

PATHWAYS to QCE



MANSFIELD

Subject Selection Guide
Mansfield State High School and
Queensland Curriculum & Assessment Authority
July 2023 for Subject Selection for 2024



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Introduction

Mansfield State High School has high expectations of students regardless of their chosen pathway. The school 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 (Senior Certificates/Qualifications)

Upon completion of senior studies, students are issued with a Senior Education Profile (SEP). This profile may include a:

- **Statement of Results** - issued in December following the completion of a QCAA course.
- **Queensland Certificate of Education (QCE)**
 - students who meet the requirements for a QCE will receive this document at the end of their senior schooling.
 - students who do not meet the requirements can continue to work towards the certificate post-secondary schooling.
- **Queensland Certificate of Individual Achievement (QCIA)** which is a document that reports the learning achievements of eligible students who complete an individual learning program and these students also have the option of continuing to work towards a QCE after school.

Compulsory subjects

Literacy and numeracy are crucial to functioning in society and are key to the attainment of a Queensland Certificate of Education, therefore:

- All Queensland students must study a type of English course (students at Mansfield State High School must choose from English, English as an Additional Language, Literature, or Essential English).
- All Mansfield State High School students must study a Mathematics course and must choose from General Mathematics, Mathematical Methods or Essential Mathematics.

Students at Mansfield State High School will study a combination of six senior subjects.

Underpinning factors

General syllabuses

In addition to literacy and numeracy, General 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 information & communication technologies (ICT) skills.

Applied 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.
- Core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.



PATHWAYS to QCE



Which **PATHWAY** will *you* choose?

Yellow Pathway Work, Traineeship/ Apprenticeship

- Combination of 6 Applied & VET subjects
- May also do school based apprenticeships and traineeships

Green Pathway Vocational Education and Training

- Combination of 6 General, Applied or VET subjects
- May also do school based apprenticeships and traineeships

Blue Pathway University

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

VET Subjects

- Diploma of Business
- Certificate IV Justice Studies
- Certificate III Fitness
- Certificate III/III Hospitality
- Certificate II Engineering Pathways (by invitation only)
- Certificate III Engineering Technical (by invitation only)

Applied Subjects

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

General Subjects

- Accounting
- Business
- Legal Studies
- English
- EAL English
- Literature
- Health
- Physical Education
- Ancient History
- Economics
- Geography
- Modern History
- Design
- Engineering
- Digital Solutions
- French
- Advanced French
- Japanese
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Music
- Music Extension (Composition/ Musicology/Performance)
- Biology
- Chemistry
- Earth & Environmental Science
- Physics
- Dance
- Drama
- Film Television & New Media
- Visual Art



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).

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Australian Tertiary Admission Rank (ATAR) eligibility

An ATAR is only required for Tertiary Admission. The calculation of an ATAR will be based on a student's:

- best five 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 Sound Level of Achievement in one of five subjects; English, Essential English, Literature 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.

General syllabuses

With regard to General subjects:

- They are best suited to students interested in pathways that lead to tertiary studies or vocational education and training and work
- They are developmental four-unit courses of study.
- Units 1 and 2 provide foundational learning, are studied as a pair and should be completed before starting Units 3 and 4.
- Assessment in Units 1 and 2 provides feedback and contributes to the QCE but not to an ATAR.
- Assessment in Units 3 and 4 is summative and contributes to the **QCE and ATAR**.

With regard to Extension General subjects:

- They are an extension to the related General subject and include external assessment.
- Extension subjects consist of two units (3 & 4) and are studied at the same time, or after Units 3 and 4 of the General subject.
- They increase in complexity across the two units.
- The results from Extension Units 3 and 4 contribute to the QCE and to ATAR.

With regard to assessment of General subjects:

- *For Units 1 and 2*, schools determine the assessment program, tasks and marking guides that are used to assess student performance. There will be at least *two* but no more than *four assessment* items and a minimum of at least *one* item per unit.
- *For Units 3 and 4*, students will complete a total of *four* summative assessments; three internal and one external that count towards the overall subject result in each General subject. Schools will develop *three* internal assessments for each senior subject which will be endorsed by the QCAA and results in these items will be externally confirmed by QCAA assessors. 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%.

With regard to external assessment of General subjects:

- It is summative and common to all schools.
- It is administered under the same conditions, at the same time and on the same day to all schools.
- It is developed and marked by the QCAA according to a commonly applied marking scheme. It contributes a determined percentage to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

With regard to Applied subjects:

- They are best suited to students who are interested in pathways that lead to vocational education and training or work.
- Applied syllabuses are developmental four-unit courses of study.
- Units 1 and 2 are designed to allow students to begin their engagement with the course and learning experiences and assessment increase in complexity across the four units.
- Units 3 and 4 consolidate learning. Results from Applied subjects contribute to the QCE and results from Units 3 and 4 may contribute as a single input to ATAR.
- Applied syllabuses include core topics and elective areas for study.

With regard to Assessment of Applied subjects:

- Schools develop at least *two* but no more than *four* formative internal assessments for Units 1 and 2.
- Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.
- Applied syllabuses do not use external assessment.

With regard to Essential English and Essential Mathematics - Common Internal Assessment (CIA)

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.

Senior External Examinations

With regard to Senior External Subject Examinations:

- For final year of senior schooling only and consists of individual subject exams for small subjects not otherwise offered as a General subject in Queensland or a particular school.
- Results are based solely on students' achievement in an exam.
- Senior External Examination results may contribute credit to the QCE and contribute to ATAR.
- Consists of individual subject examinations that are held once each year in Term 4.

QCAA senior syllabuses offered at Mansfield and Prerequisites and Recommendations

Faculty	Subject	Type of Subject	Prerequisites	Recommendations
Digital Solutions	• Digital Solutions (DIS)	General	C Prep Digital Solutions or C Prep English	B Prep English
	• Information & Communication Technology (ICT)	Applied	Nil	C in Prep English
English	• English (ENG)	General	C Prep English or Prep Literature	Nil
	• English as an Additional Language (EAL)		English is not your parent's first language & C in Prep English or Prep Literature	
	• Literature (LIT)		B Prep English or C Prep Literature	B Prep Literature
	• Essential English (ENE)	Applied	Nil	C Prep English
Food and Fibre	• Early Childhood Studies (ECS)	Applied	Nil	C Prep English
	• Fashion (FAS)	Applied	Nil	C Prep English
	• Certificate II/III Hospitality (CHT)	Certificate	Nil	C Prep English
Health and Physical Education	• Health (HEA)	General	B Prep English	B Prep Health
	• Physical Education (PED)		C Prep English	C Prep Physical Education
	• Sport & Recreation (REC)	Applied	Nil	C Prep English and C Prep REC
	• Certificate III in Fitness (SIS)	Certificate	Nil	C English
Humanities	• Accounting (ACC)	General	B Prep English or C Prep Accounting B in effort in at least 4 subjects	C General Mathematics
	• Ancient History (AHS)		B Prep English or C any Prep History B in effort in at least 4 subjects	B Prep Modern or Ancient History
	• Business (BUS)		B Prep English or C Prep Business B in effort in at least 4 subjects	B Prep Business
	• Economics (ECN)		B Prep English or C Prep Economics B in effort in at least 4 subjects	B Prep Economics
	• Geography (GEG)		B Prep English or C Prep Geography B in effort in at least 4 subjects	B Prep Geography
	• Legal Studies (LEG)		B Prep English or C Prep Legal Studies B in effort in at least 4 subjects	B Prep Legal Studies
	• Modern History (MHS)		B Prep English or C any Prep History B in effort in at least 4 subjects	B any Prep History
	• Social and Community Studies (SCS)	Applied	Nil	C Prep English
	• Diploma of Business (DBU)	Certificate	C Prep English B in effort in at least 4 subjects	B Prep English and C Prep Business
	• Certificate IV Justice Studies		Nil	C English
Industrial Technology and Design	• Design (DES)	General	C Prep General Mathematics and Prep English	C Prep Design
	• Engineering (EGR)		B Prep General Mathematics and C Prep English	C Prep Engineering
	• Furnishing Skills (FUR)	Applied	Nil	C Prep English and C Prep General Mathematics
	• Industrial Graphics Skills (GSK)		Nil	C Prep English and C Prep General Mathematics
	• Industrial Technology Skills (ITS)		Nil	C Prep English and C Prep General Mathematics
	• Certificate II Engineering Pathways	Certificate By Invitation only	Nil	C Prep English and C Prep General Mathematics
	• Certificate III Engineering Technical		Nil	C Prep English and C Prep General Mathematics



Languages	• French (FRE)	General	C Prep French	Nil
	• Advanced French (AFR)		Satisfactory Units 1 & 2 Year 11 French	Nil
	• Japanese (JAP)		C Prep Japanese	Nil
	• Arabic • Chinese — full form characters • Indonesian • Korean • Latin • Modern Greek • Polish • Punjabi • Russian • Vietnamese	Senior External Examination only (SEE) Year 12	Must be very familiar with the language.	Usually spoken in the home
Mathematics	• General Mathematics (MAG)	General	C Prep General Mathematics	Year 10 Essential Mathematics students must see HOD Mathematics before choosing General Mathematics
	• Mathematical Methods (MAM)		C Prep Mathematics Methods	Should have achieved more than 50% in Prep Mathematics Methods. See teacher recommendations.
	• Specialist Mathematics (MAS)		Must also do Mathematics Methods	Should have achieved more than 50% in Prep Mathematics Methods. See teacher recommendations.
	• Essential Mathematics (MAE)	Applied	Nil	Completion of a Year 10 Mathematics
Music	• Music (MUS)	General	C Prep Music and / or audition	C Prep English
	• Music Extension (Composition)		Satisfactory Units 1 & 2 Year 11 Music	Nil
	• Music Extension (Musicology)		Satisfactory Units 1 & 2 Year 11 Music	Nil
	• Music Extension (Performance)		Satisfactory Units 1 & 2 Year 11 Music	Nil
Science	• Biology (BIO)	General	B Prep General Mathematics or C Prep Mathematics Methods and C Prep English	C Prep Biology or other science
	• Chemistry (CHM)		B Prep General Mathematics or C Prep Mathematics Methods and C Prep English	C Prep Chemistry or other science
	• Earth & Environmental Science (EES)		B Prep General Mathematics or C Prep Mathematics Methods and C Prep English	C Prep Earth & Enviro or other science
	• Physics (PHY)		C Prep Mathematics Methods and C Prep English	Study Mathematics Methods for Year 11&12 and B Prep Physics
	• Science in Practice (SCP)	Applied	C Prep English	C any Prep Science
The Arts	• Dance (DAN)	General	C Prep English	C Prep Dance or Dance Experience
	• Drama (DRA)		C Prep English	C Year 9 Drama and/or 10 Prep Drama
	• Film, Television & New Media (FTM)		C Prep English	C Year 9 Media and/or Year 10 Prep Film, TV & New Media
	• Visual Art (ART)		C Prep English	C Year 9 Art and/or Year 10 Prep Art
	• Drama in Practice (DIP)	Applied	Nil	C Prep English
	• Media Arts in Practice (MAR)		Nil	C Prep English
	• Visual Arts in Practice (VAP)		Nil	C Prep English



Digital Solutions

General senior subject

In Digital Solutions students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. Examples of digital solutions include instructions for robotics systems, instructional games, and products featuring interactive data, animations and websites.

Learning in Digital Solutions provides students with opportunities to create, construct 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 can 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. Digital Solutions prepares students for a range of careers in a variety of digital contexts and develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none">• Understanding digital problems• User experiences and interfaces• Algorithms and programming techniques• Programmed solutions	Application and data solutions <ul style="list-style-type: none">• Data-driven problems and solution requirements• Data and programming techniques• Prototype data solutions	Digital innovation <ul style="list-style-type: none">• Interactions between users, data and digital systems• Real-world problems and solution requirements• Innovative digital solutions	Digital impacts <ul style="list-style-type: none">• Digital methods for exchanging data• Complex digital data exchange problems and solution requirements• Prototype digital data exchanges



Assessment

Formative assessments

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Unit 1 & 2		Unit 2	
Formative Internal assessment 1 (FIA1): <ul style="list-style-type: none">Folio (Unit 1)	50%	Formative Internal Assessment 2 (FIA2) <ul style="list-style-type: none">Project (Unit 2)	50%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Project — folio	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Project — digital solution	30%	Summative external assessment (EA): <ul style="list-style-type: none">Examination	25%

Preparation

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

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Information & Communication Technology

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Module one – Website Production: Web Design <ul style="list-style-type: none">• Digital imaging and modelling• Website production	Module two - Animation: The Basics <ul style="list-style-type: none">• Animation• Audio and video production• Data management	Module three- Animation: Advanced <ul style="list-style-type: none">• Animation• Application development• Audio and video production	Module four – Website Production: Web Resume <ul style="list-style-type: none">• Data management• Digital imaging and modelling• Website production

Assessment

Formative assessments

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Module 1 (Item 1): <ul style="list-style-type: none"> Extended Response – Image Analysis 	Module 2 (Item 3): <ul style="list-style-type: none"> Extended Response – Animation Analysis
Module 1 (Item 2): <ul style="list-style-type: none"> Project – Website Design 	Module 2 (Item 4): <ul style="list-style-type: none"> Project – Animation Assets

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments:

Unit 3	Unit 4
Module 3 (Item 5): <ul style="list-style-type: none"> Extended Response – Game Analysis 	Module 4 (Item 7): <ul style="list-style-type: none"> Project – Personal Web Presence
Module 3 (Item 6): <ul style="list-style-type: none"> Project – Animation Development 	Module 4 (Item 8): <ul style="list-style-type: none"> Extended Response – Website Review

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English

Contacts

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Intertextuality <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

Formative assessments

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> Extended Response – Written Response for a Public Audience 	Formative internal assessment 2 (FA2): Imaginative Written Assignment Formative internal assessment 3 (FA3): Unseen Analytical Written Exam

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response 	25%

Preparation

Prerequisites	Recommendations
C in Preparatory English or Preparatory Literature	

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English as an Additional Language

General senior subject

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts 	Perspectives in texts <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

Formative assessments

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> Persuasive Written Assignment 	Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> Imaginative Spoken/Multimodal
	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> Unseen Analytical Written Exam

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination – analytical written response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response – imaginative spoken/multimodal response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response – persuasive written response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – analytical extended response 	25%

Preparation

Prerequisites	Recommendations
English is not your parent/s first language C in Preparatory English or Preparatory Literature	

Contacts

Head of Department	Email address	Phone number
Carissa Bladin	cblad2@eq.edu.au	3452 5343
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Literature

General senior 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 engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They 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.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> Ways literary texts are received and responded to How textual choices affect readers Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Dynamic nature of literary interpretation Close examination of style, structure and subject matter Creating analytical and imaginative texts

Assessment

Formative assessments

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> Examination – Analytical Written Response (Seen Question) 	Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> Imaginative Spoken Response
	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> Imaginative Written Response

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — analytical written response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — imaginative spoken/multimodal response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response 	25%

Preparation

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

Contacts

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Essential English

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to 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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Responding to popular culture texts Creating representations of Australian identities, places, events and concepts

Assessment

Formative assessments

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> Extended Response (Multimodal) 	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> Extended Response (Written)
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> Response to Stimulus (Mock CIA) 	Formative internal assessment 4 (FA4): <ul style="list-style-type: none"> Multimodal Presentation

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.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (SA1): <ul style="list-style-type: none"> Extended response — spoken/signed response 	Summative internal assessment 3 (SA3): <ul style="list-style-type: none"> Extended response — Multimodal response (VLOG)
Summative internal assessment 2 (SA2): <ul style="list-style-type: none"> Common internal assessment (CIA) 	Summative internal assessment (SA4): <ul style="list-style-type: none"> Extended response — Written response

Contacts

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Early Childhood Studies

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

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

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

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

Structure

Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

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

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	Play-based learning activity Implementation of activity: up to 5 minutes Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English

Contacts

Co-ordinator	Email address	Phone number
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Fashion

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

Fashion explores what underpins fashion culture, technology and design. Students use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures

required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

Structure

Fashion is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

Assessment

Students complete two assessment tasks for each unit.

The assessment techniques used in Fashion are:

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	<p>Fashion product Product: fashion garment/s</p> <p>Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Project	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<p>Awareness campaign promoting sustainable fashion practices Product: awareness campaign that uses technology, e.g. fashion shoot, promotional or instructional video or blog</p> <p>Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English

Contacts

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Certificate II/III in Hospitality

VET Certificate Course

IMPORTANT

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>

Two levels of qualification are offered within Certificate in Hospitality:

1. Certificate II in Hospitality

Twelve (12) units of competency are completed over 2 years. Requirements for unit *SITHIND003 Use Hospitality Skills* requires the completion of twelve (12) service periods in a hospitality venue over the duration of the course.

Successful completion of the Certificate II in Hospitality contributes

- a maximum of four (4) credits towards a student's QCE.

2. Certificate III in Hospitality

Seventeen (17) units of competency are completed over 2 years. Requirements for *Unit SITHIND004 Work Effectively in the Hospitality Service* requires the completion of thirty-six (36) service periods in a hospitality venue over the duration of the course.

Successful completion of the Certificate III in Hospitality contributes

- a maximum of six (6) credits towards a student's QCE
- Successful completion of the Certificate III in Hospitality will have a single scaled score that can be included in the ATAR calculation. For more information about ATAR eligibility and what inputs can be included in the ATAR calculation, please refer to the QTAC website.

Registered Training Organisation	Training Direct Australia (RTO Code: 32355)
Subject Type	Vocational Education and Training
Nationally Recognised Qualifications	SIT20316 Certificate II Hospitality or SIT30616 Certificate III Hospitality
Course Length	2 years
Reasons to Study the Subject	<p>The Certificate in Hospitality courses provide students with specific technical skills and knowledge which will enable them to be effective participants in the Hospitality workforce. These qualifications provide a pathway to work in various hospitality settings including (but not limited to): restaurants, hotels, sporting clubs and cafés.</p> <p>Graduates will be able to use their <i>Certificate II in Hospitality</i>:</p> <ul style="list-style-type: none"> • as an entry level qualification into the hospitality industry • to pursue further tertiary pathways (e.g. Certificate III, Diploma or Bachelor of Hotel Management). <p>Graduates will be able to use their <i>Certificate III in Hospitality</i>:</p> <ul style="list-style-type: none"> • as an entry level qualification into the hospitality industry • to pursue further tertiary pathways (e.g. Diploma or Bachelor of Hotel Management) • to improve their chances of gaining tertiary entrance.



LANGUAGE, LITERACY AND NUMERACY SKILLS

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.

	Certificate II	Certificate III
Course Units	<ul style="list-style-type: none"> • BWOR203 Work effectively with others • SITHIND002 Source & use information on the hospitality industry • SITHIND003 Use hospitality skills effectively • SITXCCS003 Interact with customers • SITXCOM002 Show social & cultural sensitivity • SITXWHS001 Participate in safe work practices • SITXFSA001 Use hygienic practices for food safety • SITHCCC002 Prepare & present simple dishes • SITHCCC003 Prepare & present sandwiches • SITHFAB002 Provide responsible service of alcohol • SITHFAB004 Prepare & serve non- alcoholic beverages • SITHFAB005 Prepare & serve espresso coffee 	<p>All Certificate II twelve (12) units (see left) plus the additional units of:</p> <ul style="list-style-type: none"> • SITHIND004 Work effectively in hospitality service • SITXCCS006 Provide service to customers • SITXHRM001 Coach others in job skills • SITXFSA002 Participate in safe food handling practices • SITHFAB007 Serve food and beverage
Learning and Assessment	<p>Students learning experiences will be achieved by working alongside experienced Hospitality Teachers (Mansfield Staff Member) and Training Direct Australia Trainers. When TDA's trainer is not onsite, students have access to their trainer and all required resources via Training Direct Australia's Cloud system.</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> • Practical tasks / experience • Hands-on activities including customer interactions <p>Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.</p>	
Service Periods	<p>Each certificate has an allotted number of service periods which will need completing within in a hospitality venue. These shifts are required to be completed in full for the qualification to be awarded.</p> <p>The required service periods can be paid or unpaid work. A student's existing part-time employment could contribute to these service periods if the venue meets TDA's venue requirements.</p> <p>The school will provide students with a small number of opportunities to undertake service periods on-site and our RTO – Training Direct Australia has a partnership with Suncorp and the Gabba which could see students with an opportunity to complete service periods at venues on match/event days.</p> <p>**Please note: A number of the service periods will need to be completed off-site; this is especially relevant for students undertaking the Certificate III.</p>	



Training Direct Fees

Training Direct Australia has partnered with our school to deliver **SIT20316 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** while at school 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 **\$1380.00** (\$115 per unit) for SIT20316 **Certificate II in Hospitality**.

Training Direct Australia has partnered with our school to deliver **SIT30616 Certificate III Hospitality with SIT20316 Certificate II in Hospitality embedded**. The cost for the Certificate II component of the course is as described above, the additional subjects delivered for the Certificate III by the RTO will cost **\$300**.

If a student is **not eligible for VETiS funding**, then we would **enrol** them into **Certificate III** as User Pay to maximise QCE points. If a User Pay student is completing SIT30616 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** = Program, registration, resources and equipment.
- **\$25 - Year 12** = Program, registration, resources and equipment.
- All texts and reprographics are provided by the school.

Contacts

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Health 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.

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.

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 health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- 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
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none">• Alcohol (elective)• Body image (elective)	Community as a resource for healthy living <ul style="list-style-type: none">• Homelessness (elective)• Road safety (elective)• Anxiety (elective)	Respectful relationships in the post-schooling transition



Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1	Unit 2
Formative internal investigation 1. <ul style="list-style-type: none">Analytical expositionExamination	Formative internal Investigation 2. <ul style="list-style-type: none">Action research reportExamination

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Investigation — action research	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Investigation — analytical exposition	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Examination — extended response	25%	Summative external assessment (EA): <ul style="list-style-type: none">Examination	25%

Preparation

Prerequisites	Recommendations
B in Preparatory English	B in Preparatory Health

Contacts

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Physical Education

General senior subject

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

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

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

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

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance.

They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Motor learning, functional anatomy, biomechanics and physical activity</p> <ul style="list-style-type: none"> Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity 	<p>Sport psychology, equity and physical activity</p> <ul style="list-style-type: none"> Sport psychology integrated with a selected physical activity Equity — barriers and enablers 	<p>Tactical awareness, ethics and integrity and physical activity</p> <ul style="list-style-type: none"> Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity 	<p>Energy, fitness and training and physical activity</p> <ul style="list-style-type: none"> Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment 1 (FA1):</p> <ul style="list-style-type: none"> Investigative Report 	<p>Formative internal assessment 3 (FA3):</p> <ul style="list-style-type: none"> Examination. Combination Responses Practical Performance
<p>Formative internal assessment 2 (FA2):</p> <ul style="list-style-type: none"> Project Folio. (Theory and Practical) 	

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).

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> Project — folio 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> Project — folio 	30%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> Investigation — report 	20%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> Examination — combination response 	25%

Preparation

Prerequisites	Recommendations
C in Preparatory English	C in Preparatory Physical Education

Contacts

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Sport & Recreation

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

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

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

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

Pathways

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

administration, community health and recreation and sport performance.

Objectives

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

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

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Sport and recreation physical activities

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written 600–1000 words • spoken 3–4 minutes • multimodal 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes* 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item.

* Evidence must include annotated records that clearly identify the application of standards to performance.

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory Sport and Recreation & C Preparatory English

Contacts

Head of Department	Email address	Phone number
Craig Healey	cheal11@eq.edu.au	3452 5336



Certificate III in Fitness

VET Certificate Course

LANGUAGE, LITERACY AND NUMERACY SKILLS

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 Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

IMPORTANT
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'.

**REGISTERED TRAINING
ORGANISATION**

Binnacle Training (RTO Code: 31319)

Subject Type Vocational Education and Training

**Nationally
Recognised
Qualifications** SIS30321 CERTIFICATE III IN FITNESS

Course Length 2 years

**Reasons to
Study the
Subject**

- Offered as a Senior Subject at your school.
- Students deliver fitness programs and services within their school community. For example:
 - Personal Training adults (teachers and staff)
 - Strength and conditioning for athletes and teams
 - Group fitness sessions (adults and students)
 - Primary school fitness
- Includes Provide First Aid/CPR certificates; and coach accreditation

QCE Credits: Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

Skills Acquired

- Client screening and health assessment.
- Instructing and monitoring fitness programs.
- Customer service in the Fitness industry.
- Group fitness, exercise science and nutrition.

Cost. \$365 per person + \$55 First Aid



Units of Competency	Units	Descriptions
	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

ENTRY REQUIREMENTS

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g., Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.

Preparation

Prerequisites	Recommendations
Nil	C in Prep English

Contacts

Head of Department	Email address	Phone number
Craig Healey	cheal11@eq.edu.au	3452 5336



Accounting

General senior subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate 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:

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none">• Accounting for a service business — cash, accounts receivable, accounts payable and no GST• End-of-month reporting for a service business	Management effectiveness <ul style="list-style-type: none">• Accounting for a trading GST business• End-of-year reporting for a trading GST business	Monitoring a business <ul style="list-style-type: none">• Managing resources for a trading GST business — non-current assets• Fully classified financial statement reporting for a trading GST business	Accounting — the big picture <ul style="list-style-type: none">• Cash management• Complete accounting process for a trading GST business• Performance analysis of a listed public company

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

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

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).

Summative assessments

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

Preparation

Prerequisites	Recommendations
C in Preparatory Accounting or B in Preparatory English B for effort in at least 4 subjects	C in Preparatory Mathematics

Contacts

Head of Department	Email address	Phone number
Rosette Sagner Tammy Vallis	rsagn1@eq.edu.au tvall8@eq.edu.au	3452 5360 3452 5319

Ancient History

General senior subject

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

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

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past – reconstructing the ancient past with archaeological and written sources. • Ancient societies — Weapons and warfare. 	<p>Personalities in their time</p> <ul style="list-style-type: none"> • Akhenaten – the rebel pharaoh of Ancient Egypt. • Alexander the Great –conquer of the Mediterranean world. 	<p>Reconstructing the ancient world</p> <ul style="list-style-type: none"> • Fifth Century Athens (BCE) – birthplace of the western world. • Pompeii and Herculaneum – window on life in ancient times. 	<p>People, power and authority</p> <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic. • Augustus – the first Emperor of Rome.

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 3 (FA1): Investigation — essay in response to historical sources	Formative internal assessment 4 (FA2): Investigation — essay based on research
	Formative internal assessment 2 (FA3): Investigation — independent source analysis

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Preparation

Prerequisites	Recommendations
C in Preparatory Ancient or Modern History or B in Preparatory English B for effort in at least 4 subjects	B in Preparatory Ancient or Modern History

Contacts

Head of Department	Email address	Phone number
Rosette Sagner Tammy Vallis	rsagn1@eq.edu.au tvall8@eq.edu.au	3452 5360 3452 5319



Business

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none">• Fundamentals of business• Creation of business ideas	Business growth <ul style="list-style-type: none">• Establishment of a business• Entering markets	Business diversification <ul style="list-style-type: none">• Competitive markets• Strategic development	Business evolution <ul style="list-style-type: none">• Repositioning a business• Transformation of a business

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

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

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Preparation

Prerequisites	Recommendations
B in Preparatory English or C in Preparation Business B for effort in at least 4 subjects	B in Preparatory Business

Contacts

Head of Department	Email address	Phone number
Rosette Sagner	rsagn1@eq.edu.au	3452 5360
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Economics

General senior subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

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. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

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.

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.

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none">• The basic economic problem• Economic flows• Market forces	Modified markets <ul style="list-style-type: none">• Markets and efficiency• Case options of market measures and strategies	International economics <ul style="list-style-type: none">• The global economy• International economic issues	Contemporary macroeconomics <ul style="list-style-type: none">• Macroeconomic objectives and theory• Economic management

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): • Examination — combination response	25%	Formative internal assessment 3 (FA3): • Examination — extended response to stimulus	50%
Formative internal assessment 2 (FA2): • Investigation — research report	25%		

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

Preparation

Prerequisites	Recommendations
C in Preparatory Economics or B in Preparatory English B for effort in at least 4 subjects	B in Preparatory Economics

Contacts

Head of Department	Email address	Phone number
Tammy Vallis	tvall8@eq.edu.au	3452 5319
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Geography

General senior subject

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

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

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

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and 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
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none">• Natural hazard zones• Ecological hazard zones	Planning sustainable places <ul style="list-style-type: none">• Responding to challenges facing a place in Australia• Managing the challenges facing a megacity	Responding to land cover transformations <ul style="list-style-type: none">• Land cover transformations and climate change• Responding to local land cover transformations	Managing population change <ul style="list-style-type: none">• Population challenges in Australia• Global population change

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

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): Combination Response exam

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Preparation

Prerequisites	Recommendations
C in Preparatory Geography or B in Preparatory English B for effort in at least 4 subjects	B in Preparatory Geography

Contacts

Head of Department	Email address	Phone number
Rosette Sagner Tammy Vallis	rsagn1@eq.edu.au tvall8@eq.edu.au	3452 5360 3452 5319



Legal Studies

General senior subject

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none">• Legal foundations• Criminal investigation process• Criminal trial process• Punishment and sentencing	Balance of probabilities <ul style="list-style-type: none">• Civil law foundations• Contractual obligations• Negligence and the duty of care	Law, governance and change <ul style="list-style-type: none">• Governance in Australia• Law reform within a dynamic society	Human rights in legal contexts <ul style="list-style-type: none">• Human rights• The effectiveness of international law• Human rights in Australian contexts

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

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

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).

Summative assessments

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

Preparation

Prerequisites	Recommendations
C in Preparatory Legal Studies or B in Preparatory English B for effort in at least 4 subjects	B in Preparatory Legal Studies

Contacts

Head of Department	Email address	Phone number
Tammy Vallis Rosette Sagner	tvall8@eq.edu.au rsagn1@eq.edu.au	3452 5319 3452 5360



Modern History

General senior subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences, they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them 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:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none">• Russian Revolution, 1905 – 1920s.• Australian Frontier Wars, 1788 – 1930s	Movements in the modern world <ul style="list-style-type: none">• Women's movement since 1893• African-American civil rights movement, 1954 – 1968	National experiences in the modern world <ul style="list-style-type: none">• Soviet Union, 1920s–1945• Mao's China, 1931–1976	International experiences in the modern world <ul style="list-style-type: none">• Cold War, 1945–1991• Australian engagement with Asia since 1945 – the Vietnam War

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1) Investigation — historical essay based on research	Formative internal assessment 2 (FA2): Investigation — independent source investigation
	Formative internal assessment 4 (FA3): Examination—essay response to historical sources

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Preparation

Prerequisites	Recommendations
C in Preparatory Modern or Ancient History or B in Preparatory English B for effort in at least 4 subjects	B in Preparatory Modern or Ancient History

Contacts

Heads of Department	Email address	Phone number
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Social and Community Studies

Applied Senior Subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

The Social and Community course deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Students investigate life skills (social, communication, problem solving, decision making, self-management, building self-esteem, self-confidence and resilience, workplace skills, learning and study skills) through a variety of electives. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working with others in the community, allowing them to be active and informed citizens.

Pathways

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

to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Objectives

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

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

Structure

The Social and Community Studies course is designed around core skills developed through a range of elective contexts.

Core skills	Elective contexts
<ul style="list-style-type: none">• Personal skills – growing and developing as an individual• Interpersonal skills – living with and relating to other people• Citizenship skills – receiving from and contributing to community	<ul style="list-style-type: none">• The world of work• Money management• Legally, it could be you• Australia's place in the world• Science and Technology

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result and consists of four instruments which may include:

- Project
- Investigation
- Examination
- Extended response

Project	Investigation	Examination	Extended response
A response to a single task, situation and/or scenario.	A task that assesses investigative practices and the outcomes of applying these practices.	Assesses the application of a range of cognitions to provided questions, scenarios and/or problems.	Assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • multimodal: 3-6 minutes • spoken: 2 ½-3 ½ minutes 	<p>An investigation occurs over a set period of time. Students use class time and their own time to develop a response.</p> <ul style="list-style-type: none"> • written: 600 – 1000 words 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item 	<p>An extended response occurs over a set period of time. Students use class time and their own time to develop a response. May consist of:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3-4 minutes • multimodal: 4–7 minutes

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English

Contacts

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Diploma of Business

VET Certificate Course

QCE Credit Points - 8

REGISTERED TRAINING ORGANISATION

Get Set Vocational Education and Training Pty. Ltd. (T/as Get Set Education) RTO ID: 45252

Subject Type

Vocational Education and Training

Nationally Recognised Qualifications

BSB50120 Diploma of Business

Course Length

2 years

Entry Requirements

Get Set Education conducts an Initial Skills Assessment via an online LLN assessment. Each school also conducts a suitability check face-to-face with the student, ensuring they have achieved a sound (C) standard in Year 10 English and achieve an average effort mark of a B across their other subjects. It also assists our trainers to prepare individual learning plans for each successful applicant where skill weaknesses are identified. The RTO will work with successful applicants to ensure their skills are at the required level by the completion of their training.

Reasons to Study the Subject

The Diploma of Business will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students 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. The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. 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. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills. This qualification is offered through a partnership with an external provider and school. Training is delivered in a blended model of face-to-face training and online modules and

QCE Credits: Successful completion of the Diploma of Business contributes a maximum of eight (8) credits towards a student’s QCE. A maximum of eight credits from the same training package can contribute to a QCE.

- to pursue further tertiary pathways (e.g. Advanced Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance with a guaranteed ATAR of 82.

LANGUAGE, LITERACY AND NUMERACY SKILLS

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 Get Set Vocational Education and Training Pty Ltd’s [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Topics of Study / Learning Experiences	Semester 1	Semester 2
	<ul style="list-style-type: none"> • BSBOPS601 Develop and implement business plans SIRXMGT005 • Lead the development of business opportunities • BSBMKG541 Identify and evaluate marketing opportunities 	<ul style="list-style-type: none"> • BSBMKG546 Develop social media engagement plans • SIRXMKT006 Develop a social media strategy • BSBXCM501 Lead communication in the workplace
	Semester 3	Semester 4
	<ul style="list-style-type: none"> • BSBCRT511 Develop critical thinking in others • BSBSUS511 Develop workplace policies and procedures for sustainability • BSBOPS504 Manage business risk • BSBFIN501 Manage budgets and financial plans 	<ul style="list-style-type: none"> • BSBOPS501 Manage business resources • BSBOPS505 Manage organisational customer service
Learning and Assessment	<p>Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) incorporating delivery of a range of projects and services within their school community.</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> - Practical tasks / experience - Hands-on activities including customer interactions - Group projects - e-Learning projects. <p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p>NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).</p>	
Pathways	<p>The Diploma of Business will predominantly be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Advanced Diploma and Bachelor of Business). For example:</p> <p>Graduates will be able to use their Diploma of Business as an entry level qualification into the Business Services Industries which may include: Business Manager; Business Development Manager; Administrator; Executive Officer; Program Consultant; Program Coordinator.</p> <p>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Diploma to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</p>	
Cost	<ul style="list-style-type: none"> • \$849 = Get Set Education Training fees • \$25 - Year 11 = Program, registration, resources and equipment. • \$25 - Year 12 = Program, registration, resources and equipment. • All texts and reprographics are provided by the school. 	

For further information, contact the Heads of Department – Humanities: Rosette Sagner – rsagn1@eq.edu.au and Tammy Vallis- tvall8@eq.edu.au



Certificate IV Justice Studies

VET Certificate Course

QCE Credit Points - 8

Certificate IV in Justice Studies	10971NAT	Duration	2 years	RTO	Unity College 32123
Qualification description	Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. Aims: The Certificate IV in Justice Studies course is designed to <ul style="list-style-type: none"> • provide students with a broad understanding of the justice system • develop the personal skills and knowledge which underpin employment in the justice system. 				
Entry requirements	Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills				
Qualification packaging rules	To attain this certificate, 11 units of competency (6 core and 5 elective) must be completed.				
Units of Competency delivered	Unit Code	Unit Name			
	1. BSBPEF402	Develop personal work priorities			
	2. NAT10971001	Providing information and referral advice on justice related issues			
	3. BSBLEG421	Applying understanding of the Australian Legal System			
	4. NAT10971002	Preparing documentation for court proceedings			
	5. PSPREG010	How to prepare a brief of evidence			
	6. PSPREG003	Apply regulatory powers			
	7. BSBLEG523	Apply legal principles in tort law matters			
	8. NAT10971003	Analyse social justice issues			
	9. BSBLDR414	Lead team effectiveness			
	10. PSPREG012	Gather information through interviews			
11. BSBXCM401	Apply communication strategies in the workplace				
Learning experiences	Content is delivered in a classroom environment through Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals Technology required: access to the internet				
Assessment	Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.				
Pathways	The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.				
Course Costs	<ul style="list-style-type: none"> • \$700 up-front training fee - paid directly to Unity College & covers 2 years** • \$25 - Year 11 = Program, registration, resources and equipment. • \$25 Year 12 = Program, registration, resources and equipment. ** Please note that this course is offered at a significantly reduced fee than if through another provider or if completed after finishing school.				
Further information	Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.				
For further information, contact the Heads of Department – Humanities: Rosette Sagner – rsagn1@eq.edu.au and Tammy Vallis- tvall8@eq.edu.au					

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Design

General senior subject

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They 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.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

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 drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> • Experiencing design • Design process • Design styles 	Commercial design <ul style="list-style-type: none"> • Explore — client needs and wants • Develop — collaborative design 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design <ul style="list-style-type: none"> • Explore — sustainable design opportunities • Develop — redesign

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination	15%	Formative internal assessment 3 (FA3): Examination	15%
Formative internal assessment 2 (FA2): Project Folio	35%	Formative internal assessment 4 (FA4): Project Folio	35%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Preparation

Prerequisites	Recommendations
C in Preparatory General Mathematics & C in Preparatory English	C in Preparatory Design

Contacts

Head of Department	Email address	Phone number
Lance Simpson	lsimp8@eq.edu.au	34525347



Engineering

General senior subject

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 prototype 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.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society <ul style="list-style-type: none"> Engineering history The problem-solving process in Engineering Engineering communication Introduction to engineering mechanics Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> Emerging needs Emerging processes and machinery Emerging materials Exploring autonomy 	Statics of structures and environmental considerations <ul style="list-style-type: none"> Application of the problem-solving process in Engineering Civil structures and the environment Civil structures, materials and forces 	Machines and mechanisms <ul style="list-style-type: none"> Machines in society Materials Machine control

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination	25%	Formative internal assessment 3 (FA3): Examination	25%
Formative internal assessment 2 (FA2): Folio	25%	Formative internal assessment 4 (FA4): Folio	25%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

Preparation

Prerequisites	Recommendations
B in Preparatory Mathematics and C in Preparatory English	C in Preparatory Engineering

Contacts

Head of Department	Email address	Phone number
Lance Simpson	lsimp8@eq.edu.au	34525347

Furnishing Skills

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing 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 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:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Industry practices • Production processes 	<ul style="list-style-type: none"> • Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery

Assessment

For Furnishing Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> ○ non-presentation: 8 A4 pages max (or equivalent) ○ presentation: 3-6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English and C in Preparatory General Mathematics

Contacts

Head of Department	Email address	Phone number
Lance Simpson	lsimp8@eq.edu.au	34525347



Industrial Graphics Skills

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

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

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

Students develop transferable skills by engaging in drafting and modelling 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 tasks.

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.

Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none">Industry practicesDrafting processes	<ul style="list-style-type: none">Building and construction draftingEngineering draftingFurnishing drafting

Objectives

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

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

Assessment

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a technical drawing (which includes a model) component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> ○ non-presentation: 8 A4 pages max (or equivalent) ○ presentation: 3-6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English and C in Preparatory General Mathematics

Contacts

Head of Department	Email address	Phone number
Lance Simpson	lsimp8@eq.edu.au	34525347



Industrial Technology Skills

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing 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 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:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	Aeroskills	<ul style="list-style-type: none">• Aeroskills mechanical• Aeroskills structures
	Automotive	<ul style="list-style-type: none">• Automotive mechanical• Automotive body repair• Automotive electrical
	Building and construction	<ul style="list-style-type: none">• Bricklaying; Plastering and painting; Concreting; Carpentry; Tiling; Landscaping



	Engineering	<ul style="list-style-type: none"> • Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	<ul style="list-style-type: none"> • Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	<ul style="list-style-type: none"> • Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	<ul style="list-style-type: none"> • Thermoplastics fabrication • Thermosetting fabrication

Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> ○ non-presentation: 8 A4 pages max (or equivalent) ○ presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English and C in Preparatory General Mathematics

Contacts

Head of Department	Email address	Phone number
Lance Simpson	lsimp8@eq.edu.au	34525347



Certificate II in Engineering Pathways

VET certificate course**Invitation ONLY****MEM20413 CERTIFICATE II Engineering Pathways****Qualification description**

This qualification is intended for students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

Entry requirements

It is expected that students have well developed written and verbal communication skills, basic numeracy skills and basic computer operating skills.

Duration and location

This is a one-year course delivered to Year 11 students by Formula Student, on site at Mansfield State High School, after school **one afternoon per week in** a 4 hour block. (Afternoon TBA)

Course units

The successful achievement of this qualification requires students to complete all core and 8 elective units from the list below.

Unit code	Unit name
MEMPE006A	Undertake a basic Engineering Project
MEMP001A	Use Engineering Workshop Machines
MSAENV272B	Participate in Environmentally Sustainable Work Practices
MEMPE002A	Use Electric Welding Machines
MEM13014A	Apply Principles of Occupational Health & Safety in the Work Environment
MEM18002B	Use Power Tools/Hand Held Operations
MEMPE004A	Use Fabrication Equipment
MSAPMSUP106A	Work in a Team
MEMPE005A	Develop a Career Plan for the Engineering & Manufacturing Industry
MEM16006A	Organise & Communicate Information
MEM16008A	Interact with Computing Technology
MEM18001C	Use Hand Tools

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English and C in Preparatory General Mathematics

Contacts

Head of Department	Email address	Phone number
Lance Simpson	lsimp8@eq.edu.au	34525347

Learning Experiences

Training is delivered face-to-face in a fully equipped workshop environment via a combination of comprehensive theoretical and practical lessons and tasks. Formula Student has a philosophy of delivering training that prepares students for work, therefore students develop the learning while undertaking work-like practices in a work-like environment. Students are required to undertake a certain amount of self-directed preparation, reading, practice and preparation at their initiative and in their own time.

Assessment

Assessment is carried out in a formative manner, taking into account the clustered nature of the training and assessment. Assessment is a combination of theoretical and practical lessons and tasks. Trainers utilise the latest in technology with the Formula Student proprietary mobile device observational assessment system.

This system allows the trainer to monitor and assess observable behaviours displayed by the student live while the student is carrying out tasks. Students are observed and assessed progressively and over time. Students have multiple opportunities for assessment due to the formative nature of assessment. If however it is deemed that the student has had multiple opportunities and is still not able to achieve competency, then the student is determined to be Not Competent.

Course cost

No cost to eligible students – enrolment via application.

Pathways

This certificate is recommended for students who wish to pursue an apprenticeship in a wide range of engineering jobs including fitting and turning, sheet metal fabrication, boilermaking, welding, casting and moulding, and diesel, mechanical or electrical fitting. Students may also look for work as a trades assistant, or choose to develop your design and drafting skills through a traineeship or further study.

Further information

At the end of each year, Formula Student holds an event for eligible students to compete with their completed vehicles.

Or go to: www.formulastudent.edu.au



ABN: 76 603 369 544

PATHWAYS to QCE

INDUSTRIAL
TECHNOLOGY &
DESIGN

RTO Code: 41124

Certificate III in Engineering Technical

VET certificate course

Invitation ONLY

MEM30505 CERTIFICATE III Engineering-Technical Qualification description

This qualification is intended for students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

Entry requirements

It is expected that students have well developed written and verbal communication skills, basic numeracy skills and basic computer operating skills.

Duration and location

This is a one-year course delivered to Year 11 students by Formula Student, on site at Mansfield State High School, after school one afternoon per week in a 4 hour block.

Unit code	Unit name
MSAENV272B	Participate in environmentally sustainable work practices (Core)
MEM16006A	Organise and communicate information (Core)
MEM16008A	Interact with computing technology (Core)
MEM09202A	Produce freehand sketches
MEM09002B	Interpret a technical drawing
MEM30031A	Operate computer-aided design (CAD) system to produce basic drawing elements
MEM30032A	Produce basic engineering drawings
MEM30033A	Use Computer-aided design (CAD) to create and display 3-D models
MEM18001C	Use hand tools
MEM12023A	Perform engineering measurements

Course units

The successful achievement of this qualification requires students to complete all core from Certificate II as well as elective units from the list below.

Preparation

Prerequisites	Recommendations
Nil	C in Prep English & C in Prep General Mathematics

Contacts

Head of Department	Email address	Phone
Lance Simpson	lsimp8@eq.edu.au	34525347

Learning Experiences

Training is delivered face-to-face in a fully equipped workshop environment via a combination of comprehensive theoretical and practical lessons and tasks. Students are required to undertake a certain amount of self-directed preparation, reading, practice and preparation at their initiative and in their own time.

Students are observed and assessed progressively and over time.

Assessment

Assessment is carried out in a formative manner, taking into account the clustered nature of the training and assessment. Assessment is a combination of theoretical and practical lessons and tasks. Trainers utilise the latest in technology with the Formula Student proprietary mobile device observational assessment system.

This system allows the trainer to monitor and assess observable behaviours displayed by the student live while the student is carrying out tasks.

Students have multiple opportunities for assessment due to the formative nature of assessment. If however it is deemed that the student has had multiple opportunities and is still not able to achieve competency, then the student is determined to be Not Competent.

Course cost

No cost to eligible students – enrolment via application.

Pathways

This certificate is recommended for students who wish to pursue an apprenticeship in a wide range of engineering jobs including fitting and turning, sheet metal fabrication, boilermaking, welding, casting and moulding, and diesel, mechanical or electrical fitting. Students may also look for work as a trades assistant, or choose to develop your design and drafting skills through a traineeship or further study.



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

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

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

Pathways

A course of study in 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, values and attitudes.
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives.
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions.
- structure, sequence and synthesise information to justify opinions, ideas and perspectives.
- use strategies to maintain communication and exchange meaning in French.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie My world <ul style="list-style-type: none"> Family/carers and friends Lifestyle and leisure Education 	L'exploration du monde Exploring our world <ul style="list-style-type: none"> Travel 	Notre société Our society <ul style="list-style-type: none"> Roles and relationships Socialising and connecting with my peers Groups in society 	Mon avenir My future <ul style="list-style-type: none"> Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1):	15%	Formative internal assessment 3 (FA3):	30%
<ul style="list-style-type: none"> Examination – Short response (Term 1) 		<ul style="list-style-type: none"> Examination – extended response 	
Formative internal assessment 2 (FA2):	30%		
<ul style="list-style-type: none"> Examination – combination response 			

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	30%
<ul style="list-style-type: none"> Examination — short response 		<ul style="list-style-type: none"> Extended response 	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Examination — combination response 		<ul style="list-style-type: none"> Examination — combination response 	

Preparation

Prerequisites	Recommendations
C in Preparatory French	Nil

Contacts

Head of Department	Email address	Phone number
Allison Peel	apeel7@eq.edu.au	3452 5333



French Extension

General senior subject

French Extension is offered to Year 12 students only and equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world. 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.

Students use their background knowledge and skills in French 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.

Students engage with creative thought and expression in French in an increasingly complex range of social and cultural contexts. As students develop their analytical, creative and critical thinking in French, they reflect on their perspectives and attitudes and develop a deeper appreciation of cultural context as they analyse, investigate and create a range of French texts. Students develop the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

French Extension is a course of study consisting of two units. It is an extension of the General syllabus in French and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in French, or its equivalent.

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



Structure

Unit 3	Unit 4
Guided investigation The school chooses two areas of study from the list below: <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Examination — combination response	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — investigative folio	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — extended response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response	25%

Preparation

Prerequisites	Recommendations
B in Advanced French	Nil

Contacts

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Japanese

General senior subject

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

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

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

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and

industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>私の暮らし My world</p> <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	<p>私達のまわり Exploring our world</p> <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	<p>私達の社会 Our society</p> <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	<p>私の将来 My future</p> <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): • Examination – Short response (Term 1)	15%	Formative internal assessment 3 (FA3): • Examination – extended response	30%
Formative internal assessment 2 (FA2): • Examination – combination response	30%		

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Preparation

Prerequisites	Recommendations
C in Preparatory Japanese	Nil

Contacts

Head of Department	Email address	Phone number
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Senior External Examination Languages

There are various languages offered to Year 12 students through Senior External Examination (SEE) syllabuses. These may include, but are not limited to:

- Arabic
- Chinese — full form characters
- 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.

Preparation

Prerequisites	Recommendations
<ul style="list-style-type: none">- Open to year 12 students only- Must be proficient in reading, writing, listening and speaking of the target language	Usually spoken at home

Contacts

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General Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> Consumer arithmetic Shape and measurement Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> Applications of trigonometry Algebra and matrices Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> Loans, investments and annuities Graphs and networks Networks and decision mathematics

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Summative internal assessment 1 (FA1):	40%	Summative internal assessment 3 (FA3):	100%
<ul style="list-style-type: none"> Problem-solving and modelling task 			
Summative internal assessment 2 (FA2):	60%		
<ul style="list-style-type: none"> Examination 			

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 			
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> Examination 			

Preparation

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

Contacts

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Mathematical Methods

General senior subject

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

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

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

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

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and

chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4. The use of technology is inherent in this course and will be assessed. A Graphics Calculator (non CAS*) is to be used in 'Technology-active portions of all examinations and the school recommends the CASIO FXCG50 – please contact the Head of Department for more information*')

Formative assessments

Unit 1		Unit 2	
Summative internal assessment 1 (FA1):	40%	Summative internal assessment 3 (FA3):	100%
<ul style="list-style-type: none"> Problem-solving and modelling task 			
Summative internal assessment 2 (FA2):	60%		
<ul style="list-style-type: none"> Examination 		<ul style="list-style-type: none"> Examination 	

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 			
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> Examination 			

Preparation

Prerequisites	Recommendations
C in Preparatory Mathematics Methods	Should have achieved more than 50% in Prep Mathematics Methods. See teacher recommendations.

Contacts

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Specialist Mathematics

General senior subject

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

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

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

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

Pathways

A course of study in Specialist Mathematics can establish a basis for further education

and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

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

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

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> Integration and applications of integration Rates of change and differential equations Statistical inference

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4. The use of technology is inherent in this course and will be assessed. A Graphics Calculator (non CAS*) is to be used in 'Technology-active portions of all examinations and the school recommends the CASIO FXCG50 – please contact the Head of Department for more information*'

Formative assessments

Unit 1		Unit 2	
Summative internal assessment 1 (FA1):	100%	Summative internal assessment 2 (FA2):	40%
<ul style="list-style-type: none"> Examination 		<ul style="list-style-type: none"> Problem-solving and modelling task 	
		Summative internal assessment 3 (FA3):	60%
		<ul style="list-style-type: none"> Examination 	

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> Examination 			

Preparation

Prerequisites	Recommendations
C in Preparatory Mathematics Methods & must also be studying Math Methods	Should have achieved more than 50% in Prep Mathematics Methods. See teacher recommendations.

Contacts

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Essential Mathematics

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

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

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

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

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade,

industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest



Assessment

Mansfield will devise assessments in Units 1 and 2 to suit the local context.

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.

Summative assessments

Unit 1	Unit 2
Summative internal assessment 1 (FA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 1 (FA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (FA2): <ul style="list-style-type: none">• Examination	Summative internal assessment 2 (FA4): <ul style="list-style-type: none">• Examination

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

Preparation

Prerequisites	Recommendations
Nil	Completed Year 10 Preparatory Mathematics

Contacts

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

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

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

Pathways

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

Objectives

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

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

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

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">Performance – own choice	20%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">Integrated project	35%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">Composition	20%	Formative internal assessment 4 (FA4): <ul style="list-style-type: none">Examination	25%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Integrated project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Composition	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">Examination			

Preparation

Prerequisites	Recommendations
C in Preparatory Music and / or audition	C in Preparatory English

Contacts

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Music Extension (Composition)

General senior subject

Music Extension (Composition) is an extension of the Music General senior syllabus offered in Year 12 only. In order to study Music Extension in Year 12, you must also be studying the core Music subject. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Pathways

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

Objectives

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

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

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Composition 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Composition project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Composition 2	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response			



Music Extension (Musicology)

General senior subject

Music Extension (Musicology) is an extension of the Music General senior syllabus offered in Year 12 only. In order to study Music Extension in Year 12, you must also be studying the core Music subject. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Pathways

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

Objectives

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

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

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Musicology project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation 2	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response			



Music Extension (Performance)

General senior subject

Music Extension (Performance) is an extension of the Music General senior syllabus offered in Year 12 only. In order to study Music Extension in Year 12, you must also be studying the core Music subject. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">Key idea 1: Initiate best practiceKey idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">Key idea 3: Independent best practice

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Investigation 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Performance project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Investigation 2	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">Examination — extended response			

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Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none">Cells as the basis of lifeMulticellular organisms	Maintaining the internal environment <ul style="list-style-type: none">HomeostasisInfectious diseases	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">Describing biodiversityEcosystem dynamics	Heredity and continuity of life <ul style="list-style-type: none">DNA, genes and the continuity of lifeContinuity of life on Earth

Pathways

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

Objectives

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

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



Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">• Student Experiment	25%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">• Research Investigation	25%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">• Exam (Data test and content)	25%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">• Exam (Data test and content)	25%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Preparation

Prerequisites	Recommendations
B in Prep General Mathematics or a C in Prep Mathematics; Methods and C in Prep English	C in Preparatory Biology or any other Science Students should have received more than 50% in Prep Mathematics Methods.

Contacts

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Chemistry

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions — reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">• Properties and structure of organic materials• Chemical synthesis and design



Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">Research Investigation	25%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">Student Experiment	25%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">Exam	25%	Formative internal assessment (FA4): <ul style="list-style-type: none">Quizzes	25%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">Examination			

Preparation

Prerequisites	Recommendations
B in Prep General Mathematics or a C in Prep Mathematics Methods and C in Prep English	C in Preparatory Chemistry or any other Science. Students should have received more than 50% in Prep Math methods.

Contacts

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Earth & Environmental Science

General senior subject

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They 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.

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Earth systems <ul style="list-style-type: none">• Earth systems and models• Development of the geosphere• Development of the atmosphere and hydrosphere• Development of the biosphere	Earth processes — energy transfers and transformations <ul style="list-style-type: none">• Energy for Earth processes• Energy for atmospheric and hydrologic processes• Energy for biogeochemical processes	Living on Earth — extracting using and managing Earth resources <ul style="list-style-type: none">• Use of non-renewable Earth resources• Use of renewable Earth resources	The changing Earth — the cause and impact of Earth hazards <ul style="list-style-type: none">• The cause and impact of Earth hazards• The cause and impact of global climate change

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



Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">Research Investigation	25%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">Student Experiment	25%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">Exam	25%	Formative internal assessment (FA4): <ul style="list-style-type: none">Quizzes	25%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">Examination			

Preparation

Prerequisites	Recommendations
B in Prep General Mathematics or a C in Prep Mathematics Methods and C in Prep English	C in Preparatory Earth and Environmental Science or any other Science. Students should have received more than 50% in Prep Math Methods.

Contacts

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Physics

General senior subject

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

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

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

and conclusions using appropriate representations, modes and genres.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none">• Heating processes• Ionising radiation and nuclear reactions• Electrical circuits	Linear motion and waves <ul style="list-style-type: none">• Linear motion and force• Waves	Gravity and electromagnetism <ul style="list-style-type: none">• Gravity and motion• Electromagnetism	Revolutions in modern physics <ul style="list-style-type: none">• Special relativity• Quantum theory• The Standard Model



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): • Research Investigation	25%	Formative internal assessment 3 (FA3): • Student Experiment	25%
Formative internal assessment 2 (FA2): • Exam (Data test and content)	25%	Formative internal assessment 3 (FA3): • Exam (Data test and content)	25%

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).

Summative assessments

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): 50% • Examination			

Preparation

Prerequisites	Recommendations
C in Prep Mathematics Methods and C in Prep English	B in Preparatory Physics. Study Mathematics Methods in Year 11 and 12. Students should have received more than 50% in Prep Mathematics Methods.

Contacts

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Science in Practice

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the 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. 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.

Assessment

For Science in Practice, Units 1 and 2 will develop student capabilities within formative assessment pieces utilising teacher guidance and feedback. However, Summative assessment pieces in Units 3 and 4 will be used to determine the student's exit result. The Units of Study and the associated assessment are listed below.

Unit 1 Forensic Science	Unit 2 Sustainability	Unit 3 Consumer Science	Unit 4 Disease
<ul style="list-style-type: none"> • Topic 1: Scientific literacy and working scientifically • Topic 2: Workplace health and safety. • Topic 3: Communication and self management. 	<ul style="list-style-type: none"> • Topic 1: Scientific literacy and working scientifically • Topic 2: Workplace health and safety. • Topic 3: Communication and self management. 	<ul style="list-style-type: none"> • Topic 1: Scientific literacy and working scientifically • Topic 2: Workplace health and safety. • Topic 3: Communication and self management. 	<ul style="list-style-type: none"> • Topic 1: Scientific literacy and working scientifically • Topic 2: Workplace health and safety. • Topic 3: Communication and self management.
<p>Assessment Formative Internal Assessment</p> <ol style="list-style-type: none"> 1. Industry site visit and report (25%) 2. Practical booklet and exam (25%) 	<p>Assessment Formative Internal Assessment</p> <ol style="list-style-type: none"> 1. Exam (25%) 2. Solar oven project (25%) 	<p>Assessment Summative Internal Assessment</p> <ol style="list-style-type: none"> 1. Magazine article (25%) 2. Semester exam (25%) 	<p>Assessment Summative Internal Assessment</p> <ol style="list-style-type: none"> 1. Project (25%) 2. Presentation on project (25%)

Preparation

Prerequisites	Recommendations
C in Preparatory English	C in any Preparatory Science

Contacts

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Dance

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> ○ Contemporary ○ at least one other genre • Subject matter: <ul style="list-style-type: none"> ○ meaning, purpose and context ○ historical and cultural origins of focus genres 	<p>Moving through environments How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> ○ Contemporary ○ at least one other genre • Subject matter: <ul style="list-style-type: none"> ○ physical dance environments including site-specific dance ○ virtual dance environments 	<p>Moving statements How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> ○ Contemporary ○ at least one other genre • Subject matter: <ul style="list-style-type: none"> ○ social, political and cultural influences on dance 	<p>Moving my way How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> ○ fusion of movement styles • Subject matter: <ul style="list-style-type: none"> ○ developing a personal movement style ○ personal viewpoints and influences on genre



Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1: FA1 Performance <ul style="list-style-type: none"> Individual performance, continuous sequence of 1–3 minutes 	20%	Formative internal assessment 3: FA3 Project: Dance work <ul style="list-style-type: none"> Choreography: 3–4 minutes, performance: 3–4 minutes Project: Responding <ul style="list-style-type: none"> choreographic statement — written, 300–400 words, evaluative response — written 600–800 words 	35%
Formative internal assessment 2: FA2 Choreography <ul style="list-style-type: none"> 2–4 minutes or equivalent, Choreographic statement - written, 300–400 words, or filmed oral/audio, 2–3 minutes 	20%	<ul style="list-style-type: none"> Formative internal assessment 4: FA4 Exam - 2 hours, unseen Extended response 800 – 100 words. 	25%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Performance 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project — dance work 	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Choreography 	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"> Examination — extended response 			

Preparation

Prerequisites	Recommendations
C in Preparatory English	C in Year 10 Prep Dance or Dance experience

Contacts

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	<p>Reflect How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	<p>Challenge How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	<p>Transform How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1) Performance (3-5 minutes)	45%	Formative internal assessment 2 (FA2): Project – practice led project <ul style="list-style-type: none"> Part A: Director's vision (5-7 minute multimodal) Part B: Performance (3-5 minute performance) 	60%
		Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> Exam: 2 hours plus 20 minutes planning time. Unseen stimulus, 800-1000 words 	40%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Performance 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project — practice-led project 	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Project — dramatic concept 	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"> Examination — extended response 			

Preparation

Prerequisites	Recommendations
C in Preparatory English	C in Year 9 Drama and/or 10 Prep Drama

Contacts

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Film, Television & New Media

General senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students 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. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of

information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions <p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> • Concept: languages How do signs and symbols, codes and conventions create meaning? 	<p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? 	<p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	<p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?



Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Extended response <ul style="list-style-type: none"> Close analysis of short film 1000-1500 words 	15%	Formative internal assessment 3 (FA3): Extended response <ul style="list-style-type: none"> Examination 140 minutes Unseen, 800-1000 words 	25%
Formative internal assessment 2 (FA2): Production Project <ul style="list-style-type: none"> Written Treatment 800-1000 words Storyboards 12-24 frames 1-minute production 	25%	Formative internal assessment 4 (FA4): Project - Genre Sequence <ul style="list-style-type: none"> Written treatment 800-1000 words 2-5 min genre film Reflection 200-400 words 	35%

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Case study investigation 	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Stylistic project 	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Multi-platform project 	25%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"> Examination — extended response 			

Preparation

Prerequisites	Recommendations
C in Preparatory English	C in Year 9 Media and/or 10 Prep Film and TV and New Media

Contacts

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Visual Art

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

Units 1 and 2 assessment pieces are formative and are designed to prepare students for the summative assessment in Unit 3 and 4.

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Project - Experimental Folio and Investigation	100%	Formative internal assessment 2 (FA2): Project - Folio	60%
<ul style="list-style-type: none"> • Experimental artworks • Supporting evidence • Written summaries (total 1050 words) 		<ul style="list-style-type: none"> • 2 semi-resolved artworks • Artist's statement, supporting evidence 	
		Formative internal assessment 3 (FA3): Exam - 2 hours, unseen	40%
		<ul style="list-style-type: none"> • Extended response 800 – 1000 words 	

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).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Investigation — inquiry phase 1 		<ul style="list-style-type: none"> • Project — inquiry phase 3 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> • Project — inquiry phase 2 			
Summative external assessment (EA): 25%			
<ul style="list-style-type: none"> • Examination 			

Preparation

Prerequisites	Recommendations
C in Preparatory English	C in Year 9 Art and/or Year 10 Prep Visual Art

Contacts

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Drama in Practice

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

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

As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, or director, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Pathways

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

With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

Structure

The Drama Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"> Dramatic principles Dramatic practices 	<ol style="list-style-type: none"> Acting (stage and screen) Contemporary theatre Directing Play building

Objectives

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

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

Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

At least one project, arising from community connections

At least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Investigation
A project occurs over a set period of time.	This technique assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills	This technique assesses the application of a range of creative, expressive and physical skills in the production of a design solution	This technique assesses investigative practices and the outcomes of applying these practices.
<p>A project consists of at least two different assessable components from the following:</p> <ul style="list-style-type: none"> a. Written: 500–900 words b. Spoken component: 2 ½ - 3 ½ minutes c. Multimodal: <ul style="list-style-type: none"> i. Non-presentation: 8 A4 pages max (or equivalent) ii. Presentation : 3-6 minutes. - Performance onstage component (stage acting): 2-3 minutes individual - Performance offstage component (directing, designing) 4-6 minutes individual 	<p>There are two types of performance: acting (stage acting or screen acting) and directing</p> <ul style="list-style-type: none"> - Acting performance (stage): 3-5 minutes individual; 2-4 minutes group - Acting performance (screen) 2 ½-3 ½ minutes individual; 2-3 minutes group - Directing performance: 5-7 minutes individual 	Various conditions	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> - Written: 600–1000 words - Spoken 3-4 minutes - Multimodal: <ul style="list-style-type: none"> o Non-presentation: 10 A4 pages max (or equivalent) o Presentation: 4–7 minutes.

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English

Contacts

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Media Arts in Practice

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

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.

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.

Pathways

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

1. Use media arts practices.

When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.

2. Plan media artworks.

When responding, students analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas.

When making, students create media artworks that suit purpose and context.

Students show making in both pre-production (e.g. design products) and production (e.g. media artworks) formats, and may use media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, observations).

4. Evaluate media artworks.

When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.

Course structure and Assessment

Media Arts in Practice is a four-unit course of study.

School	Syllabus selection	Unit 1	Unit 2	Unit 3	Unit 4
	Selected unit	Unit C - Community	Unit B - Representations	Unit D - Persuasion	Unit A – Personal Viewpoints
	Assessment	C1 – Project C2 – Media Artwork	B1 – Project B2 – Media Artwork	D1 – Project D2 – Media Artwork	A1 – Project A2 – Media Artwork

Assessment

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result.

Response requirements

Planning and evaluation of design product (project)

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Written: up to 600 words
- Spoken: up to 4 minutes, or signed equivalent

Media artwork

One of the following:

- Audio: up to 3 minutes
- Moving image: up to 3 minutes
- Still image: up to 4 media artwork/s

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English

Contacts

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Visual Arts in Practice

Applied senior subject

All Applied subjects are under review in 2023 and units and assessment will be confirmed by December. This is only a guide to the subject.

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

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

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

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields,

including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

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

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation 	<ul style="list-style-type: none"> • 2D – may include photography, printmaking, drawing and painting. • 3D – may include ceramic and sculptural works • Digital - may include photography, digital editing and Adobe Photoshop • Design – may include drawing, textiles and jewellery • Craft – may include ceramics and textiles

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following <ul style="list-style-type: none"> ○ written: 500–900 words ○ multimodal <ul style="list-style-type: none"> ▪ non- presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • multimodal <ul style="list-style-type: none"> ○ non- presentation: 10 A4 pages max (or equivalent) ○ presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • multimodal <ul style="list-style-type: none"> ○ non- presentation: 10 A4 pages max (or equivalent) ○ presentation: 4–7 minutes.

Preparation

Prerequisites	Recommendations
Nil	C in Preparatory English

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