Senior Subject Information Guide

Year 10 Semester 2, Year 11 & 12

EVERY STUDENT IS EXCEPTIONAL

@ELANORASHS

Contents

Introduction

Dear Parents and Students

Elanora State High School is committed to assisting you and your child in making informed decisions about Subject Selections and career pathways. The information provided in this Subject Information Guide will assist you in the subject selection process for your student. Students have worked on their Senior Education and Training (SET Plan) at school. The SET Plan is an extremely important document as it greatly assists students in developing a plan which will ensure they are eligible to receive their Senior qualification – the Queensland Certificate of Education (QCE), as well as set goals for their future. Through participation in the Year 10 Subject Information school sessions, individual subject selection interviews, Careers Expo, On Target Interviews and meetings with the Guidance Officer students will be best placed to continue on their journey to their preferred career.

There are many pathways to gain the QCE qualification and many pathways exist in the Senior curriculum offerings at Elanora State High School.

What is ATAR? Whilst there are numerous ways to receive entry into University, the most common is via students receiving an Australian Tertiary Admission Rank (ATAR) between 0.00 and 99.95.

Pathways available to students at Elanora SHS include:

- A traditional study program comprising of General subjects leading to tertiary study: **ATAR Eligible**
- A range of Applied subjects that have a more vocational focus: **Not ATAR Eligible**
- A range of stand-alone subjects that have a VET focus: **Not ATAR Eligible**
- A school-based traineeship or apprenticeship whilst still attending school
- A combination of some/all of the above
- A combination of TAFE and school subjects
- A combination of University and school subjects: **ATAR eligible**

Additionally, as part of the 'My Future How' program all Year 10 students have the opportunity, at the endof semester 1 Year 10, to participate in either work experience or tertiary campus tours to further explorepathways. This program is reviewed annually in line with COVID restrictions.

This Subject Information Guide is to provide a resource that guides students and parents/carers with subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of Elanora SHS's curriculum offerings. The information contained in this guide is a summary of the approved General, Essential, Applied and Short Course syllabuses delivered at Elanora SHS.

The selection of a course of study in Semester 2 Year 10 and subsequently Years 11 and 12 is a very important step in the progress through the senior years. Students need to consider future options, personal strengths and interests, and career goals. In order to obtain a QCE it is imperative that students make realistic choices; receiving a QCE is dependent on successful completion of subjects andlimits the number of subject changes students are permitted to make in their senior years. All students must meet the key prerequisites of a pass in Year 10 English and Maths and enrol in a class that will allow them to achieve a QCE.

Once students have selected subjects, a financial commitment may be required to ensure your student is equipped to commence their selected course of study; the financial commitments for subjects with a high consumable load are included in this guide.

Please read the contents of this guide carefully. If we can offer any further assistance please do not hesitate to contact the school.

Rochelle Lewis
Principal

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

General Syllabuses

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

Applied Syllabuses

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

Senior External Examination

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

Short Courses

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

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

Underpinning Factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses 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.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (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 in 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, English and Literature Extension or English as an Additional Language.

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

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Course overview

General syllabuses are developmental four-unit courses of study.

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

Students should complete Units 1 and 2 before starting Units 3 and 4.

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific Marking Guides

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

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

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

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

External Assessment

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

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

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
  - to meet tertiary entrance or employment requirements
  - for personal interest.

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

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

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: https://www.qcaa.qld.edu.au/senior/sep-calendar.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

Short Courses

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- you have achieved in or feel confident of achieving good results
- that reflect your interests and abilities
- that help you reach your career and employment goals
- that will develop skills, knowledge and attitudes useful throughout your life

These are quite general points, so it's wise to look in more detail at the guidelines below.

1. Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. MICK, your Guidance Officer will be able to help you get started.

You also need to find out about the various pathways you can take to obtain qualifications you need to get a job in the areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you.

The following resources are available online or at school and give you information about occupations and the subjects and courses needed to gain entry to these occupations:

- Australia's national career information service, called myfuture: http://www.myfuture.edu.au
- The Job Guide: http://www.jobguide.thegoodguides.com.au/Study-work-and-career-support/State-Info/QLD
- Brochures from industry groups provide information on the various pathways to jobs within these industries – start with the Industry Skill Councils: http://www.isc.org.au/
- Queensland Government Employment & Jobs website: https://www.qld.gov.au/jobs/
- The Queensland Studies Authority Jobs and Careers page: https://studentconnect.qsa.qld.edu.au/careers.html
- The QTAC Guide available from MICK, your Guidance Officer, is useful for information on tertiary courses offered through the Queensland Tertiary Admissions Centre (QTAC).
- The Tertiary prerequisites book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year the will begin study.
- The Queensland TAFE Handbook is available at http://www.tafe.qld.gov.au/.

2. Find out about the subjects offered at school

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines provided by your school.
- Talk to Heads of Department & teachers of each subject.
- Look at books & materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

4. Choose a combination of subjects that suits your needs & abilities

Traps to avoid

- Do not select subjects simply because someone told you that they "will help you get a better ATAR".
- Consider other peoples' opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

5. Be prepared to ask for help

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available including the Guidance Officer, HODs, Deputy Principals, etc.

Elanora SHS Assessment Policy

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-andqualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses in the senior school and across all faculties and all year levels in the junior school.

Purpose

Elanora SHS is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Elanora State High's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. The following principles form the foundation of beliefs about assessment practices.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the senior syllabus and the achievement standards outlined by ACARA.

Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

The full policy can be found on our website

https://elanorashs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Rules%20and%20Policies/QCAA-Assessment-Policy-Elanora-NEW-QCE-2019.pdf

QCAA senior syllabuses

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

English

General

- English
- Literature

Applied

- Essential English

Humanities

General

- Ancient History
- Business
- Legal Studies
- Modern History

Applied

- Business Studies
- Tourism

Technologies

General

- Food and Nutrition
- Design

Applied

- Building and Construction
- Fashion
- Furnishing Skills
- Hospitality Practices
- Industrial Technology Skills
- Information & Communication Technology

Health and Physical Education

General

- Physical Education

Applied

- Sport and Recreation

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Applied

- Aquatic Practices
- Science in Practice

Languages

General

- Japanese

The Arts

General

- Dance
- Drama
- Music
- Visual Art

Applied

- Media Arts in Practice
- Visual Arts in Practice
- Drama in Practice

Mathematics – Subject Pathway

YEAR	SUBJECT
7	Mathematics
8	Mathematics
9	Mathematics
10	Mathematics (Semester 1)

	Applied (Commences Semester 2 in Year 10)	General (Commences Semester 2 in Year 10)		
10	Essential Mathematics	General Mathematics	Mathematical Methods	Specialist Mathematics *
11				
12				

Possible Career Pathways

	Retail Business Administration Carpentry Building Bricklaying Plumbing	Tourism Hospitality Nursing Architecture Administration Management Tool Making Sheet-metal Working Fitting and Turning Carpentry Plumbing Auto Mechanics	Maths and Science Education Natural and Physical Sciences Medical and Health Sciences Engineering Information Technology Statistician

* Specialist Mathematics must be studied in conjunction with Mathematical Methods and may be studied through Brisbane or Cairns School of Distance Education.

General Mathematics

Faculty: Mathematics HOD: Paul Wright Email: redun1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Numeracy assessment.

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 • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Mathematical Methods

Faculty: Mathematics HOD: Paul Wright Email: redun1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Numeracy assessment.

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 • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

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• Examination</td></tr>
</table>

Specialist Mathematics

Faculty: Mathematics **HOD: Paul Wright** **Email: redun1@eq.edu.au**

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Numeracy assessment.

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 • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Note:

* Specialist Mathematics must be studied in conjunction with Mathematical Methods and may be studied through Brisbane or Cairns School of Distance Education.

Essential Mathematics

Faculty: Mathematics HOD: Paul Wright Email: redun1@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 Maths with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their 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 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

English – Subject Pathway

<table>
<tr><th>YEAR</th><th colspan="3">SUBJECT</th></tr>
<tr><td>7</td><td colspan="3">English</td></tr>
<tr><td>8</td><td colspan="3">English</td></tr>
<tr><td>9</td><td colspan="3">English</td></tr>
<tr><td>10</td><td colspan="3">English
(Semester 1)</td></tr>
<tr><td colspan="4">   </td></tr>
<tr><td></td><td>Applied
(Commences Semester 2 in Year 10)</td><td colspan="2">General
(Commences Semester 2 in Year 10)</td></tr>
<tr><td>10</td><td rowspan="3">Essential English</td><td rowspan="3">English</td><td rowspan="3">Literature</td></tr>
<tr><td>11</td></tr>
<tr><td>12</td></tr>
</table>

Possible Career Pathways

	Secretary Receptionist Nurse Public Servant Child Care worker Film and Television Editor Film and Television Producer Author Management Consultant Librarian	Journalist Lawyer Announcer Teacher Director Interpreter Foreign Affairs and Trade Officer Linguist Writer Script Writer

English

Faculty: English HOD: Jane Harvey Email: rehar1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

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 • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Literature

Faculty: English HOD: Jane Harvey Email: rehar1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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 — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Essential English

Faculty: English HOD: Jane Harvey Email: rehar1@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their 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 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

Humanities and Social Science – Subject Pathway

YEAR	SUBJECT	
7	Humanities	
8	Humanities (Civics & Citizenship, History, Economics & Business, Geography)	
9	History (either Semester 1 or 2)	
10	History (Semester 1)	Senior Electives (Semester 2)

	Applied (Commences in Semester 2 Year 10)		**General** (Commences in Semester 2 Year 10)			
10 11 12	Tourism	Business Studies	Ancient History* Modern History	Legal Studies	Business	Geography*

Possible Career Pathways

	Hotel Manager	Hotel Manager Human Resources Marketing	Archaeologist Criminologist Defence Force Officer Diplomat Uni Lecturer Museum Curator Political Scientist	Lawyer Police Officer	Business Analyst Accountant Corporate Treasurer Economist Financial Planner Foreign Affairs & Trade Officer	Cartographer Regional planning Officer Meteorologist National Parks Ranger Landscape Architect Teacher Oceanographer Eco Tourism

* Geography and Ancient History can be studied via Brisbane School of Distance Education.

Ancient History

Faculty: Humanities HOD: Jane Harvey Email: rehar1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the 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
Investigating the ancient world • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices.	**Personalities in their time** • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	**Reconstructing the ancient world** • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	**People, power and authority** Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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%

Business

Faculty: Humanities HOD: Jane Harvey Email: rehar1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English and/or Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Numeracy assessment.

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 • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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%

Legal Studies

Faculty: Humanities HOD: Jane Harvey Email: rehar1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English and/or Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

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 this course develops are universally valued in business, health, science and engineering industries.

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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%

Modern History

Faculty: Humanities HOD: Jane Harvey Email: rehar1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

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 • Australian Frontier Wars, 1788–1930s	**Movements in the modern world** • Australian Indigenous rights movement since 1967	**National experiences in the modern world** • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815

Unit 1	Unit 2	Unit 3	Unit 4
• Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	• Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962	• New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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%

Business Studies

Faculty: Humanities HOD: Jane Harvey Email: rehar1@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in both Year 10 English and Year 10 Maths with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core topics	Elective topics	
• Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology • Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing	• Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media • Mining	• Not-for-profit • Real estate • Retail • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering • Tourism • Travel

Assessment

For Business Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- at least one project
- no more than two assessment instruments from any one technique.

Project	Extended response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test

Tourism

Faculty: Humanities HOD: Jane Harvey Email: rehar1@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in both Year 10 English and Year 10 Maths with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

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

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

Pathways

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

Objectives

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

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

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
• Tourism as an industry • The travel experience • Sustainable tourism	• Technology and tourism • Forms of tourism • Tourist destinations and attractions	• Tourism marketing • Types of tourism • Tourism client groups

Assessment

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond student's 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 that answers a number of provided questions, scenarios and/or problems.

At least two different components from the following:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  ◦ non-presentation: 8 A4 pages max (or equivalent)
  ◦ presentation: 3–6 minutes
• performance: continuous class time
• product: continuous class time.
	Presented in one of the following modes:
	• written: 600–1000 words
	• spoken: 3–4 minutes
	• multimodal
	  ◦ non-presentation: 10 A4 pages max (or equivalent)
	  ◦ presentation: 4–7 minutes.
		Presented in one of the following modes:
		• written: 600–1000 words
		• spoken: 3–4 minutes
		• multimodal
		  ◦ non-presentation: 10 A4 pages max (or equivalent)
		  ◦ presentation: 4–7 minutes.
			• 60–90 minutes
			• 50–250 words per item

Technologies – Subject Pathway (Hospitality, Food and Nutrition and Fashion)

YEAR	SUBJECT		
7	Students will rotate through the Technology and The Arts disciplines over a two year period. They will study the eight subjects listed below: Dance; Design & Technology; Drama; Digital Technologies; Food Specialisations; Media Art; Music; Visual Art		
8			
9	Food Specialisations (elective – hospitality focus)	Food and Fibre Production (elective)	Food and Nutrition (elective – Nutrition focus)
10	Food Specialisations Semester 1 (elective - hospitality focus)	Food and Fibre Production Semester 1 (elective)	Food and Nutrition (elective – Nutrition focus)

	Applied (Commences Semester 2 in Year 10)	**Applied** (Commences Semester 2 in Year 10)	**General** (Commences Semester 2 in Year 10)
10	Hospitality Practices	Fashion Design	Food and Nutrition
11			
12			

Possible Career Pathways

	Hotel Management Marketing Co-Coordinators Airline Personnel Teacher Lecturer Business Manager Bachelor of Restaurant and Catering Management Bachelor of Hotel Management Bachelor of Hospitality Bachelor of Human Nutrition Bachelor of Food Technology Bachelor Travel and Tourism Bachelor of Event Management	Fashion Designer Retail Buyer Retail manager Retail Merchandiser Stylist Textile Designer Visual Merchandiser Teacher Lecturer Bachelor of Creative Arts Fashion Graduate Diploma of Design Bachelor of Applied Fashion Milliner	School-based Traineeship / Apprenticeship Guest Liaison Food and Beverage Supervisor Bar Attendant Chef Butcher Baker Tour and Travel Operator

Fashion

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Fashion is economically important to consumers and producers in both local and international contexts. Advances in technology have enabled more efficient textile manufacture and garment production. Fashion is an integral part of everyday life, with individuals making choices about what clothing and fashion accessories to wear.

Through undertaking this course students will be challenged to 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. Students undertake group work and individual projects.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items.

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. Students could pursue further studies in fashion design, fashion technology, fashion merchandising and fashion sales which allows for specialisation.

Objectives

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

- Identify and interpret fashion fundamentals
- Explain design briefs
- Demonstrate elements and principles of fashion design and technical skills in fashion contexts
- Analyse fashion fundamentals
- Apply fashion design processes
- Apply technical skills and design ideas related to fashion contexts
- Generate, modify and manage plans and processes
- Synthesise ideas and technical skills to create design solutions
- Evaluate design ideas
- Create communications that convey meaning to audiences

Structure

The course of study for Fashion is designed around core topics embedded in a minimum of two elective topics integrated in modules of work.

Core topics	Elective topics
• Fashion Culture • Fashion Technologies • Fashion Design	• Adornment – accessories, millinery, wearable art • Collections • Fashion Designers • Fashion in History • Haute Couture • Sustainable Clothing • Textiles • Theatrical Design • Merchandising

Assessment

For Fashion, 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 extended response.

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond student's 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 technique that assesses the production of fashion solutions which may be a fashion item/s, visual folio or fashion display.
A project consists of a product component and at least one other from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product component: 1 - 4	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	The number of products to be produced: • 1 – 4

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Food and Nutrition

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English and/or Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

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

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- 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
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	**Food science of carbohydrate and fat** • The food system • Carbohydrate • Fat • Developing food solutions	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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	20%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Project — folio	25%	Summative external assessment (EA): • Examination	25%

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Hospitality Practices

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

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

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

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

Pathways

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

Objectives

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

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

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment

For Hospitality Practices, 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 investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond student's 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 that answers a number of provided questions, scenarios and/or problems.
A project consists of a product and performance component and one other component from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Technologies – Subject Pathway (IT, Furnishings and Industrial Technology)

YEAR	SUBJECT			
7	Students will rotate through the Technology and The Arts disciplines over a two year period. They will study the eight subjects listed below: Dance; Design & Technology; Drama; Digital Technologies; Food Specialisations; Media Art; Music; Visual Art			
8				
9	Digital Technologies (elective)	Engineering Principles and Systems (elective)	Materials & Technologies Specialisations (elective)	Design and Technologies (elective)
10	Digital Technologies (elective)	Engineering Principles and Systems (elective)	Materials & Technologies Specialisations (elective)	Design and Technologies (elective)

	Applied (Commences Semester 2 in Year 10)				**General** (Commences in Semester 2in Year 10)
10 11 12	Industrial Technology Skills	Furnishing Skills	Building & Construction Skills	Information and Communication Technology	Design

Possible Career Pathways

	Graphic Designer Video Production Network engineer Systems Administrator Web Developer IT Teacher Computer Technician	Any trade area, for example: Carpenter Cabinet Maker	Students interested in tertiary studies in all Engineering degrees would benefit from this course, career examples are: Bachelor of Engineering – Civil/Mechanical, Electronics Engineer, Biomedical Engineer, Coastal Engineer, Avionic Engineer Architecture Town Planning Interior Design

Furnishing Skills

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Applied

General Subject	N	Applied Subject	Y
QCE Points	4	VET Certificate Qualification	N

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

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
• Industry practices • Production processes	• 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.

A project consists of a product component and at least one of the following components:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  • non-presentation: 8 A4 pages max (or equivalent)
  • presentation: 3-6 minutes
• product: continous class time.
	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes
		• 50–250 words per item

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Building and Construction

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Applied

General Subject	N	Applied Subject	Y
QCE Points	4	VET Certificate Qualification	N

The building and construction industry transform raw materials into buildings and structures. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has a strong building and construction industry that provides employment for many people.

The Building and Construction Skills subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics — 'Industry practices' and 'Construction processes. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of quality at a specific price and time. The majority of learning is done through construction 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.

By doing construction tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications.

Pathways

A course of study in Building and Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The objectives describe what students should know and be able to do by the end of the course of study.

Progress in a particular dimension may depend on the knowledge, understanding and skills developed in other dimensions. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-unit course of study.

The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives. Schools assess how well students have achieved all of the objectives using the standards.

The dimensions for a course of study in this subject are:

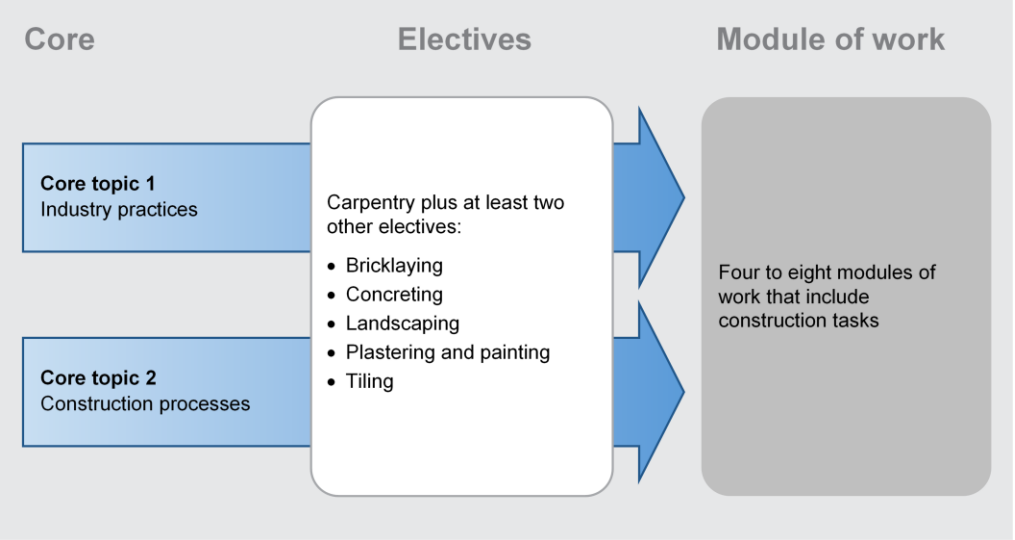
- Dimension 1: Knowing and understanding
- Dimension 2: Analysing and applying
- Dimension 3: Producing and evaluating.

Structure

A course of study for Building and Construction Skills includes:

- core topics — 'Industry practices' and 'Construction processes' — and their associated concepts and ideas integrated into units of work across Units 1 and 2, and further developed in Units 3 and 4
- electives — carpentry plus at least two other electives. The electives included in Units 3 and 4 must have been introduced in Units 1 or 2
- modules of work — four to eight modules of work across the four-unit course of study. Each module of work is based on one or more elective/s and related construction tasks (see Construction Tasks).

Figure 2: A course of study: the relationship between core, electives and modules of work



Assessment

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Design

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Applied

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

The Design subject 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 innovative ideas.

In Unit 1, students will be introduced to design in practice through the experience of applying a design process. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they design for the needs and wants of an identified person or group. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity.

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

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

Pathways

Design is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

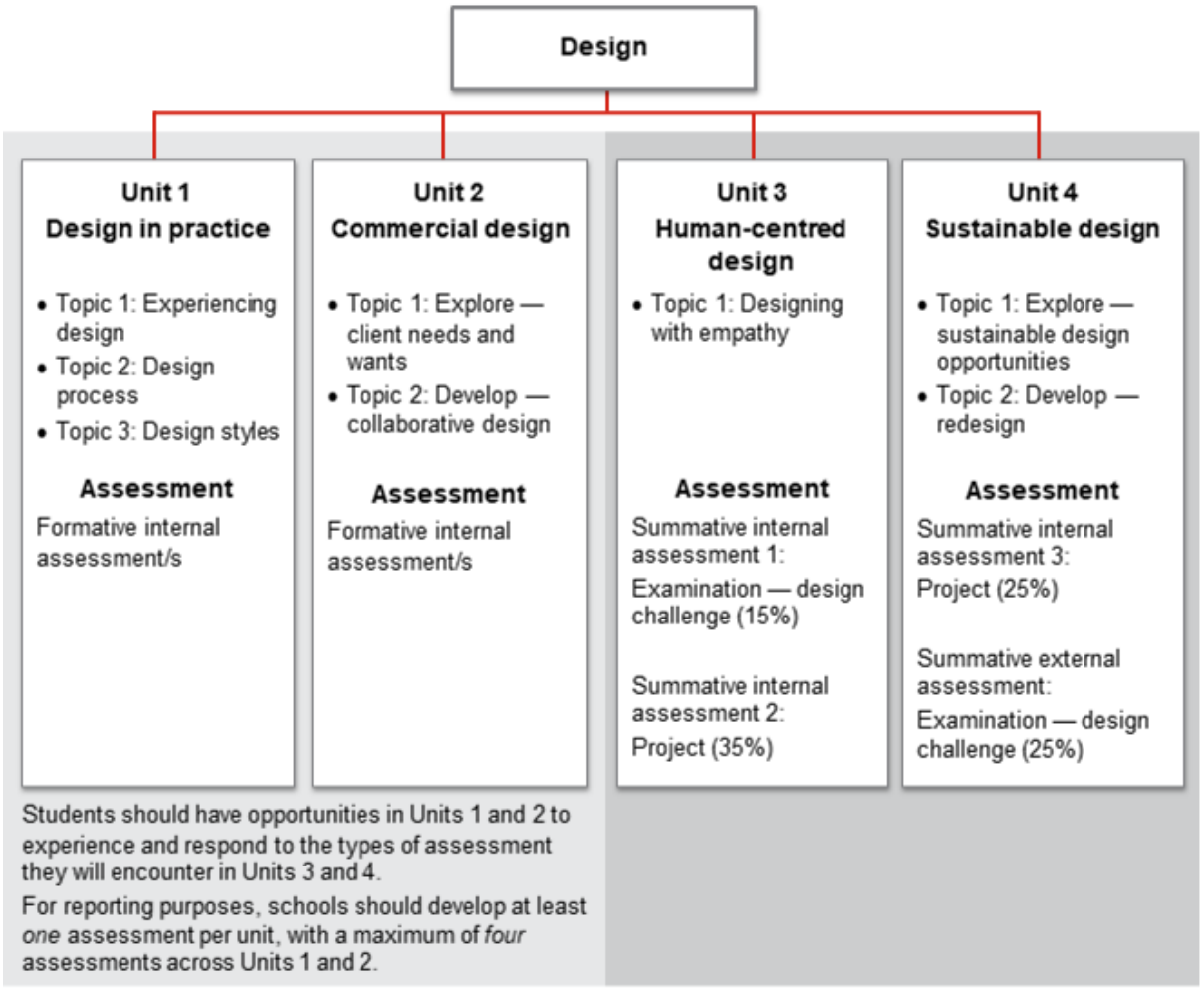
Objectives

By the conclusion of the course of study, students 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

Design is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners



Assessment

Formative assessments — Units 1 and 2
Formative assessments provide feedback to both students and teachers about each student's progress in the course of study.

Summative assessments — Units 3 and 4
Students will complete a total of four summative assessments — three internal and one external — that count towards their final mark in each subject.

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Industrial Technology Skills

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

General Subject	N	Applied Subject	Y
QCE Points	4	VET Certificate Qualification	N

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

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
• Industry practices • Production processes	Aeroskills	• Aeroskills mechanical • Aeroskills structures
	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical

	Building and construction	• Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	• Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	• 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:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  • 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.	• 60–90 minutes
		• 50–250 words per item

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Information and Communication Technology

Faculty: Technologies HOD: Andrew Goodman Email: ajgoo1@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Information and 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

The Information and Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

Core topics	Elective contexts	
• Hardware • Software • ICT in society	• Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production	• Network fundamentals • Online communication • Website production

Assessment

For Information and Communication Technology, 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 extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Health and Physical Education – Subject Pathway

YEAR	SUBJECT	
7	Health and Physical Education	Sport & Health Science Academy
8	Health and Physical Education	Sport & Health Science Academy
9	Health and Physical Education	Sport & Health Science Academy
10	Physical Education (Semester 1)	

	Applied (Commences in Semester 2 Year 10)	**General** (Commences i Semester 2 Year 10)
10	Sport and Recreation Cert II – Sport & Recreation Cert III - Coaching	Physical Education
11		
12		

Possible Career Pathways

	Gym instructor Personal trainer Coaching Sport and Recreation Officer Surf Lifesaving Outdoor Education Leisure Management	Health and Physical Education Teacher Sports Sciences Psychology Coaching Trainer Nurse Dietician Public Health Nutrition and Dietetics Lifeguard Exercise Science Occupational Therapy

Physical Education

Faculty: Health & Physical Education HOD: Tony Rapallo arapa1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English and/or Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

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
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Subject Fee

There is no set subject fee but should the Year 12 Physical Education Canoe Camp occur, it may incur a cost.

Sport and Recreation

Faculty: Health & Physical Education **HOD: Tony Rapallo** arapa1@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in both Year 10 English and Year 10 Maths with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

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

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

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

Pathways

A course of study in Sport and 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 and Recreation course is designed around core and elective topics.

Core topics	Elective topics
• 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	• 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 and 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 student's 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: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.*	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 2–4 minutes*	• 60–90 minutes • 50–250 words per item

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

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Science – Subject Pathway

YEAR	SUBJECT
7	Science
8	Science
9	Science
10	Science (Semester 1)

<table>
<tr><td></td><td colspan="2">Applied
(Commences Semester 2 in Year 10)</td><td colspan="4">General
(Commences Semester 2 in Year 10)</td></tr>
<tr><td>10</td><td rowspan="3">Science in Practice</td><td rowspan="3">Aquatics Practices</td><td rowspan="3">Psychology</td><td rowspan="3">Biology</td><td rowspan="3">Physics</td><td rowspan="3">Chemistry</td></tr>
<tr><td>11</td></tr>
<tr><td>12</td></tr>
<tr><td colspan="7">Possible Career Pathways</td></tr>
<tr><td></td><td colspan="2">Health – Health Care Services, Nurse, Occupational Therapist, Medical Imaging, Technology, Paramedic,

Refer to career possibilities named here ➡</td><td colspan="2">Psychologist
Social Worker

Refer to career possibilities named here ➡</td><td colspan="2">Engineering – Aircraft, Mechanical, Civil, Electrical, Chemical, Mining, Environmental
Aviation – Engineer, Pilot, Aircraft, Maintenance, Flight Attendant
Health – Health Care Services, Nurse, Occupational Therapist, Medical Imaging, Technology, Paramedic, Pharmacist, Physiotherapist, Podiatrist, Speech Pathologist, Neuropathies, Pathology Technician, Pathology Assistant
Medicine – Dentist, Doctor, Medical Research, Surgeon, Veterinary Surgeon.
Scientist – the field is extremely diverse
Education – Science Teacher, Researcher
Other – Food & Quality Control Lab Tech, Science Consultant, Geologist, Zoologist</td></tr>
</table>

Biology

Faculty: Science HOD: Rose Dunton redun1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English and/or Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Numeracy assessment.

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.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Chemistry

Faculty: Science HOD: Rose Dunton redun1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English and/or Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Numeracy assessment.

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

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<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Physics

Faculty: Science HOD: Rose Dunton redun1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English and/or Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

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 • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

<table>
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• Student experiment</td><td>20%</td></tr>
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• Examination</td></tr>
</table>

Psychology

Faculty: Science HOD: Rose Dunton redun1@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English and/or Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

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
- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

<table>
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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Aquatic Practices

Faculty: Science HOD: Rose Dunton redun1@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in both Year 10 English and/or Year 10 Maths with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for ‘Safety and Management Practices’ embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

Areas of study	Core topics	Elective topics
Environmental	• Environmental conditions • Ecosystems • Conservation and sustainability	• Citizen science
Recreational	• Entering the aquatic environment	• Aquatic activities
Commercial	• Employment	• Aquaculture, aquaponics and aquariums • Boat building and marine engineering
Cultural	• Cultural understandings	• Historical understandings
Safety and management practices	• Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • Management practices	

Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

Project	Investigation	Extended response	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond student's 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 that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item	• performance: continuous class time to develop and practice the performance.

Subject Fee

Please refer to the *Schedule of Fees* on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Science in Practice

Faculty: Science **HOD: Rose Dunton** redun1@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

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 and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
• Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management	• Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

Assessment

For Science 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 investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	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 response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.

At least two different components from the following:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  ◦ non-presentation: 8 A4 pages max (or equivalent)
  ◦ presentation: 3–6 minutes
• performance: continuous class time
• product: continuous class time.
	Presented in one of the following modes:
	• written: 600–1000 words
	• spoken: 3–4 minutes
	• multimodal
	  ◦ non-presentation: 10 A4 pages max (or equivalent)
	  ◦ presentation: 4–7 minutes.
		At least three different components from the following:
		• written: 200–300 words
		• spoken: 1½ – 2½ minutes
		• multimodal
		  ◦ non-presentation: 6 A4 pages max (or equivalent)
		  ◦ presentation: 2–3 minutes
		• performance: continuous class time
		• test:
		  ◦ 20–30 minutes
		  ◦ 50–250 words per item.
			Presented in one of the following modes:
			• written: 600–1000 words
			• spoken: 3–4 minutes
			• multimodal
			  ◦ non-presentation: 10 A4 pages max (or equivalent)
			  ◦ presentation: 4–7 minutes.
				• 60–90 minutes
				• 50–250 words per item

Languages – Subject Pathway

YEAR	SUBJECT
7	Japanese
8	Japanese
9	Japanese
10	Japanese (Semester 1)

	General (Commences in Semester 2 Year 10)
10 11 12	**Japanese**
Possible Career Pathways	
	Teacher Interpreter Foreign Affairs and Trade Officer Linguist

*Japanese can be studied via Brisbane School of Distance Education.

Japanese

Faculty: Languages **HOD: Julianne Davies** jdavi81@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 Japanese combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Numeracy assessment.

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
私のくらし **My world** • Family/carers and friends • Lifestyle and leisure • Education	**私達のまわり** **Exploring our world** • Travel • Technology and media • The contribution of Japanese culture to the world	**私達の社会** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**私の将来** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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%

The Arts – Subject Pathway

YEAR	SUBJECT					
7 8	Students will rotate through the Technology and The Arts disciplines over a two-year period. They will study the eight subjects listed below: Dance; Design & Technology; Drama; Digital Technologies; Food Specialisations; Media Art; Music; Visual Art					
9	Visual Art (elective)	Media Art (elective)	Dance (elective)	Drama (elective)	Music (elective)	
10	Visual Art (Semester 1) (elective)	Media Art (Semester 1) (elective)	Dance (Semester 1) (elective)	Drama (Semester 1) (elective)	Music (Semester 1) (elective)	

	Applied (Commences in Semester 2 in Year 10)			**General** (Commences in Semester 2 in Year 10)			
10 11 12	Visual Arts in Practice	Media Arts in Practice	Drama in Practice	Dance	Drama	Visual Art	Music

Possible Career Pathways

Bachelor Degrees in: Arts Actor Creative Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher	Bachelor Degrees in: Arts Creative Arts Administrator Teacher Actor Theatre Studies Teacher TV Host Journalism Script Writer	Dancer Choreographer Dance Teacher (Private or Academic) Entertainment Events Education Primary Teacher Dance Journalist

Extra-Curricular Offerings

Instrumental Music, Drama Club, Dance X Program, Sports Media Group and Photo Journalists

Dance

Faculty: The Arts Coordinator: Tonia Wilkes twilk35@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Numeracy assessment.

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

Moving bodies
How does dance communicate meaning for different purposes and in different contexts?
• Genres:
  • Contemporary
  • at least one other genre
• Subject matter:
  • meaning, purpose and context
  • historical and cultural origins of focus genres
	Moving through environments
	How does the integration of the environment shape dance to communicate meaning?
	• Genres:
	  • Contemporary
	  • at least one other genre
	• Subject matter:
	  • physical dance environments including site-specific dance
	  • virtual dance environments
		Moving statements
		How is dance used to communicate viewpoints?
		• Genres:
		  • Contemporary
		  • at least one other genre
		• Subject matter:
		  • social, political and cultural influences on dance
			Moving my way
			How does dance communicate meaning for me?
			• Genres:
			  • fusion of movement styles
			• Subject matter:
			  • developing a personal movement style
			  • personal viewpoints and influences on genre

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — dance work</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Choreography</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Drama

Faculty: The Arts Coordinator: Tonia Wilkes twilk35@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

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
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Drama in Practice

Faculty: The Arts Coordinator: Tonia Wilkes twilk35@eq.edu.au

Applied

Applied Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 English combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

In Drama in Practice, students explore and engage with two core topics of study — 'Dramatic principles' and 'Dramatic practices' — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the performing arts industry areas such as: performance, stage management and design, promotional roles and marketing.

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 work

Structure

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

Core	Electives	
Dramatic principles Dramatic practices	Acting (stage and screen) Community theatre Play building	Technical design and production Theatre through the ages World theatre

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, outlined below:

- these tasks are mirrored in Units 1 and 2

Performance	Project	Project	Extended response
Work as actor to create a polished performance of an excerpt of published script	Workshop and reflect on the dramatic process of developing five key scenes for a dramatic work that respond to a given topic or selected stimulus.	In this project students develop and applying a range of design, technical and performance skills that are applicable to a theatrical context and which meet a design brief for the production of a selected published play script.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
Collaborative performance in small group. 2-4min per person.	*Workshop performance component*: Individually students will conduct a play-building workshop 3-5 scenes of dramatic action. *Multimedia component*: annotations of 5 -10 photographs of work-shopped scenes and justifies the dramatic principles applied in order to communicate meaning. 6-8 A4 pages	*Performance (stage acting) component*: 1.5 -3 min per person Product component: In consultation with the director and creative team you are to provide design or technical solutions for a stage production Written explanation should be 300- 600 words with at least two detailed visual drawings OR one detailed model.	Written essay: 600–1000 words

Equipment

1xA4 Exercise book; 1 x USB (at least 8GB); 1x standard SD card (at least 8GB); 1x display folder; 1x document wallet; black clothing (shirt and pants).

Costs

No Subject Contribution Fee applies, class excursions/incursions may be conducted throughout the year and additional fees may be applicable.

Music

Faculty: The Arts Coordinator: Tonia Wilkes twilk35@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English and/or Year 10 Mathematics combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

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

Schools devise assessments in Units 1 and 2 to suit their local context.

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): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

Visual Art

Faculty: The Arts Coordinator: Tonia Wilkes twilk35@eq.edu.au

General

General Subject	**Y**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

B or higher in Year 10 English combined with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Indicators of Success

Students who wish to complete this subject will have received a Band 8, 9 or 10 in the 2019 NAPLAN Reading and Writing assessment.

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
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • 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

Schools devise assessments in Units 1 and 2 to suit their local context.

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Media Arts in Practice

Faculty: The Arts Coordinator: Tonia Wilkes twilk35@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core	Electives
• Media technologies • Media communications • Media in society	• Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Assessment

For Media 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, 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 skills in the production of media artwork/s.	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.

At least two different components from the following:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  ◦ non-presentation: 8 A4 pages max (or equivalent)
  ◦ presentation: 3–6 minutes
• product: variable conditions.
	• Variable conditions	Presented in one of the following modes:
		• written: 600–1000 words
		• spoken: 3–4 minutes
		• multimodal
		  ◦ non-presentation: 10 A4 pages max (or equivalent)
		  ◦ presentation: 4–7 minutes.
			Presented in one of the following modes:
			• written: 600–1000 words
			• spoken: 3–4 minutes
			• multimodal
			  ◦ non-presentation: 10 A4 pages max (or equivalent)
			  ◦ presentation: 4–7 minutes.

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Visual Arts in Practice

Faculty: The Arts Coordinator: Tonia Wilkes twilk35@eq.edu.au

Applied

General Subject	**N**	**Applied Subject**	**Y**
QCE Points	**4**	**VET Certificate Qualification**	**N**

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

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
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

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 student's own knowledge and the data they have been given.

A project consists of:
• a product component: variable conditions
• at least one different component from the following
  ◦ written: 500–900 words
  ◦ spoken: 2½–3½ minutes
  ◦ multimodal
  ▪ non-presentation: 8 A4 pages max (or equivalent)
  ▪ presentation: 3–6 minutes.
	• Variable conditions	Presented in one of the following modes:
		• written: 600–1000 words
		• spoken: 3–4 minutes
		• multimodal
		  ◦ non-presentation: 10 A4 pages max (or equivalent)
		  ◦ presentation: 4–7 minutes.
			Presented in one of the following modes:
			• written: 600–1000 words
			• spoken: 3–4 minutes
			• multimodal
			  ◦ non-presentation: 10 A4 pages max (or equivalent)
			  ◦ presentation: 4–7 minutes.

Subject Fees

Please refer to the Schedule of Fees on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Music - Instrumental

Faculty: The Arts Coordinator: Tonia Wilkes twilk35@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**See note**	**VET Certificate Qualification**	**N**

Prerequisites

Prior participation in Instrumental Music or strong musical foundation on a musical instrument

Course Overview

For some people Instrumental Music is the epitome of the musical experience. For others, it is the extension of the pleasures of music listening and involvement. From whichever position one starts, instrumental music learning is a powerful adjunct to the development of a student's musical expression and appreciation.

The overarching purpose of the Instrumental Music Program is to provide children with the opportunity to experience the expressive qualities of music through learning to play a band/orchestral instrument and to participate in performance ensembles such as concert bands and orchestras.

Note: QCE Points - Some studies/qualifications in instrumental music can contribute to the QCE.

Structure

Core Unit 1	Core Unit 2	Core Unit 3	Core Unit 4
• Scales • Set Pieces from the AMEB or other method book	• Ensemble music for both main and small ensemble	• Scales • Set Pieces from the AMEB or other method book	• Ensemble music for both main and small ensemble

Assessment

Regular participation in ensembles as well as lessons throughout the semester, along with completing set work provided in lessons. An option to sit external AMEB exams (at the student's expense) can be arranged for those students interested.

Equipment

Musical instrument (some available for loan from school), Method Book (either "Standard of Excellence" or AMEB Book), USB plus maintenance items for the specific instrument

Subject Fees

Please refer to the *Schedule of Fees* on our website for more information. General class excursions may be conducted throughout the year and additional fees may be applicable.

Instrumental Hire $100 per year per equipment item

Certificate Courses

Business – Diploma

Faculty: Senior Schooling HOD: Jai McCulloch jmccu12@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**8**	**VET Certificate Qualification**	**Y**

Registered Training Organisation

Aurora Training Institute

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Course Overview

The Diploma of Business is delivered on Elanora SHS campus over 18 months commencing at the beginning of Year 11. There are other entry points available to students if required. The program enables students to complete a full diploma by the end of Year 12 providing entry into a Business degree at a range of universities as well as employment pathways. Completion of 8 units of competency is required.

Structure

Core Competencies

- Manage meetings
- Undertake project work
- Manage risk
- Manage quality customer service
- Identify and evaluate marketing opportunities
- Develop workplace policy and procedures for sustainability
- Manage recruitment, selection and induction processes
- Ensure team effectiveness

Assessment

Assessment in this course is competency-based

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Early Childhood Education and Care - Certificate III

Faculty: Senior Schooling HOD: Jai McCulloch jmccu12@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**8**	**VET Certificate Qualification**	**Y**

Registered Training Organisation

Charlton Brown

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Course Overview

Early Childhood Practices is a practical-based course where students gain the necessary knowledge, skills and attitude to work in the childcare industry. Elanora SHS staff will deliver the qualification on behalf of Charlton Brown. It is a requirement of the course that students are involved in Structured Work Placements where they spend time at various local childcare facilities. Students may be required to complete a block-structured Work Placement during their school holidays. Students are required to make their own transport arrangements to and from their field placements. This course commences in Year 11.

Structure

The Early Childhood Education and Care course is designed around core competencies. Students may specialise in Certificate III in Early Childhood Education and Care, Certificate III in Disability or Certificate III in Education Support. Please discuss this with the HOD of The Arts.

Core Competencies

- Ensure health and safety of children
- Promote and provide healthy food and drinks
- Develop positive and respectful relationships with children
- Provide experiences to support children's play and learning
- Support children to connect with their world
- Provide an emergency first aid response in an education and care setting
- Participate in workplace health and safety
- Work with diverse people
- Promote Aboriginal and/or Torres Strait Islander culture safety
- Develop cultural competence
- Provide care for children
- Provide care for babies and toddlers
- Support behaviour of children and young people
- Use an approved learning framework to guide practice
- Support the holistic development of children
- Use information about children to inform practice
- Identify and respond to children and young people at risk
- Work legally and ethically

Assessment

Assessment in this course is competency-based

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Aviation – Remote Pilot – Certificate III

Faculty: Senior Schooling HOD: Jai McCulloch jmccu12@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**8**	**VET Certificate Qualification**	**Y**

Registered Training Organisation

Australia Global Institute

Course Overview

This exciting qualification is relevant to the role of a Remote Pilot – You will learn to apply non-technical and technical knowledge and skills to demonstrate autonomy and judgement and will take limited responsibility in known and stable operational contexts within established regulatory parameters. Students will also receive their CASA Remote Pilot License. This course commences in year 11 or 12.

Structure

Core Competencies	
1. AVIF0021	Manage human factors in remote pilot aircraft systems operations
2. AVIH0006	Navigate remote pilot aircraft systems
3. AVIW0028	Operate and manage remote pilot aircraft systems
4. AVIW0004	Perform operational inspections on remote operated systems
5. AVIY0052	Control remote pilot aircraft systems on the ground
6. AVIY0023	Launch, control and recover a remotely piloted aircraft
7. AVIY0053	Manage remote pilot aircraft systems energy source requirements
8. AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
9. AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations.
10. AVIE0003	Operate aeronautical radio
11. AVIZ0004	Maintain security awareness and vigilance in an aviation workplace
12. AVIY0027	Operate multi-rotor remote pilot aircraft systems
13. AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)
14. AVIW0008	Conduct aerial search using remote pilot aircraft systems

Assessment

Assessment in this course is competency-based

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Health Support Services – Certificate II
Individual Support – Certificate III

Faculty: Senior Schooling HOD: Jai McCulloch jmccu12@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**8***	**VET Certificate Qualification**	**Y**
*** 4pts for the Cert II but if they complete the Cert III they will receive a maximum of 8 pts**			

Registered Training Organisation

Blue Stone Medical & Professional

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Course Overview

The Certificate II will equip students for employment while they are still at school, through a structured learning environment. The theory component will be delivered with quality controlled resources and practical skills delivered to the students with current industry equipment. At this level of training the students will complete tasks under supervision involving known routine and procedures or complete routine variable tasks in collaboration with other in a team environment. This course commences in year 10, 11, or 12.

Structure – Certificate II Health Support Services

Core Competencies	Additional Competencies
• Work effectively with others • Communicate and work effectively in health • Comply with infection control policies and procedures • Participate in WHS Processes • Contribute to health and safety of self and others	• Use business equipment and resources • Deliver a service to customers • Process and maintain workplace information • Produce simple word processed documents • Create and use spreadsheets • Use business technology • Handle mail • Organise and complete daily work activities • Communicate in the workplace

Course Overview

Student can chose to continue to pursue their career in the community services industry with the Blue Stone Medical Pty Ltd Certificate III in Individual Support - Ageing. This course is ideal for those persons wanting to work in residential caring for the elderly or for aged care workers wanting to formalise their existing work skills.

Students who undertake training in this course gain the knowledge and skills required to work as an Assistant in Nursing (AIN) or Personal Care Assistant (PCA) in an aged care facility, as a community support worker, a home care assistant or a community care worker.

Graduates can find employment in community services such as Health Monitoring, Personal Care, Environmental and Social Support and Information and Advocacy in aged care services such as Community Nursing, Home Help, Day Care Centres, Hostels, Nursing Homes and Acute Care and in Information Services.

Structure – Certificate III Individual Support

Core Competencies
• Communicate and work in health or community services • Work with Diverse People • Comply with infection prevention and control policies and procedures • Follow safe work practices for direct client care • Provide individualised support • Support Independence and wellbeing • Work legally and ethically • Recognise healthy body systems • Facilitate the empowerment of older people • Provide support to people living with dementia • Provide first aid • Meet personal support needs • Deliver care services using a palliative approach

Assessment

Competency based determined by performance criteria within the training package.
Includes theory and some practical work

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Salon Assistant – Certificate II

Faculty: Senior Schooling **HOD: Jai McCulloch** jmccu12@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**Y**

Registered Training Organisation

Creative Edge Training

Prerequisites

C or higher in Year 10 English with proven engagement in learning. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Course Overview

This is a preparatory qualification which provides a defined range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers and beauticians who manage the client service. The combined skills and knowledge do not provide for a job outcome as a hairdresser or beautician and this qualification is intended to prepare individuals for further training into apprenticeships or higher level skills. This course commences in year 11.

Structure

Core Competencies	Additional Competencies
• Contribute to health and safety of self and others • Provide shampoo and basin services • Dry hair to shape • Maintain and organise tools, equipment and work areas • Conduct salon financial transactions • Greet and prepare clients for salon services • Comply with organisational requirements within a personal services environment • Communicate as part of a salon team	• Produce visual merchandise displays • Apply hair colour products • Recommend products and services • Braid hair

Assessment

Assessment in this course is competency-based

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Construction – Certificate I

Faculty: Senior Schooling HOD: Jai McCulloch jmccu12@eq.edu.au

General Subject	N	Applied Subject	N
QCE Points	3	VET Certificate Qualification	Y

Registered Training Organisation

Gold Coast Trade College

Course Overview

Successfully complete this nationally accredited pre-trade qualification with Gold Coast Trades College and kick start your career in the construction industry.

Learn skills that will make you a valuable member of any construction crew and fast track your chance for a trade apprenticeship or traineeship. This course commences in year 10, 11 or 12.

Structure

Core Competencies	
• CPCCCM1012A Work effectively and sustainably in the construction industry • CPCCCM1013A Plan and organise work • CPCCCM1014A Conduct workplace communication • CPCCCM2001A Read and interpret plans and specifications • CPCCCM2005B Use construction tools and equipment • CPCCWHS1001 Prepare to work safely in the construction industry • CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry • CPCCVE1011A Undertake a basic construction project • CPCCCM2010B Work Safely at Heights • CPCCCM2004A Handle construction materials • CPCCCM2006B Apply basic levelling procedures	

Assessment

Assessment in this course is competency-based

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Automotive – Certificate II

Faculty: Senior Schooling

HOD: Jai McCulloch jmccu12@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**Y**

Registered Training Organisation

Gold Coast Trade College

Course Overview

Successfully complete this nationally accredited pre-trade qualification with Gold Coast Trades College and kick start your career in the exciting automotive sector.

Learn skills that will make you a valuable member of any automotive workshop and fast track your chance for a trade apprenticeship or traineeship. This course commences in year 10, 11 or 12.

Structure

Core Competencies	
• AURAEA002 Follow environmental and sustainability best practice in an automotive workshop • AURAFA003 Communicate effectively in an automotive workplace • AURAFA004 Resolve routine problems in an automotive workplace • AURASA002 Follow safe working practices in an automotive workplace • AURETR003 Identify automotive electrical systems and components • AURLTA001 Identify automotive mechanical systems and components • AURTTK002 Use and maintain tools and equipment in an automotive workplace • AURAMA001 Work effectively with others in an automotive workplace • AURETR001 Remove and tag automotive electrical system components • AURETR015 Inspect, test and service batteries • AURTTC004 Remove and replace radiators • AURTTJ003 Remove and replace wheel and tyre assemblies	

Assessment

Assessment in this course is competency-based

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Electrotechnology – Certificate II

Faculty: Senior Schooling HOD: Jai McCulloch jmccu12@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**4**	**VET Certificate Qualification**	**Y**

Registered Training Organisation

Gold Coast Trade College

Course Overview

Successfully complete this nationally accredited pre-trade qualification with Gold Coast Trades College and kick start your career in the electrical sector.

Learn skills that will make you a valuable member of any electrical business and fast track your chance for a trade apprenticeship or traineeship. This course commences in year 10, 11 or 12.

Structure

Core Competencies	
• UEENEEE101A - Apply Occupational Health and Safety regulations, codes, and practices in the workplace • UEENEEE104A - Solve problems in d.c. circuits • UEENEEE141A - Use of routine equipment/plant/technologies in an energy sector environment • UEENEEE148A - Carry out routine work activities in an energy sector environment • UEENEEE179A - Identify and select components, accessories, and materials for energy sector work activities • UEENEEK142A - Apply environmentally and sustainable procedures in the energy sector • CPCCWHS1001 Prepare to work safely in the construction industry • UEENEEE102A – Fabricate, assemble, and dismantle utilities industry components • UEENEEE105A – Fix and secure electrotechnology equipment • UEENEE143A – Produce routine tools/devices for carrying out energy sector work activities • UEENEEP024A – Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply • HLTAID001 - Provide cardiopulmonary resuscitation	

Assessment

Assessment in this course is competency-based

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Skills for Work and Vocational Pathways Certificate II (Year 10 semester 1)

Faculty: Senior Schooling HOD: Jai McCulloch Email: jmccu12@eq.ed

General Subject	N	Applied Subject	N
QCE Points	4	VET Certificate Qualification	Y

Registered Training Organisation

Tallebudgera Outdoor Environmental & Educational Centre

Course Overview

This course is designed to increase your confidence and get you prepared for your next step in study or work. Further develop language, literacy and numeracy competencies through accredited training, building your suitability for work and providing pathways into further vocational education and training.

Objectives

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

Structure

Core Competencies	Additional Competencies
• *Read and respond to routine workplace information* • *Write routine workplace texts* • *Calculate with whole numbers, fractions, percentages, decimals for work* • *Estimate, measure and calculate routine metric measurements for work* • *Interact effectively with others at work* • *Use strategies to respond to routine workplace problems* • *Use routine strategies for work-related learning* • *Use digital technology for routine workplace tasks*	• *Participate in work health and safety processes* • *Communicate in the workplace* • *Identify and interpret information in familiar tables, graphs and charts for work* • *Interpret routine tables, graphs and charts for work* • *Provide appropriate information on cultural knowledge* • *Use routine strategies for career planning*

Assessment

Students will complete all of the above 14 units of competency to receive their certificate.

Subject Fees

Please refer to the *Schedule of Fees* on our website for more information. *(Heavily subsidised by ESHS. Not available through VETiS funding)*

Sport and Recreation - Certificate II
Sports Coaching – Certificate III

Faculty: Physical Education **HOD: Tony Rapallo** arapa1@eq.edu.au

General Subject	N	Applied Subject	N
QCE Points	8	Certificate II Sport & Recreation SIS20115 Certificate III Sports Coaching SIS30519	Y

Registered Training Organisation **College of Fitness**

Prerequisites

Have a genuine interest to get involved in community sport as a player, official or coach and event management. Having played the game of Touch or Oztag is beneficial but not expected. Students must have a willingness to work in team environments as well as independently. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Course Overview

Sport & Recreation Cert II and Sport Coaching Cert III is a practical-based course where students gain the necessary knowledge, skills and attitude to work in the Sporting Industry. Elanora SHS staff will deliver the qualification in conjunction with College of Sports & Fitness staff. It is a requirement of the course that students are involved in Structured Community Placements eg officiating at a local touch club or assist at local school events to demonstrate competencies required for the successful implementation of community sport programs. Students may be required to complete practical components during their school holidays or commit to officiating competitions outside the regular school hours. Students are required to make their own transport arrangements to and from their field placements. The program is designed in partnership with sporting bodies, schools and communities in creating local opportunities for students into entry level employment in the local sport industry.

Structure

The program will operate within the normal school timetable, being 3 x 70 mins per week. This will include a session delivered from industry expertise. There will be a level of flexibility to ensure the focus of competencies, skills, drills, minor games, practice and feedback are being constantly administered. There will be opportunity to experience a range of different recreational activities and projects within the program for variety and fun.

Core Competencies

Certificate II Sport & Recreation SIS20115 13 units must be completed

Core:

BSBWOR202 Organise and complete daily work activities
HLTAID003 Provide first aid
HLTWHS001 Participate in workplace health and safety
SISXCAI002 Assist with activity sessions
SISXCCS001 Provide quality service
SISXEMR001 Respond to emergency situations
SISXIND001 Work effectively in sport, fitness and recreation environments
SISXIND002 Maintain sport, fitness and recreation industry knowledge

Electives:

SISXFAC001 Maintain equipment for activities
SISXCAI001 Provide equipment for activities
SISSSCO001 Conduct sport coaching sessions with foundation level participants
SISSSOF001 Work as an official in sport
SISSSOF003 Officiate sport competitions

Core Competencies

Certificate III Sport Coaching SIS30519 10 units must be completed – 6 cores 4 electives

Core:

BSBRSK401	Identify risk and apply risk management processes
HLTAID003	Provide first aid (CREDIT TRANSFER)
HLTWHS001	Participate in workplace health and safety (CREDIT TRANSFER)
SISSSCO002	Work in a community coaching role
SISSSCO003	Meet participant coaching needs
SISSSCO005	Continuously improve coaching skills and knowledge

Electives:

SISSSCO016	Coach participants in a sport competition
SISSSOF003	Officiate sport competitions
SISXFAC001	Maintain equipment for activities
SISSSCO012	Coach sport participants to an intermediate level (Touch Football & OZ Tag)

Assessment

Assessment in this course is competency-based and may consist of Role Plays, Questions & Answers, Workbook Activities, Assignments, Observations, Practical demonstrations, Case Studies, Presentations and engagement with our sporting industry partners.

Subject Fee

With VETiS funding:

Certificate II – no fee for vet funded students

Certificate III - $350 (minimum numbers of participation apply)

Non VETis funded - Fee for Service – Certificate II - $250 & Certificate III - $350 (minimum numbers of participation apply)

Please note specific sport accreditation supplied under this program as an option.
For students who wish to further their career or as first jobs program within the sporting industry, courses and events will be provided to each student as pathway opportunities. Each sporting partners delivers courses throughout the region, certain sport specific accreditation is conducted with the sport not associated to any costs in this course. CSF & Elanora SHS in partnership will assist each student with options and avenues throughout the program.

Kitchen Operations – Certificate II

Faculty: Senior Schooling **HOD: Jai McCulloch** jmccu12@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**8**	**VET Certificate Qualification**	**Y**

Registered Training Organisation

Aurora Training Institute

Course Overview

In Year 11 student study Certificate II in Cookery. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items.
This qualification provides a pathway to work in cooking operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, institutions and coffee shops.
The students then go on to study the Certificate III in Hospitality in Year 12, which will further equip students with a number of practical skills, enabling them to work effectively in a variety of roles and venues.
This qualification reflects the role of individuals who have a range of well-developed hospitality service or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.
This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

Structure

Core Competencies
1. BSBWOR203 Work effectively with others 2. SITHCCC001 Use food preparation equipment* 3. SITHCCC005 Prepare dishes using basic methods of cookery* 4. SITHCCC011 Use cookery skills effectively*^ 5. SITHKOP001 Clean kitchen premises and equipment* 6. SITXFSA001 Use hygienic practices for food safety 7. SITXINV002 Maintain the quality of perishable items* 8. SITXWHS001 Participate in safe work practices 9. SITHCCC002 Prepare and present simple dishes* 10. SITHFAB002 Provide responsible service of alcohol 11. SITHCCC003 Prepare and present sandwiches* 12. SITFAB005 Prepare and serve Espresso Coffee 13. SITXCCS003 Interact with customers

Assessment

Assessment in this course is competency-based

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Hospitality Course – Certificate III

Faculty: Senior Schooling **HOD: Jai McCulloch** jmccu12@eq.edu.au

General Subject	**N**	**Applied Subject**	**N**
QCE Points	**8**	**VET Certificate Qualification**	**Y**

Registered Training Organisation

Aurora Training Institute

Course Overview

In Year 11 student study Certificate II in Cookery. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items.
This qualification provides a pathway to work in cooking operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, institutions and coffee shops.
The students then go on to study the Certificate III in Hospitality in Year 12, which will further equip students with a number of practical skills, enabling them to work effectively in a variety of roles and venues.
This qualification reflects the role of individuals who have a range of well-developed hospitality service or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.
This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

Structure

Core Competencies	
1. SITHIND002 Source and use information on the hospitality industry 2. SITHIND004 Work effectively in the hospitality Industry 3. SITXCCS006 Provide service to customers 4. SITXCOM002 Show social and cultural sensitivity 5. SITXWHS001 Coach others in job skills 6. BSBITU306 Design and produce business documents 7. SITHGAM001 Provide responsible gambling services 8. SITFAB007 Serve Food and beverage	

Assessment

Assessment in this course is competency-based

Subject Fee

This subject has a fee component payable to the RTO. VETiS funding is applicable to some courses.

Certificate III in School Based Education Support

Faculty: Senior Schooling **HOD: Jai McCulloch** jmccu12@eq.edu.au

General Subject	N	Applied Subject	N
QCE Points	8	CHC30221 Certificate III in School Based Education Support	Y

Registered Training Organisation BSDE

Overview

This qualification leads to employment as a teacher aide in schools. It reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures. Education support workers work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation. No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Pre-requisite

Persons with the Language, Literacy and Numeracy skills to fulfil their job role. It is advised that students have a minimum of a 'B' result in both English and Maths throughout two semesters of Year 10.

Structure

The qualification is made up of ten core units plus five elective units:

Unit Code	Unit Title	Core/Elective
CHCDIV001	Work with diverse people	Core
CHCEDS033	Meet legal and ethical obligations in an education support environment	Core
CHCEDS034	Contribute to the planning and implementation of educational programs	Core
CHCEDS035	Contribute to student education in all developmental domains	Core
CHCEDS036	Support the development of literacy and oral language skills	Core
CHCEDS037	Support the development of numeracy skills	Core
CHCEDS060	Work effectively with students and colleagues	Core
CHCEDS059	Contribute to the health, safety and wellbeing of students	Core
CHCEDS057	Support students with additional needs in the classroom environment	Core
CHCEDS061	Support responsible student behaviour	Core
HLTAID011	Provide First Aid	Elective
CHCPRT001	Identify and respond to children and young people at risk	Elective
HLTWHS001	Participate in workplace health and safety	Elective
CHCEDS048	Work with students in need of additional learning support	Elective
CHCEDS041	Set up and sustain learning areas	Elective

Assessment

Assessment for VET courses is competency based.

Students are able to demonstrate the required skills and knowledge during scheduled lessons using video; sharing applications or in conversations; through submission of tasks; and face-to-face at Brisbane SDE.

Until students complete the course, progress is recorded as Working Towards Competency (WTC).

Students do not receive a rating of A–E for VET subjects. CHC30221 Certificate III in School Based Education

Support is issued when all 15 units are assessed as competent. If the full certificate is not achieved, a

Statement of Attainment is issued listing units achieved.

Industry Placement

Students enrolling in this program will be required to complete a minimum of 100 hours of Industry placement

Distance Education

Due to staffing allocations and/or class sizes, it is necessary at times for students to undertake courses of study through the Brisbane (BSDE) or Cairns (CSDE) Schools of Distance Education.

Currently studies are being undertaken in:

- **Accounting**
- **Design**
- **Digital Solutions**
- **Economics**
- **Geography**
- **Health**
- **Information Processing and Technology**
- **Languages – French and Japanese**
- **Specialist Mathematics**

For more information regarding these subjects, please contact

- Deputy Principal - Mrs Jessica Keavney

  or
- Head of Department Senior School - Mr Jai McCulloch

Partnership Programs