and** Studying senior Maths Methods
Earth & Environmental Science	ESC	General	C Prep English or Literature **and** C in Prep Biology, Chemistry, Earth & Environmental Science or Physics **and** C in Prep Maths Methods **or** C in Prep General Maths	C in Prep Earth & Environmental Science **and** Achievement of more than 50% in Prep Maths Methods **or** B in Prep General Maths
Physics	PHY	General	C in Prep English or Literature **and** C in Prep Physics or Chemistry **and** Achievement of more than 50% in Prep Maths Methods **and** Studying Senior Maths Methods	B in Prep Physics

Technologies

Subject	Code	Type	Prerequisites	Recommendations
Furnishing Skills	FUR	Applied	Nil	C in Prep English **or** Prep Literature **and** C in Prep General Maths
Industrial Graphics Skills	GSK	Applied	Nil	C in Prep English **or** Prep Literature **and** C in Prep General Maths
Industrial Technology Skills	ISK	Applied	Nil	C in Prep English **or** Prep Literature **and** C in Prep General Maths
Information & Communication Technology	ICJ	Applied	Nil	C in Prep English **or** Prep Literature
Design	DES	General	C in Prep General Maths **and** C in Prep English **or** Prep Literature	C in Prep Design
Digital Solutions	DIS	General	C in Prep Digital Solutions **or** C in Prep English **or** Prep Literature	B in Prep English
Engineering	EGR	General	C in Prep Maths Methods **or** A in Prep General Maths **and** C in Prep English **or** Prep Literature	B in Prep Engineering **and** B in Prep Maths Methods
Certificate II/III in Hospitality	CHP	Certificate	Nil	C in Prep English **or** Prep Literature

The Arts

Subject	Code	Type	Prerequisites	Recommendations
Media Arts in Practice	MAP	Applied	Nil	C in Prep English **or** Prep Literature
Visual Arts in Practice	VAP	Applied	Nil	C in Prep English **or** Prep Literature
Drama	DRA	General	C in Prep English **or** Prep Literature	C in Year 9 Drama **or** C in Prep Drama
Film, Television & New Media	FTM	General	C in Prep English **or** Prep Literature	C in Year 9 Media **or** C in Prep Film, TV & New Media
Music	MUS	General	C in Prep Music **or** Audition	C in Prep English **or** Prep Literature
Visual Art	ART	General	C in Prep English **or** Prep Literature	C in Year 9 Art **or** C in Prep Visual Art
Music Extension (Composition)	MUE	General	Satisfactory Units 1 & 2 in Year 11 Music	Nil
Music Extension (Musicology)	MUE	General	Satisfactory Units 1 & 2 in Year 11 Music	Nil
Music Extension (Performance)	MUE	General	Satisfactory Units 1 & 2 in Year 11 Music	Nil