



**Year 10**  
(Semester 2)  
**and**  
**Year 11**  
**Subject Information**  
**Guide**  
**2019**

## Contents

<b>Senior Education Profile</b> .....	<b>5</b>
<b>Senior subjects</b> .....	<b>5</b>
<b>General syllabuses</b> .....	<b>8</b>
<b>Applied syllabuses</b> .....	<b>10</b>
<b>Short Courses</b> .....	<b>12</b>
<b>Assessment Policy</b> .....	<b>13</b>
<b>QCAA senior syllabuses</b> .....	<b>16</b>
Mathematical Methods .....	21
Specialist Mathematics.....	23
Essential Mathematics .....	25
English .....	27
Literature .....	30
Essential English.....	32
Ancient History .....	34
Business.....	37
Geography .....	39
Legal Studies .....	41
Modern History.....	43
Business Studies.....	45
Social & Community Studies.....	47
Tourism .....	49
Food and Nutrition.....	51
Furnishing Skills .....	56
Hospitality Practices.....	54
Industrial Technology Skills.....	56
Information and Communication Technology.....	61
Physical Education.....	63
Sport and Recreation .....	66
Biology .....	68
Chemistry .....	71
Physics.....	73
Psychology.....	75
Aquatic Practices.....	77
Science in Practice.....	79
Japanese.....	81

Dance.....84  
Drama .....87  
Music.....89  
Visual Art.....91  
Media Arts in Practice .....93  
Visual Arts in Practice .....95

# 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 Booklet 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). Together with attendance at the Year 10 Subject Information night individual subject selection Interviews, Careers Expo and On Target Interviews, 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 at Elanora State High School. From semester 2 2018 the New QCE will be implemented including students in Queensland working towards an ATAR (Australian Tertiary Assessment Rank) and sitting external examinations for all General subjects.

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**

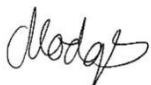
As part of the 'My Future How' program all Year 10 students will have the opportunity, at the end of semester 2 Year 10, to participate in either work experience or tertiary campus tours to further explore pathways.

The purpose of 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 booklet is a summary of the approved General, Applied and Short Courses syllabuses for introduction in Year 10, 2018 and beyond.

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 movement 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; this qualification is dependent on successful completion of subjects and limits the number of subject changes students are permitted to make in their senior years. All students must enrol in a class that will allow them to achieve a QCE and meet the key prerequisites of a pass in Year 10 English and Maths.

Once students have selected subjects, you may be required to make a financial commitment 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 booklet carefully and attend the relevant information sessions. If we can offer any further assistance please do not hesitate to contact the school.



Cameron Hodges  
**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](http://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, 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 course.

### 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 or a Certificate III or higher VET qualification.

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

### **English requirement**

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, 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.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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.

### Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

## 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.

### Applied syllabuses 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

### 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](http://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 2019



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.

# Assessment Policy

## Assignments

- Early in each term students will be issued with a term assessment schedule. Students will be directed to write these due dates in the term planner provided in the student's school diary to help student's time-manage appropriately.
- The subject coordinator will issue a specific compulsory draft date and final due date that has been approved by the Head of Department.
- All assignments must be submitted to fulfil the requirement of each semester course. It is a student's responsibility to meet assessment dates and requirements.
- Students are to complete assignments utilising information outlined in assignment task sheets.
- The submitted assignment must be the student's own work.
- Referencing is to be in accordance with "A Guide to Referencing" outlined in the Student Diary.
- A compulsory draft will be submitted via *Turnitin*, where applicable. A hardcopy will be handed in directly to the teacher. Failure to submit will result in the student being required to attend monitoring session's afterschool to complete the outstanding task.
- To submit a Final Copy students in Years 8 – 12 or BYOD will submit their work electronically by the due date via *Turnitin* (see point 10) where applicable, to address the issue of authorship. A hard copy of the assessment with the task and cover sheet attached is also submitted at the specified location for the grade (e.g. Office, library, etc.) by 1:55pm on the due date. A receipt of submission will be issued to the student.
- Students in Year 7 submit a hard copy of their assessment at the specified location with the task sheet attached by the due date but may be required to submit it via *Turnitin*.
- Assignments need to be submitted via *Turnitin* to ensure there is no plagiarism. Details for this process are included in the "Why is referencing required?" on page 38 in the Student Diary.
- Students absent on the due date must make arrangements to submit the assignment to the school office prior to 3:30pm on that day. This will be done by emailing the assessment to [assessment@elanorashs.eq.edu.au](mailto:assessment@elanorashs.eq.edu.au). Absence is not a valid reason to not submit.
- Extensions can only be granted by the relevant Head of Department but only prior to due date and only if circumstances are deemed appropriate. Application is to be via the Elanora SHS Application for assignment / exam extension form and relevant documentation is required (i.e. medical certificate).
- In faculties that permit resubmission application is via the Elanora SHS Application for Resubmission form and must meet the criteria required on the form.
- If, in the opinion of the Principal, it is considered necessary, students who fail to complete assignment requirements may be required to undertake other assessment items which will fulfil the same objectives. This is decided in consultation with the Principal.
- Students in Years 11 and 12 will be required to attend school on their Learning or Earning Day (Friday) to complete outstanding assessment or VET competencies.
- Parents are required to speak personally with the Principal or Deputy Principal to discuss any relevant circumstances not included above.
- Internal Assessment marks, for Year 11 and 12, that are awarded by the school are not finalised until approved by the QCAA.

## Plagiarism

Plagiarism involves students submitting the work of others as their own, without the appropriate acknowledgement or referencing of the original work.

Examples of plagiarism include:

- Word-for-word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, websites or other students' assignments).
- Closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgement of the original work or works in the form of referencing.
- Copying computer files in whole or in part without indicating their origin.
- Submitting work which has been produced by someone else on the student's behalf, as if it were the work of the student.

When it has been established that a student has submitted plagiarised work for assessment, credit will only be given on their own work. If the whole task has been plagiarised, it will be treated as a non-submission. The student may receive additional consequences as per the Responsible Behaviour Plan for Students.

## Tests / Exams / Practical Assessments

When a student is unable to sit for a test due to illness or circumstances beyond the student's control, for example illness, bereavement:

- Student is required to contact the school – 55684333 to advise of non-attendance.
- Upon return to school, the student provides a medical certificate or note from parents detailing reason for absence and presents it to the Head of Department.
- The Head of Department will arrange for test to be completed in the next available lesson.

When a student is unable to sit for a test due to a known acceptable absence:

- Student to notify Head of Department prior to leave of absence utilising the Elanora SHS Application for extension exam/assignment form.
- The Principal, Deputy Principal or Head of Department can grant this deferred test in special circumstances.
- Marks awarded by the school are not finalised until approved by the QCAA.
- Penalty for Unfair Practices

Any student who uses unfair means in an exam will be required to sit an additional exam. The reasons for the alternative exam will be noted on the student's profile and parents advised. The student may receive additional consequences as per the Responsible Behaviour Plan for Students.

## **Consequence for Late and or Non-Submission of Assessment**

(This does not apply to situations where special provisions apply – see below).

- In cases where students do not submit a response to an assessment by the due date, judgements will be made using evidence available on or before the due date.
- A standard can only be awarded where evidence has been demonstrated. In cases of non-submission and where there is no evidence of work observed by the teacher before the due date, a result will not be awarded. (Reference: QCAA July 2015 - The A-Z of Senior Moderation)

## **Special Provision**

Special provision may be granted in cases where adjustments need to be accommodated in order to give a student an equitable opportunity to demonstrate their knowledge and skills. To be granted special provision the student and/or parents (caregivers) need to make an appointment with the Guidance officer or Principal prior to any due dates.

## **Legislation and Policies Related to Assessment**

- Late submission and non-submission of student assessment in Authority subjects and Authority-registered subjects (QSA, January 2009)
- Policy on Special Provisions for School Based Assessment in Authority subjects and Authority-registered subjects (QSA, January 2009)



# Schedule of Fees 2019

## Student Resource Scheme – Years 7, 8, 9 – \$350; Years 10, 11, 12 - \$385

Subject Contribution Fee: The following subjects use a higher level of consumable resources and therefore attract an additional Subject Contribution Fee. Full payment is due prior to the commencement of the school year/class.

SUBJECT NAME	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Academic Class of Excellence (ACE) (including BYOD program fee)	\$200	\$200	\$200			
Sports Academy (including BYOD program fee)	\$200	\$200	\$200			
Dance Academy (including BYOD program fee)	\$200	\$200	\$200	\$125	\$125	\$125
Junior BYOD Program Fee	\$75	\$75	\$75			
Senior BYOD Package (Adobe Program & locker)				\$50	\$50	\$50
Aquatic Practices (Note1)					\$350	\$100
Furnishing Skills					\$90	\$90
Industrial Technology Skills					\$90	\$120
Music - Instrumental	\$50	\$50	\$50	\$50	\$50	\$50
Media Arts in Practice				\$90/semester	\$180	\$180
Physical Education						(Note 2)
Sport and Recreation					\$125	\$125
Visual Art				\$50/semester	\$100	\$100
Visual Arts in Practice				\$50/semester	\$100	\$100

### Certificate Courses and Partnership Programs

A 50% deposit is due prior to the commencement of the school year with the balance due by the end of Semester 1, 2019.

The following fees are based on information available on time of publication; however cost may change in the future depending on RTO requirements.

Certificate III in Early Childhood Education & Care				\$665 payable to school for RTO
Certificate II in Health Support Services				VETiS funding available
Certificate II in Hospitality				\$720 see Note 3
Certificate III in Hospitality				\$550 payable to school for RTO
Certificate II Salon Assistance				VETiS funding available
Certificate II in Tourism				\$550 see Note 3
Certificate III in Tourism				\$550 payable to school for RTO
Diploma in Business				\$3500 payable to school for RTO: Vet Fee help available
Physiology Plus – Southern Cross University				See SCU for fee information

### ADDITIONAL FEES

Out of Zone Enrolment Application Fee	\$60
Distance Education School Programs	\$10 to \$150 depending on course selected
Instrumental Music Hire Scheme	\$75 annual per equipment item
Graphics Calculator Hire Scheme	\$70 (\$35 hire + \$35 bond refundable at the end of the course) 2019
Yearbook	\$30

**NOTE 1:** This cost does not include options such as Deep Sea Fishing (approximately \$110), Marine Radio Licence (\$74), First Aid Cert (\$90), Scuba Diving (approximately \$350), Medical Certificate or Boat Licence Fee.

**NOTE 2:** Should Year 12 Physical Education Canoe Camp occur, it will cost approximately \$175.

**NOTE 3:** Some VET course fees (Certificate I and II) are covered by state government funding. This means that a student can enrol in the course of study and not be charged for the delivery of that program. This is called VETiS funding. A student is eligible for only one VETiS funded program. Some RTOs can provide VET fee help for students.

**NOTE 4:** Certificate course prices are current at time of publication.

# 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
- Geography
- Legal Studies
- Modern History

### Applied

- Business Studies
- Social and Community Studies
- Tourism

## Technologies

### General

- Food and Nutrition

### Applied

- Furnishing Skills
- Hospitality Practices
- Industrial Technology Skills
- Information and 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



# 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

<ul style="list-style-type: none"> <li>Retail</li> <li>Business Administration</li> <li>Carpentry</li> <li>Building</li> <li>Bricklaying</li> <li>Plumbing</li> </ul>	<ul style="list-style-type: none"> <li>Tourism</li> <li>Hospitality</li> <li>Nursing</li> <li>Architecture</li> <li>Administration</li> <li>Management</li> <li>Tool Making</li> <li>Sheet-metal Working</li> <li>Fitting and Turning</li> <li>Carpentry</li> <li>Plumbing</li> <li>Auto Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Maths and Science Education</li> <li>Natural and Physical Sciences</li> <li>Medical and Health Sciences</li> <li>Engineering</li> <li>Information Technology</li> <li>Statistician</li> </ul>
---	---	--

\* Specialist Mathematics must be studied in conjunction with Mathematical Methods.

# General Mathematics

Faculty: Mathematics HOD: Paul Wright Email: pwrig47@eq.edu.au

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 2017 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
<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics</li> </ul>

## 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			

# Mathematical Methods

Faculty: Mathematics HOD: Paul Wright Email: pwrig47@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 2017 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
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences and series 1</li> <li>• Functions and graphs</li> <li>• Counting and probability</li> <li>• Exponential functions 1</li> <li>• Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions 2</li> <li>• The logarithmic function 1</li> <li>• Trigonometric functions 1</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation and applications 1</li> <li>• Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Further differentiation and applications 3</li> <li>• Trigonometric functions 2</li> <li>• Discrete random variables 2</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>

## 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			

# Specialist Mathematics

Faculty: Mathematics

HOD: Paul Wright

Email: pwrig47@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 2017 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
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>• Complex numbers 1</li> <li>• Trigonometry and functions</li> <li>• Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Vectors and matrices</li> <li>• Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul>

## 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			

# Essential Mathematics

Faculty: Mathematics

HOD: Paul Wright

Email: pwrig47@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 and/or 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
<b>Number, data and graphs</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Number</li> <li>• Representing data</li> <li>• Graphs</li> </ul>	<b>Money, travel and data</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Managing money</li> <li>• Time and motion</li> <li>• Data collection</li> </ul>	<b>Measurement, scales and data</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Summarising and comparing data</li> </ul>	<b>Graphs, chance and loans</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Bivariate graphs</li> <li>• Probability and relative frequencies</li> <li>• Loans and compound interest</li> </ul>

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

# English – Subject Pathway

YEAR	SUBJECT		
<b>7</b>	English		
<b>8</b>	English		
<b>9</b>	English		
<b>10</b>	English (Semester 1)		
			
	<b>Applied</b> (Commences Semester 2 in Year 10)		<b>General</b> (Commences Semester 2 in Year 10)
<b>10</b>	Essential English	English	Literature
<b>11</b>			
<b>12</b>			

## Possible Career Pathways

<ul style="list-style-type: none"> <li>Secretary</li> <li>Receptionist</li> <li>Nurse</li> <li>Public Servant</li> <li>Child Care worker</li> <li>Film and Television Editor</li> <li>Film and Television Producer</li> <li>Author</li> <li>Management Consultant</li> <li>Librarian</li> </ul>	<ul style="list-style-type: none"> <li>Journalist</li> <li>Lawyer</li> <li>Announcer</li> <li>Teacher</li> <li>Director</li> <li>Interpreter</li> <li>Foreign Affairs and Trade Officer</li> <li>Linguist</li> <li>Writer</li> <li>Script Writer</li> </ul>
---	---

# English

Faculty: English

HOD: Sandra Hill Email: shill154@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 2017 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
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

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

# Literature

Faculty: English

HOD: Sandra Hill Email: shill154@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 2017 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
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

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



# Essential English

Faculty: English

HOD: Sandra Hill Email: [shill154@eq.edu.au](mailto:shill154@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
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## 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): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>

# Humanities – Subject Pathway

YEAR	SUBJECT	
<b>7</b>	Humanities	
<b>8</b>	Humanities	Business Enterprise
<b>9</b>	Humanities	Business Enterprise
<b>10</b>	Humanities (Semester 1)	Business and Legal Studies (Semester 1)

	<b>Applied</b> (Commences in Semester 2 Year 10)		<b>General</b> (Commences in Semester 2 Year 10)			
<b>10</b>	Social and Community Studies	Tourism	Modern or Ancient History	Legal Studies	Business	Geography
<b>11</b>						
<b>12</b>						

## 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
---------------	--	---	--------------------------	---	--

# Ancient History

Faculty: Humanities

HOD: Julianne Davies [jdavi81@eq.edu.au](mailto: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 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 2017 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
<p><b>Investigating the ancient world</b></p> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies — Slavery</li> <li>• Ancient societies — Art and architecture</li> <li>• Ancient societies — Weapons and warfare</li> <li>• Ancient societies — Technology and engineering</li> <li>• Ancient societies — The family</li> <li>• Ancient societies — Beliefs, rituals and funerary practices.</li> </ul>	<p><b>Personalities in their time</b></p> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Akhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Alexander the Great</li> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> <li>• Alternative choice of personality</li> </ul>	<p><b>Reconstructing the ancient world</b></p> <ul style="list-style-type: none"> <li>• Thebes — East and West, 18th Dynasty Egypt</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Fifth Century Athens (BCE)</li> <li>• Philip II and Alexander III of Macedon</li> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul>	<p><b>People, power and authority</b></p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> </ul>

## 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: 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 2017 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
<b>Business creation</b> <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>• Establishment of a business</li> <li>• Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>• Repositioning a business</li> <li>• Transformation of a business</li> </ul>

## 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%

# Geography

Faculty: Humanities

HOD: Julianne Davies [jdavi81@eq.edu.au](mailto: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 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 2017 NAPLAN Reading and Writing assessment.**

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

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

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

## Pathways

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

## Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.



## Structure

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

## 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 — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

# Legal Studies

Faculty: Humanities

HOD: 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 2017 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
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul>

## 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: Julianne Davies [jdavi81@eq.edu.au](mailto: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 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 2017 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
<b>Ideas in the modern world</b> <ul style="list-style-type: none"><li>• Australian Frontier Wars, 1788–1930s</li></ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"><li>• Australian Indigenous rights movement since 1967</li></ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australia, 1914–1949</li><li>• England, 1707–1837</li><li>• France, 1799–1815</li></ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australian engagement with Asia since 1945</li><li>• Search for collective peace and security since 1815</li></ul>

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Age of Enlightenment, 1750s–1789</li> <li>• Industrial Revolution, 1760s–1890s</li> <li>• American Revolution, 1763–1783</li> <li>• French Revolution, 1789–1799</li> <li>• Age of Imperialism, 1848–1914</li> <li>• Meiji Restoration, 1868–1912</li> </ul>	<ul style="list-style-type: none"> <li>• Independence movement in India, 1857–1947</li> <li>• Workers' movement since the 1860s</li> <li>• Women's movement since 1893</li> <li>• May Fourth Movement in China, 1919</li> <li>• Independence movement in Algeria, 1945–1962</li> </ul>	<ul style="list-style-type: none"> <li>• New Zealand, 1841–1934</li> <li>• Germany, 1914–1945</li> <li>• United States of America, 1917–1945</li> <li>• Soviet Union, 1920s–1945</li> <li>• Japan, 1931–1967</li> <li>• China, 1931–1976</li> <li>• Indonesia, 1942–1975</li> <li>• India, 1947–1974</li> <li>• Israel, 1948–1993</li> </ul>	<ul style="list-style-type: none"> <li>• Trade and commerce between nations since 1833</li> <li>• Mass migrations since 1848</li> <li>• Information Age since 1936</li> <li>• Genocides and ethnic cleansings since 1941</li> <li>• Nuclear Age since 1945</li> <li>• Cold War, 1945–1991</li> </ul>
<ul style="list-style-type: none"> <li>• Boxer Rebellion, 1900–1901</li> <li>• Russian Revolution, 1905–1920s</li> <li>• Xinhai Revolution, 1911–1912</li> <li>• Iranian Revolution, 1977–1979</li> <li>• Arab Spring since 2010</li> <li>• Alternative topic for Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> <li>• African-American civil rights movement, 1954–1968</li> <li>• Environmental movement since the 1960s</li> <li>• LGBTIQ civil rights movement since 1969</li> <li>• Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>• Alternative topic for Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>• South Korea, 1948–1972</li> </ul>	<ul style="list-style-type: none"> <li>• Struggle for peace in the Middle East since 1948</li> <li>• Cultural globalisation since 1956</li> <li>• Space exploration since 1957</li> <li>• Rights and recognition of First Peoples since 1982</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## 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: 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 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	
<ul style="list-style-type: none"> <li>Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology</li> <li>Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing</li> </ul>	<ul style="list-style-type: none"> <li>Entertainment</li> <li>Events management</li> <li>Financial services</li> <li>Health and well-being</li> <li>Insurance</li> <li>Legal</li> <li>Media</li> <li>Mining</li> </ul>	<ul style="list-style-type: none"> <li>Not-for-profit</li> <li>Real estate</li> <li>Retail</li> <li>Rural</li> <li>Sports management</li> <li>Technical, e.g. manufacturing, construction, engineering</li> <li>Tourism</li> <li>Travel</li> </ul>

## 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: <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal: 3–6 minutes</li> <li>performance: continuous class time</li> <li>product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>60–90 minutes</li> <li>50–250 words per item on the test</li> </ul>

# Social & Community Studies

Faculty: Humanities

HOD: Julianne Davies [jdavi81@eq.edu.au](mailto:jdavi81@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.**

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
<ul style="list-style-type: none"> <li>• Personal skills — Growing and developing as an individual</li> <li>• Interpersonal skills — Living with and relating to other people</li> <li>• Citizenship skills — Receiving from and contributing to community</li> </ul>	<ul style="list-style-type: none"> <li>• The Arts and the community</li> <li>• Australia's place in the world</li> <li>• Gender and identity</li> <li>• Health: Food and nutrition</li> <li>• Health: Recreation and leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Into relationships</li> <li>• Legally, it could be you</li> <li>• Money management</li> <li>• Science and technology</li> <li>• Today's society</li> <li>• The world of work</li> </ul>

## Assessment

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

- one project or investigation
- 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: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item on the test</li> </ul>

# Tourism

Faculty: Humanities

HOD: Julianne Davies [jdavi81@eq.edu.au](mailto:jdavi81@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	
<ul style="list-style-type: none"> <li>• Tourism as an industry</li> <li>• The travel experience</li> <li>• Sustainable tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Technology and tourism</li> <li>• Forms of tourism</li> <li>• Tourist destinations and attractions</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism marketing</li> <li>• Types of tourism</li> <li>• Tourism client groups</li> </ul>

## 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: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 8 A4 pages max (or equivalent)</li> <li>• presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 minutes.</li> </ul> </li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Technologies – Subject Pathway

(Hospitality & Food and Nutrition)

YEAR	SUBJECT	
<b>7</b>	Performance, Art and Technologies (Students will be exposed to a combination of disciplines)	
<b>8</b>	Hospitality	Food and Nutrition
<b>9</b>	Hospitality	Food and Nutrition
<b>10</b>	Hospitality (Semester 1)	Food and Nutrition (Semester 1)

	<b>Applied</b> (Commences Semester 2 in Year 10)	<b>General</b> (Commences Semester 2 in Year 10)
<b>10</b>	Hospitality Practices	Food and Nutrition
<b>11</b>		
<b>12</b>		

## Possible Career Pathways

<ul style="list-style-type: none"> <li>Hotel Management</li> <li>Marketing Co-ordinators</li> <li>Airline Personnel</li> <li>Teacher</li> <li>Lecturer</li> <li>Business Manager</li> <li>Bachelor of Restaurant and Catering Management</li> <li>Bachelor of Hotel Management</li> <li>Bachelor of Hospitality</li> <li>Bachelor of Human Nutrition</li> <li>Bachelor of Food Technology</li> <li>Bachelor Travel and Tourism</li> <li>Bachelor of Event Management</li> </ul>	<ul style="list-style-type: none"> <li>School-based Traineeship / Apprenticeship</li> <li>Guest Liaison</li> <li>Food and Beverage Supervisor</li> <li>Bar Attendant</li> <li>Chef</li> <li>Butcher</li> <li>Baker</li> <li>Tour and Travel Operator</li> </ul>
---	---

# Food and Nutrition

Faculty: Technologies

HOD: Debra Harrison

dharr38@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 2017 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
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"> <li>• Introduction to the food system</li> <li>• Vitamins and minerals</li> <li>• Protein</li> <li>• Developing food solutions</li> </ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"> <li>• Consumer food drivers</li> <li>• Sensory profiling</li> <li>• Labelling and food safety</li> <li>• Food formulation for consumer markets</li> </ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"> <li>• The food system</li> <li>• Carbohydrate</li> <li>• Fat</li> <li>• Developing food solutions</li> </ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"> <li>• Formulation and reformulation for nutrition consumer markets</li> <li>• Food development process</li> </ul>

## 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%

# Hospitality Practices

Faculty: Technologies

HOD: Debra Harrison

dharr38@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.**

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
<ul style="list-style-type: none"> <li>• Navigating the hospitality industry</li> <li>• Working effectively with others</li> <li>• Hospitality in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Kitchen operations</li> <li>• Beverage operations and service</li> <li>• Food and beverage service</li> </ul>

## 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.
<p>A project consists of a product and performance component and one other component from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• product and performance: continuous class time</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>





# Technologies – Subject Pathway

(IT, Furnishings and Industrial Technology)

YEAR	SUBJECT		
<b>7</b>	Design and Digital Technologies		
<b>8</b>	Digital Technology	Business Enterprise	Industrial Technology
<b>9</b>	Digital Technology	Business Enterprise	Industrial Technology
<b>10</b>	Digital Technology	Business Enterprise	Industrial Technology



	<b>Applied</b> (Commences Semester 2 in Year 10)		<b>General</b> (Commences in Semester 2 in Year 10)
<b>10</b>	Industrial Technology Skills	Furnishing Skills	Information Communication Technology
<b>11</b>			
<b>12</b>			

## 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: Nick Chandler

cchan35@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
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>

## Assessment

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

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

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

## Subject Fee

Year 11 \$90 / Year 12 \$90

# Industrial Technology Skills

Faculty: Technologies

HOD: Nick Chandler cchan35@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.**

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

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

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries.

Employment opportunities may be found in the industry areas of aeroskills, automotive, building

and construction, engineering, furnishing, industrial graphics and plastics.

## Objectives

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

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

## Structure

The Industrial Technology Skills course is designed around:

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

Core topics	Industry area	Elective topics
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Production processes</li></ul>	Aeroskills	<ul style="list-style-type: none"><li>• Aeroskills mechanical</li><li>• Aeroskills structures</li></ul>
	Automotive	<ul style="list-style-type: none"><li>• Automotive mechanical</li><li>• Automotive body repair</li><li>• Automotive electrical</li></ul>

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

## 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.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>• non-presentation: 8 A4 pages max (or equivalent)</li> <li>• presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

## Subject Fee

Year 11 \$90 / Year 12 \$120

# Information and Communication Technology

Faculty: Technologies HOD: Debra Harrison dharr38@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	
<ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software</li> <li>• ICT in society</li> </ul>	<ul style="list-style-type: none"> <li>• Animation</li> <li>• Application development</li> <li>• Audio and video production</li> <li>• Data management</li> <li>• Digital imaging and modelling</li> <li>• Document production</li> </ul>	<ul style="list-style-type: none"> <li>• Network fundamentals</li> <li>• Online communication</li> <li>• Website production</li> </ul>

## 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.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>

# Health and Physical Education – Subject Pathway

YEAR	SUBJECT		
<b>7</b>	Health and Physical Education	Sports Academy	Dance Academy
<b>8</b>	Health and Physical Education	Sports Academy	Dance Academy
<b>9</b>	Health and Physical Education	Sports Academy	Dance Academy
<b>10</b>	Physical Education (Semester 1)		Dance (The Arts) (Semester 1)
	↓		↓
	<b>Applied</b> (Commences in Semester 2 Year 10)	<b>General</b> (Commences in Semester 2 Year 10)	
<b>10</b>	Sport and Recreation	Physical Education	Dance (The Arts)
<b>11</b>			
<b>12</b>			

## 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	Dancer Choreographer Dance Teacher (Private or Academic) Entertainment Events Education Primary Teacher Dance Journalist
--	--	---	---



# 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 2017 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
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## 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 will cost approximately \$175.

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

## 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: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: 2–4 minutes.*</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 2–4 minutes*</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

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

## Subject Fee

Year 11 \$125 / Year 12 \$125

# Science – Subject Pathway

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

	Applied (Commences Semester 2 in Year 10)		General (Commences Semester 2 in Year 10)			
10						
11	Science in Practice	Aquatics Practices	Psychology	Biology	Physics	Chemistry
12						

## Possible Career Pathways

<p><b>Health</b> – Health Care Services, Nurse, Occupational Therapist, Medical Imaging, Technology, Paramedic,</p> <p>Refer to career possibilities named here</p>	<p><b>Boating Industry</b> – Deck Hand, Marine Mechanic, Boat Building &amp; Fitting, Chandler</p> <p><b>Tourism</b> – Based around the marine environment</p> <p><b>Instructors</b> – Boating, Snorkeling, Surfing, Diving</p> <p><b>Retail</b> – Boats, Bait Shop, Aquariums</p>	<p>Psychologist Social Worker</p> <p>Refer to career possibilities named here</p>	<p><b>Engineering</b> – Aircraft, Mechanical, Civil, Electrical, Chemical, Mining, Environmental</p> <p><b>Aviation</b> – Engineer, Pilot, Aircraft, Maintenance, Flight Attendant</p> <p><b>Health</b> – Health Care Services, Nurse, Occupational Therapist, Medical Imaging, Technology, Paramedic, Pharmacist, Physiotherapist, Podiatrist, Speech Pathologist, Neuropathies, Pathology Technician, Pathology Assistant</p> <p><b>Medicine</b> – Dentist, Doctor, Medical Research, Surgeon, Veterinary Surgeon.</p> <p><b>Scientist</b> – the field is extremely diverse</p> <p><b>Education</b> – Science Teacher, Researcher</p> <p><b>Other</b> – Food &amp; Quality Control Lab Tech, Science Consultant, Geologist, Zoologist</p>
---	--	---	---

# Biology

Faculty: Science

HOD: Nick Chandler cchan35@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 2017 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
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>

## 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

# Chemistry

Faculty: Science

HOD: Nick Chandler cchan35@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 2017 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
<b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

# Physics

Faculty: Science

HOD: Nick Chandler cchan35@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 2017 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
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>

## 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

# Psychology

Faculty: Science

HOD: Nick Chandler

cchan35@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 2017 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
<b>Individual development</b> <ul style="list-style-type: none"> <li>• Psychological science A</li> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Human consciousness and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Psychological science B</li> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Localisation of function in the brain</li> <li>• Visual perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

# Aquatic Practices

Faculty: Science

HOD: Nick Chandler

cchan35@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.

## 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.

## 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.

Areas of study	Core topics	Elective topics
Environmental	<ul style="list-style-type: none"> <li>• Environmental conditions</li> <li>• Ecosystems</li> <li>• Conservation and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Citizen science</li> </ul>
Recreational	<ul style="list-style-type: none"> <li>• Entering the aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic activities</li> </ul>
Commercial	<ul style="list-style-type: none"> <li>• Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Aquaculture, aquaponics and aquariums</li> <li>• Boat building and marine engineering</li> </ul>
Cultural	<ul style="list-style-type: none"> <li>• Cultural understandings</li> </ul>	<ul style="list-style-type: none"> <li>• Historical understandings</li> </ul>
Safety and management practices	<ul style="list-style-type: none"> <li>• Legislation, rules and regulations for aquatic environments</li> <li>• Equipment maintenance and operations</li> <li>• First aid and safety</li> <li>• Management practices</li> </ul>	

## 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: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>	<ul style="list-style-type: none"> <li>• performance: continuous class time to develop and practice the performance.</li> </ul>

## Subject Fee

Year 11 \$350 / Year 12 \$100

This cost does not include options such as Deep Sea Fishing (approximately \$110), Marine Radio Licence (\$74), First Aid Certificate (\$90), Scuba Diving (approximately \$350), Medical Certificate or Boat Licence Fee.

# Science in Practice

Faculty: Science

HOD: Nick Chandler

cchan35@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
<ul style="list-style-type: none"> <li>• Scientific literacy and working scientifically</li> <li>• Workplace health and safety</li> <li>• Communication and self-management</li> </ul>	<ul style="list-style-type: none"> <li>• Science for the workplace</li> <li>• Resources, energy and sustainability</li> <li>• Health and lifestyles</li> <li>• Environments</li> <li>• Discovery and change</li> </ul>

## 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: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 8 A4 pages max (or equivalent)</li> <li>• presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 minutes.</li> </ul> </li> </ul>	At least three different components from the following: <ul style="list-style-type: none"> <li>• written: 200–300 words</li> <li>• spoken: 1½ – 2½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 6 A4 pages max (or equivalent)</li> <li>• presentation: 2–3 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• test:               <ul style="list-style-type: none"> <li>• 20–30 minutes</li> <li>• 50–250 words per item.</li> </ul> </li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>



# Languages – Subject Pathway

YEAR	SUBJECT
<b>7</b>	Japanese
<b>8</b>	Japanese
<b>9</b>	Japanese
<b>10</b>	Japanese (Semester 1)

↓ ↓

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

# Japanese

Faculty: Languages

HOD: Sandra Hill

shill154@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 2018 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
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>私達のまわり</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Japanese culture to the world</li> </ul>	<b>私達の社会</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>私の将来</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## 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				
<b>7</b>	Performance, Art & Technologies (Students will be exposed to a combination of disciplines)				
<b>8</b>	Visual Art	Digital Media	Junior Dance Academy (HPE)	Drama	Music
<b>9</b>	Visual Art	Digital Media	Junior Dance Academy (HPE)	Drama	Music
<b>10</b>	Visual Art (Semester 1)	Photography (Semester 1)	Dance (Semester 1)	Drama (Semester 1)	Music (Semester 1)

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

## Possible Career Pathways

Bachelor Degrees in: Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher	Bachelor Degrees in: Arts Actor Creative Arts Theatre Studies Musical Theatre Director Teacher	Bachelor Degrees in: Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher	Bachelor Degrees in: Arts Dance Theatre Studies Musical Theatre Director Choreographer Teacher	Bachelor Degrees in: Arts Creative Arts Administrator Teacher	Bachelor Degrees in: Arts Actor Creative Arts Theatre Studies Teacher TV Host Journalism Script Writer
--	--	---	---	--	--

### Extra-Curricular Offerings

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

Year 10 (Sem 2) and Year 11 2019 Subject Selection

# Dance

Faculty: The Arts

HOD: Debra Harrison dharr38@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 2017 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
<p><b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>• Contemporary</li> <li>• at least one other genre</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>• meaning, purpose and context</li> <li>• historical and cultural origins of focus genres</li> </ul> </li> </ul>	<p><b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>• Contemporary</li> <li>• at least one other genre</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>• physical dance environments including site-specific dance</li> <li>• virtual dance environments</li> </ul> </li> </ul>	<p><b>Moving statements</b> How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>• Contemporary</li> <li>• at least one other genre</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>• social, political and cultural influences on dance</li> </ul> </li> </ul>	<p><b>Moving my way</b> How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>• fusion of movement styles</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>• developing a personal movement style</li> <li>• personal viewpoints and influences on genre</li> </ul> </li> </ul>

## 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): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

## Subject Fee

Year 10 \$125 / Year 11 \$125 / Year 12 \$125

# Drama

Faculty: The Arts

HOD: Debra Harrison dharr38@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 2017 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
<p><b>Share</b></p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<p><b>Reflect</b></p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Challenge</b></p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Transform</b></p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

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

# Music

Faculty: The Arts

HOD: Debra Harrison dharr38@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 2017 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
<p><b>Designs</b> Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p><b>Identities</b> Through inquiry learning, the following is explored:</p> <p>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?</p>	<p><b>Innovations</b> Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p><b>Narratives</b> Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

## 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

HOD: Debra Harrison dharr38@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 2017 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
<p><b>Art as lens</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as code</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as knowledge</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<p><b>Art as alternate</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>

## 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): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

## Subject Fee

Year 10 \$50 (per semester) / Year 11 \$100 / Year 12 \$100

# Media Arts in Practice

Faculty: The Arts

HOD: Debra Harrison dharr38@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
<ul style="list-style-type: none"> <li>• Media technologies</li> <li>• Media communications</li> <li>• Media in society</li> </ul>	<ul style="list-style-type: none"> <li>• Audio</li> <li>• Curating</li> <li>• Graphic design</li> <li>• Interactive media</li> <li>• Moving images</li> <li>• Still image</li> </ul>

## 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: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 8 A4 pages max (or equivalent)</li> <li>• presentation: 3–6 minutes</li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Variable conditions</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 minutes.</li> </ul> </li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 minutes.</li> </ul> </li> </ul>

## Subject Fee

Year 10 \$90 (per semester) / Year 11 \$180 / Year 12 \$180

# Visual Arts in Practice

Faculty: The Arts

HOD: Debra Harrison dharr38@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
<ul style="list-style-type: none"> <li>• Visual mediums, technologies, techniques</li> <li>• Visual literacies and contexts</li> <li>• Artwork realisation</li> </ul>	<ul style="list-style-type: none"> <li>• 2D</li> <li>• 3D</li> <li>• Digital and 4D</li> <li>• Design</li> <li>• Craft</li> </ul>

## 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: <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Variable conditions</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 minutes.</li> </ul> </li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 minutes.</li> </ul> </li> </ul>

## Subject Fee

Year 10 \$50 (per semester) / Year 11 \$100 / Year 12 \$100



*Aim to Excel*

# Partnership Programs





The Bond Business School Year 12 Extension Program offers eligible Year 12 students an early entrance pathway into a Bachelor of Business, Bachelor of Commerce, Bachelor of Sports Management and Bachelor of International Hotel and Tourism Management.

### Prerequisites

To be eligible students must be a current Year 12 student:

- **Achieved at least (at end of Year 11) a B in General Mathematics, Mathematical Methods, Specialist Mathematics or English**
- **Achieved at least a B in Business Management, Economics, Legal Studies or equivalent Humanities subject**

The program runs over 2 days where students enjoy an authentic university experience that blends secondary and tertiary curriculum. Students will participate in a range of activities and complete assessment over the 2 days with the top performing student in the program awarded a 50% university scholarship.

---





# SCHOOL OF THE FUTURE

## BrisbaneSDE

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

Currently studies are being undertaken in:

- **Accounting**
- **Economics**
- **Geography**
- **Information Processing and Technology**
- **Languages – French and Japanese**
- **Specialist Mathematics**

Please contact BSDE for more information regarding these courses.

### Contact information

**Address:** Corner Cavendish Road  
and Stanley Street East  
Coorparoo Qld 4151

**Telephone:** +617 3727 2444

**Facsimile:** +617 3324 0671

**Email:** [enquiries@brisbanesde.eq.edu.au](mailto:enquiries@brisbanesde.eq.edu.au)

# 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

Prestige Service 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

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.

## 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.

# Health Support Services – 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

**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

This course 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.

## Structure

Core Competencies	Additional Competencies
<ul style="list-style-type: none"><li>• Work effectively with others</li><li>• Communicate and work effectively in health</li><li>• Comply with infection control policies and procedures</li><li>• Participate in WHS Processes</li><li>• Contribute to health and safety of self and others</li></ul>	<ul style="list-style-type: none"><li>• Use business equipment and resources</li><li>• Deliver a service to customers</li><li>• Process and maintain workplace information</li><li>• Produce simple word processed documents</li><li>• Create and use spreadsheets</li><li>• Use business technology</li><li>• Handle mail</li><li>• Organise and complete daily work activities</li><li>• Communicate in the workplace</li></ul>

## 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.

# Hospitality – 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

### Prestige Service 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 qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and practical skills in a Hospitality context. In Year 11 students will undertake modules to complete a Certificate II in Hospitality which focuses on Barista work. Year 12 students will undertake further study and training in bar service in order to gain their Certificate III.

### Structure

Core Competencies	Additional Competencies
<ul style="list-style-type: none"><li>• Work effectively with others</li><li>• Source and use information on the hospitality industry</li><li>• Use hospitality skills effectively</li><li>• Interact with customers</li><li>• Show social and cultural sensitivity</li><li>• Participate in safe work practices</li></ul>	<ul style="list-style-type: none"><li>• Use hygienic practices for food safety</li><li>• Provide housekeeping services to guests</li><li>• Prepare rooms for guests</li><li>• Provide visitor information</li><li>• Provide responsible service of alcohol</li><li>• Prepare and serve espresso coffee</li></ul>

### 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 – Certificate III

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



<b>General Subject</b>	<b>N</b>	<b>Applied Subject</b>	<b>N</b>
<b>QCE Points</b>	<b>8</b>	<b>VET Certificate Qualification</b>	<b>Y</b>

## Registered Training Organisation

### Prestige Service 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 qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and practical skills in a Hospitality context. In Year 11 students will undertake modules to complete a Certificate II in Hospitality which focuses on Barista work. Year 12 students will undertake further study and training in bar service in order to gain their Certificate III.

### Structure

Core Competencies	Additional Competencies
<ul style="list-style-type: none"><li>• Work effectively with others</li><li>• Source and use information on the hospitality industry</li><li>• Use hospitality skills effectively</li><li>• Interact with customers</li><li>• Show social and cultural sensitivity</li><li>• Participate in safe work practices</li></ul>	<ul style="list-style-type: none"><li>• Use hygienic practices for food safety</li><li>• Provide housekeeping services to guests</li><li>• Prepare rooms for guests</li><li>• Provide visitor information</li><li>• Provide responsible service of alcohol</li><li>• Prepare and serve espresso coffee</li></ul>

### Additional Units to achieve Certificate III

Core Competencies
<ul style="list-style-type: none"><li>• Serve food and beverage</li><li>• Operate a bar</li><li>• Access information on event industry operations</li><li>• Plan in house events and functions</li></ul>

### 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.

# Justice Studies – Certificate IV

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

TAFE

## Prerequisites

Literacy level of B or above in English. Effective verbal and communication skills

## Course Overview

Study areas include: Criminal law, justice systems, interviewing, mediation, social justice, communication skills and court room documents. The Certificate IV in Justice Studies has been developed into clusters of units over two years, and provides a holistic approach to training and assessment. The course is comprised of six core units and four elective units of competency as outlined in the table below. Industry workshop days will be held throughout the course and work experience opportunities will be made available.

## Structure

Core Competencies	Additional Competencies
<ul style="list-style-type: none"><li>• Identify and apply the legal framework</li><li>• Communicate with clients on justice related issues</li><li>• Prepare documentation for court proceedings</li><li>• Analyse Social Justice issues</li><li>• Analyse and present research information</li><li>• Gather information through interviews</li></ul>	<ul style="list-style-type: none"><li>• Implement effective communication strategies</li><li>• Develop work priorities</li><li>• Administer alternative dispute resolution proceedings</li><li>• Use legal terminology in order to carry out tasks</li></ul>

## Assessment

Assessment is competency based meaning that students must demonstrate competency in performance criteria. These can be demonstrated through tasks, tutorials and scheduled lessons. Assessment will consist of a folio of documents and may include: written assignments; short oral and written responses, multiple choice questions; practical exercises; case studies; individual and group project presentations; observation.

## Subject Fee

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

# Music - Instrumental

Faculty: The Arts

HOD: Debra Harrison dharr38@eq.edu.au



<b>General Subject</b>	<b>N</b>	<b>Applied Subject</b>	<b>N</b>
<b>QCE Points</b>	<b>See note</b>	<b>VET Certificate Qualification</b>	<b>N</b>

## 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
<ul style="list-style-type: none"><li>• Scales</li><li>• Set Pieces from the AMEB or other method book</li></ul>	<ul style="list-style-type: none"><li>• Ensemble music for both main and small ensemble</li></ul>	<ul style="list-style-type: none"><li>• Scales</li><li>• Set Pieces from the AMEB or other method book</li></ul>	<ul style="list-style-type: none"><li>• Ensemble music for both main and small ensemble</li></ul>

## 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 Fee

Year 10 \$50 / Year 11 \$50 / Year 12 \$50

Instrumental Hire \$75 per year per equipment item

# Physiology Plus

Faculty: Science

HOD: **Nick Chandler** cchan35@eq.edu.au



General Subject	N	Applied Subject	N
QCE Points	2	VET Certificate Qualification	N

## Registered Training Organisation

### Southern Cross University

### Prerequisites

A standard of C or better in English and/or Mathematics and a B in Science is recommended due to the nature of the course. It is compulsory for students to be enrolled in one of the four senior sciences, namely Biology, Chemistry, Physics or Science 21.

Enrolled students must study English.

## Structure

Core Unit 1	Core Unit 2
<ul style="list-style-type: none"><li>Essential Physiology</li></ul>	<ul style="list-style-type: none"><li>Physiology of the Body Systems</li></ul>

Listed below are the undergraduate courses approved for articulation on successful completion of the SCU Physiology Plus Program.

## School and Courses Offered

### School of Health & Human Sciences

- Occupational Therapy
- Pedorthics
- Podiatry
- Speech Pathology
- Biomedical Sciences
- Clinical Sciences - Osteopathy
- Psychological Science
- Sport and Exercise Science
- Sport and Exercise Science / B Laws
- Nursing
- Midwifery

Please note that course availability at the various campuses will be subject to student numbers.

## Assessment

Assessment in this course consists of:

- An Exam at the end of Year 11 and attendance at two half-day laboratory sessions at Southern Cross University. Students who pass this exam are invited to continue the program in Year 12.
- A final examination at the end of Year 12.

## Subject Fee

See Southern Cross University for fee information.

# Salon Assistant – Certificate II

Faculty: Senior Schooling

HOD:



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

## Registered Training Organisation

### One Step Further

#### 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.

#### Structure

Core Competencies	Additional Competencies
<ul style="list-style-type: none"><li>• Contribute to health and safety of self and others</li><li>• Provide shampoo and basin services</li><li>• Dry hair to shape</li><li>• Maintain and organise tools, equipment and work areas</li><li>• Conduct salon financial transactions</li><li>• Greet and prepare clients for salon services</li><li>• Comply with organisational requirements within a personal services environment</li><li>• Communicate as part of a salon team</li></ul>	<ul style="list-style-type: none"><li>• Produce visual merchandise displays</li><li>• Apply hair colour products</li><li>• Recommend products and services</li><li>• Braid hair</li></ul>

#### 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.

# Tourism – Certificate II

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



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

## Registered Training Organisation

### Prestige Service 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

As Tourism emerges as the leading industry on the Gold Coast, it is appropriate that students are given access to these employment opportunities. Tourism provides students with a range of personal and interpersonal skills, which has both general applications in personal/work life as well as specific application to further training and employment within the Tourism industry.

The course is delivered as a partnership between experienced industry representatives from Elanora High School and the external RTO. Students will aim to complete this course in Year 11. The RTO will also provide opportunities for students to apply for traineeships.

Students will also have the opportunity to apply for Certificate III Traineeships with the RTO. These traineeships provide students with 50 days of work in a tourism-related industry and the RTO facilitate the delivery and assessment of the theory.

### Structure

Core Competencies	Additional Competencies
<ul style="list-style-type: none"><li>• Source and use information on the tourism and travel industry</li><li>• Interact with customers</li><li>• Show social and cultural sensitivity</li><li>• Participate in safe work practices</li></ul>	<ul style="list-style-type: none"><li>• Provide visitor information</li><li>• Provide responsible service of alcohol</li><li>• Process financial transactions</li><li>• Provide advice on Australian destinations</li><li>• Provide advice on international destinations</li><li>•</li><li>• Access and interpret product information</li><li>• Make a presentation</li></ul>

### 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.

# Tourism – 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

### Prestige Service 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

As Tourism emerges as the leading industry on the Gold Coast, it is appropriate that students are given access to these employment opportunities. Tourism provides students with a range of personal and interpersonal skills, which has both general applications in personal/work life, as well as specific application to further training and employment within the Tourism industry.

Students who have completed a Certificate II in Tourism in Year 11 have an opportunity to enrol in Certificate III in Tourism in Year 12 at a very reasonable price. The course is delivered as a partnership between experienced industry representatives from Elanora High School and the external RTO. The RTO will also provide opportunities for students to apply for traineeships.

Students who enrol in the course will complete an additional 7 units of competency over a nine month period at Elanora High School.

### Structure

#### Additional Units to achieve Certificate III

Core Competencies	Additional Competencies
<ul style="list-style-type: none"><li>• Provide service to customers</li><li>• Prepare specialised interpretive content on marine environment</li><li>• Operate an on-line information system</li><li>• Sell tourism products and services</li><li>• Provide information and assistance</li><li>• Advise on products and services</li><li>• Manage conflict</li></ul>	

### 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.