



MARYBOROUGH

STATE HIGH SCHOOL

An Independent Public School – Est 1881

# Senior Learning Options 2024



*We Value, Develop and Empower Our Students*

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# WELCOME TO MARYBOROUGH STATE HIGH SCHOOL

As Parents/Guardians you are valued partners in the education of your student and it is our aim to work together to ensure your student experiences success throughout their education at our school.

Everything we do at Maryborough State High School is underpinned by our vision and goal in addition to our teaching, learning, curriculum and assessment beliefs and expectations.

## VISION

*Working Together Towards Success*

## GOAL

*To be recognised as a high performing world-class secondary school*

## VALUES

*Respect, Results, Responsibility*

## MOTTO

*Non Sine Pulvere Palma (No Prize without Effort)*



# TEACHING, LEARNING, CURRICULUM AND ASSESSMENT EXPECTATIONS AND BELIEFS

## **At Maryborough State High School we believe:**

- Everyone can learn
- Different people learn in different ways
- Teachers and students aim to do the very best they can
- Every lesson counts

## **Classrooms at Maryborough State High School have:**

- Enthusiasm and a love of learning
- Respectful relationships between teachers and students
- A variety of learning modes - direct instruction, inquiry-based learning, digital formats
- Opportunities for students to think both independently and collaboratively with challenging complex problem solving and higher-order thinking

## **Curriculum at Maryborough State High School has:**

- Frequent opportunities for students to excel
- Differentiation with a degree of challenge and complexity and intervention
- Opportunities for students to demonstrate deep understanding and application to unfamiliar situations
- Information and Communication Technology used to develop collaboration, problem solving and networking skills and global connectivity
- Specific targeting of literacy and numeracy skills and strategies

## **Assessment at Maryborough State High School is:**

- Measured against clearly-stated criteria/standards
- Frequently moderated
- Supported by appropriate preparation activities, exemplars and support materials
- Challenging and requires students to utilise higher order thinking skills
- Followed by opportunities for students to reflect on their learning and to receive feedback on progress
- Evaluated and reflected upon and informs future planning

## SENIOR SCHOOL

The senior phase of learning at Maryborough State High School offers students in Years 11 and 12 an opportunity to access a wide range of pathways towards their chosen future career. These include a diverse curriculum offering, including: Queensland Curriculum & Assessment (QCAA) General and Applied subjects, the opportunity to study a wide range of Vocational and Training qualifications during school time and the option of completing a school-based apprenticeship or traineeship with one of many local industries.

Students who engage in school-based apprenticeships and traineeships can spend one day each week at a work place where they earn while they learn on the job skills while completing certificate course work.

Maryborough State High School, as a Registered Training Organisation (National Provider No. 30078), complies with the standards of the Australian Quality Training Framework. This registration enables the school to deliver certificate qualifications across a number of curriculum areas:

- CUA20220 Certificate II in Creative Industries
- CUA20720 Certificate II in Visual Arts
- SHB20216 Certificate II in Salon Assistant
- SIT20316 Certificate II in Hospitality
- BSB30120 Certificate III in Business
- CUA31120 Certificate III in Visual Arts
- SHB30221 Certificate III in Make-Up
- SIS30115 Certificate III in Sport and Recreation

At Maryborough State High School a full range of academic subjects are offered in the senior school. Students have a wide selection of subject choices across the following disciplines:

- English
- Humanities
- Health and Physical Education
- Mathematics
- Science
- The Arts/Creative Industries
- Technologies

Students may have the opportunity to enrol in tertiary courses during Year 11 and 12 at University of the Sunshine Coast, under the “Head start” Program.

In recognising the importance of educating the ‘whole child’, Maryborough State High School provides a large range of extra-curricular activities including:

- Excursions and camps
- The Instrumental Music Program, which includes music ensembles, a strings orchestra, a stage band and a concert band
- Human Powered Vehicle and the Technology Challenge
- School musicals
- Public speaking
- Opportunities to compete at district, state and national levels in QSSSA sports

## 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. (see Appendix for detailed information)

### 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.

## 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.

## SENIOR SUBJECTS

### 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. (refer to Appendix for detailed information)

### 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. (refer to Appendix for detailed information)

# CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

## Overall Plan

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

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life

These are quite general points, so it is wise to look in more detail at the guidelines outlined 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.

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational 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 in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

- Australia's National Career Information Service, *myfuture*, can be accessed at [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Brochures from industry groups provide information on the various pathways to jobs within these industries.
- The *QTAC Guide* is useful for information on tertiary courses offered through QTAC.
- The *Tertiary Prerequisites*, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC following Year 12.
- Student Connect [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)
- This will give access to your learning account and results, as well as information and links to help you explore your future education, training and career pathways.
- QTAC website at [www.qtac.edu.au](http://www.qtac.edu.au). Information for students who are not eligible for an Australian Tertiary Admission Rank (ATAR) and how they can gain entry to tertiary courses through QTAC.
- Queensland TAFE Handbook at <http://www.tafe.qld.gov.au/>.

### 2. Find out about the subjects offered by your school and check out each subject fully

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

- a. Read subject descriptions and course outlines in booklets provided by your school.
- b. Talk to heads of departments and teachers of each subject.
- c. Look at books and materials used in the subject.
- d. Listen carefully at subject selection talks.
- e. Talk to students who are already studying the subject.

### **3. Choose a combination of subjects that suits your needs and abilities**

- **Traps to avoid**

Do not select subjects simply because someone has 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.

- **Nationally Recognised Training**

Consider taking subjects with vocational education competencies in them if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

### **Changing Learning Options**

It is advised that changing options be limited to avoid possible impact on the number of credit points for your QCE. Due to this, subject changes will be negotiated with the Head of Department Student Performance so that your QCE eligibility can be assessed.

### **Student Performance**

Regular monitoring of results and effort take place and students who are not meeting minimum standards will be advised to make a change to a more suitable subject.

It is expected that students engage fully in their program, by attending and participating in class activities and completing all assessment requirements. Students who are absent need to ensure they catch up missed work.

Year 11 and 12 is post-compulsory education and students will be expected to demonstrate commitment to their chosen course of study. They will be offered support as appropriate, but it is essentially the responsibility of each student to take ownership of their learning and performance.



# ENGLISH (General Senior Subject)

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

Students 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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
Text for a public audience eg. article or blog 1000 – 1500 words	Short story 800 – 1000 words
Persuasive speech 5-8 minutes	Unseen essay about class text 2 hrs: 10 min perusal 800 words

In Year 12 - 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).

### Year 12 - 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%

**Head of Department** - Ms Susan Wallace

# ESSENTIAL ENGLISH (Applied Senior Subject)

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including 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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
Spoken task – 4-6 minutes	Spoken task – multimodal 4 – 6 minutes
Short response to stimulus exam – one seen, one unseen 200 – 300 words each response	Extended response such as a short story

In Year 12 - 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.

### Year 12 - 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) — short response examination</li></ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>Extended response — Written response</li></ul>

**Head of Department** - Ms Susan Wallace

# GENERAL MATHEMATICS (General Senior Subject)

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
Formative internal assessment (1) <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	Formative internal assessment (3) <ul style="list-style-type: none"><li>• Examination</li></ul>
Formative internal assessment (2) <ul style="list-style-type: none"><li>• Examination</li></ul>	Formative internal assessment (4) <ul style="list-style-type: none"><li>• Examination</li></ul>

In Year 12 - 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).

### Year 12 - 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>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

## Recommendations

A pass in Year 10 Mathematics Core.

**Head of Department** – Miss Danielle Ney

# MATHEMATICAL METHODS (General Senior Subject)

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
Formative internal assessment (1) <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	Formative internal assessment (3) <ul style="list-style-type: none"><li>• Examination</li></ul>
Formative internal assessment (2) <ul style="list-style-type: none"><li>• Examination</li></ul>	Formative internal assessment (4) <ul style="list-style-type: none"><li>• Examination</li></ul>

In Year 12 - 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).

### Year 12 - 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>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

## Recommendations

A pass in Year 10 Extension Mathematics (10A Curriculum).

**Head of Department** - Miss Danielle Ney



## SPECIALIST MATHEMATICS (General Senior Subject)

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
Formative internal assessment (1) <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	Formative internal assessment (3) <ul style="list-style-type: none"><li>• Examination</li></ul>
Formative internal assessment (2) <ul style="list-style-type: none"><li>• Examination</li></ul>	Formative internal assessment (4) <ul style="list-style-type: none"><li>• Examination</li></ul>

In Year 12 - 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).

### Year 12 - 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>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

## Recommendations

A B-level pass in Year 10 Extension Mathematics (10A Curriculum).

**Head of Department** - Miss Danielle Ney

# ESSENTIAL MATHEMATICS (Applied Senior Subject)

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

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

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

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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
Formative internal assessment (1) <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	Formative internal assessment (3) <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>
Formative internal assessment (2) <ul style="list-style-type: none"><li>• Examination</li></ul>	Formative internal assessment (4) <ul style="list-style-type: none"><li>• Examination</li></ul>

In Year 12 - 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.

### Year 12 - 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>

**Head of Department** - Miss Danielle Ney

# ANCIENT HISTORY (General Senior Subject)

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the 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

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Thebes — East and West, 18th Dynasty Egypt</li> <li>• Fifth Century Athens (BCE)</li> </ul>	<b>People, power and authority</b> <ul style="list-style-type: none"> <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>• Themistocles</li> <li>• Alcibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> <li>• Nero</li> <li>• Boudicca</li> <li>• Cao Cao</li> <li>• Saladin</li> <li>• Richard the Lionheart</li> </ul>	<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies — Beliefs, rituals and funerary practices.</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Boudicca (Topic 1)</li> <li>• Pericles (Topic 2)</li> </ul>

## Assessment

### Year 11 - Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 • Examination – essay in response to historical sources	25%	Formative internal assessment 3 • Investigation – historical essay based on research	25%
Formative internal assessment 2 • Investigation – independent source investigation	25%	Formative external assessment • Examination – short responses to historical sources	25%

In Year 12 - 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).

### Year 12 - 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): • Investigation - Independent source	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

## Recommendations

A pass in Year 10 English or equivalent B in Year 10 Essential English.

## Costs/Excursions

Annual museum excursion – cost of approximately \$50.

**Head of Department** - Mrs Allison Massingham

# GEOGRAPHY (General Senior Subject)

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to land cover transformations</b> <ul style="list-style-type: none"><li>• Land cover transformations and climate change</li></ul> Responding to local land cover transformations	<b>Managing population change</b> <ul style="list-style-type: none"><li>• Population challenges in Australia</li></ul> Global population change	<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>

## Assessment

### Year 11 - Formative assessments

Unit 1	Unit 2
Examination – combination response	Investigation — data report
Investigation – field report	Examination — combination response

In Year 12 - 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).

### Year 12 - Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — data report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — field report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

## Recommendations

A pass in Year 10 English or equivalent B in Year 10 Essential English.

**Head of Department** – Mrs Allison Massingham



## LEGAL STUDIES (General Senior Subject)

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

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

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

### Pathways

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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1: • Examination — combination response	25%	Formative internal assessment 3: • Investigation — argumentative essay	25%
Formative internal assessment 2: • Investigation — inquiry report	25%	Formative external assessment 4: • Examination — combination response	25%

In Year 12 - 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).

### Year 12 - 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%

## Recommendations

A pass in Year 10 English or equivalent B in Year 10 Essential English.

## Costs/Excursions

Annual excursion to Supreme Courts, Brisbane – approximate cost \$50 per student.

**Head of Department** - Mrs Allison Massingham

# MODERN HISTORY (General Senior Subject)

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

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

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

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## Pathways

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

## Objectives

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

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

## Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
		<b>Students will study 2 topics per unit.</b> <b>Topics will be reflective of external exam content.</b>	
<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Germany, 1914–1945</li> <li>• Soviet Union, 1920s–1945</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Cold War, 1945–1991</li> <li>• Australian engagement with Asia since 1945</li> </ul>	<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• French Revolution 1789–1799</li> <li>• Russian Revolution, 1905–1920s</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> </ul>

## Assessment

### Year 11 - Formative assessments

Unit 1		Unit 2	
Formative internal assessment (FA1): <ul style="list-style-type: none"><li>Examination — essay in response to historical sources</li></ul>	25%	Formative internal assessment (FA3): <ul style="list-style-type: none"><li>Investigation — historical essay based on research</li></ul>	25%
Formative internal assessment (FA2): <ul style="list-style-type: none"><li>Independent source investigation</li></ul>	25%	Formative internal assessment (FA4): <ul style="list-style-type: none"><li>Examination — short responses to historical sources</li></ul>	25%

In Year 12 - 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).

### Year 12 - Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>Examination — essay in response to historical sources</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>Investigation — historical essay based on research</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>Independent source investigation</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>Examination — short responses to historical sources</li></ul>	25%

## Recommendations

A pass in Year 10 English or equivalent B in Year 10 Essential English.

**Head of Department** – Mrs Allison Massingham

## BUSINESS STUDIES (Applied Senior Subject)

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

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study include working in administration, working in finance, working with customers and working in marketing.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, tourism and travel. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

### 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 end of the course of study, students should:

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects

### Structure

Business Studies is a four-unit course of study.

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
• Working with customers	• Working in administration	• Working in finance	• Working in marketing

## Assessment

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

Project	Extended response	Examination
Students develop a business solution for a scenario about the unit context.	Students respond to stimulus related to a business scenario about the unit context.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>
		<b>Action plan</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 600 words</li></ul> <b>Evaluation</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 600 words</li></ul>

### Other information

Own laptop would be preferred.

Students have the option of completing Certificate III in Business in preference to this subject.

**Head of Department** - Mrs Deb Smith

## TOURISM (Applied Senior Subject)

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables 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.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

### 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:

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects

## Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
• Tourism & Travel	• Tourism Industry & Careers	• Tourism Trends & Patterns	• Tourism Marketing

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Tourism are:

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>
Project	Students develop a traveller information package for an international tourism destination.	<b>Product</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul> <b>Evaluation</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul>

## Costs/Excursions

Year 12 excursion linked to assessment project \$20 - \$100.

## Other information

Need access to device.

**Head of Department** - Mrs Allison Massingham



## DESIGN (General Senior Subject)

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

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

### Pathways

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

### Objectives

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

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

### Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> <ul style="list-style-type: none"><li>• Experiencing design</li><li>• Design process</li><li>• Design styles</li></ul>	<b>Commercial design</b> <ul style="list-style-type: none"><li>• Explore — client needs and wants</li><li>• Develop — collaborative design</li></ul>	<b>Human-centred design</b> <ul style="list-style-type: none"><li>• Designing with empathy</li></ul>	<b>Sustainable design</b> <ul style="list-style-type: none"><li>• Explore — sustainable design opportunities</li><li>• Develop — redesign</li></ul>

## Assessment

### Year 11 - Formative assessments

Unit 1		Unit 2	
Project	35%	Project	25%
Examination	15%	Examination	25%

In Year 12 - 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).

### Year 12 - Summative assessments

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

## Recommendations

A pass in Year 10 English or equivalent B in Year 10 Essential English.  
Design knowledge and processes would be beneficial.

## Costs/Excursions

In Year 12 there will be an excursion in relation to IA2.

**Head of Department** - Mr Brad Ross

# DIGITAL SOLUTIONS (General Senior Subject)

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

## Pathways

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

## Objectives

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

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

## Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Creating with code</b> <ul style="list-style-type: none"><li>• Understanding digital problems</li><li>• User experiences and interfaces</li><li>• Algorithms and programming techniques</li></ul> <b>Programmed solutions</b>	<b>Application and data solutions</b> <ul style="list-style-type: none"><li>• Data-driven problems and solution requirements</li><li>• Data and programming techniques</li><li>• Prototype data solutions</li></ul>	<b>Digital innovation</b> <ul style="list-style-type: none"><li>• Interactions between users, data and digital systems</li><li>• Real-world problems and solution requirements</li><li>• Innovative digital solutions</li></ul>	<b>Digital impacts</b> <ul style="list-style-type: none"><li>• Digital methods for exchanging data</li><li>• Complex digital data exchange problems and solution requirements</li><li>• Prototype digital data exchanges</li></ul>

## Assessment

### Year 11 - Formative assessments

Unit 1		Unit 2	
Investigation	20%	Project - folio	25%
Project – digital solution	30%	Examination	25%

In Year 12 - 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).

### Year 12 - Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

### Recommendations:

A pass in Year 10 English or equivalent B in Year 10 Essential English.

**Head of Department** – Mrs Deb Smith

# FOOD & NUTRITION (General Senior Subject)

Food & 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 & 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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
Examination	Project - Folio
Project - Folio	Extended Response Analytical exposition

In Year 12 - 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).

### Year 12 - 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%

## Recommendations

A pass in Year 10 English or equivalent B in Year 10 Essential English.

Year 10 Food would be beneficial but not essential.

Year 10 Science, Biology – preferable, maybe even Chemistry would be helpful.

## Costs/Excursions

1 excursion per year

- Indigenous Food Focus - approximately \$80 per student.
- Other - \$15 per student.

## Other information

Some practical food preparation and experimentation may require students to bring ingredients to school in order to participate fully in the curriculum.

Text book “Food & Nutrition” – class set available.

**Head of Department** – Mr Brad Ross

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

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

Applied learning supports students' development of transferable 21<sup>st</sup> century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organize, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### Pathways

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

### Objectives

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

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

## Structure

Building & Construction Skills is a four-unit course of study.

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
• Site preparation and foundations	• Framing and cladding	• Fixing and finishing	• Construction in the domestic building industry

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Building & Construction Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures.	<b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes <b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a unit context structure and document the construction process.	<b>Structure</b> Structure: 1 unit context structure constructed using the skills and procedures in 5–7 production processes <b>Construction process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

**Head of Department** – Mr Brad Ross



## ENGINEERING SKILLS (Applied Senior Subject)

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

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

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

### Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

### Objectives

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

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

## Structure

Engineering Skills is a four-unit course of study.

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
• Fitting and machining	• Welding and fabrication	• Sheet metal working	• Production in the manufacturing engineering industry

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Engineering Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	<b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes <b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process.	<b>Product</b> Product: 1 fitting and machining product manufactured using the skills and procedures in 5–7 production processes <b>Manufacturing process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

**Head of Department** – Mr Brad Ross

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Furnishing Skills is a four-unit course of study.

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
• Furniture-making	• Cabinet-making	• Interior furnishing	• Production in the domestic furniture industry

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	<b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes <b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	<b>Product</b> Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes <b>Manufacturing process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

**Head of Department** – Mr Brad Ross

## INDUSTRIAL GRAPHICS SKILLS (Applied Senior Subject)

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Industrial Graphics Skills is a four-unit course of study.

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>Drafting for residential building</li></ul>	<ul style="list-style-type: none"><li>Computer-aided manufacturing</li></ul>	<ul style="list-style-type: none"><li>Computer-aided drafting — modelling</li></ul>	<ul style="list-style-type: none"><li>Graphics for the furnishing industry</li></ul>

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Graphics Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	<b>Practical demonstration</b> Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes <b>Documentation</b> Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	<b>Product</b> Product: the drawing skills and procedures used in 5–7 drawing production processes <b>Drawing process</b> Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

**Head of Department** – Mr Brad Ross

## HEALTH (General Senior Subject)

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

### Pathways

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

### Objectives

- By the conclusion of the course of study, students will:
- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"><li>• Body image (elective)</li></ul>	Community as a resource for healthy living <ul style="list-style-type: none"><li>• Road safety (elective)</li></ul>	Respectful relationships in the post-schooling transition

## Assessment

### Year 11 - Formative assessments

Unit 1		Unit 2	
Formative assessment (IA): <ul style="list-style-type: none"><li>Investigation — action research</li></ul>	25%	Formative assessment (2A): <ul style="list-style-type: none"><li>Investigation — analytical exposition</li></ul>	25%
Formative assessment (IB): <ul style="list-style-type: none"><li>Examination — extended response</li></ul>	25%	Formative assessment (2B): <ul style="list-style-type: none"><li>Examination</li></ul>	25%

In Year 12 - 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).

### Year 12 - Summative assessments

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

## Recommendations

- B in Year 10 English or equivalent A in Year 10 Essential English
- Comprehensive ability to collect, collate and analyse data
- Researching skills
- Ability to think critically and creatively
- Ability to collaborate and work as a team
- Delivery and implementation of personal health action strategy

**Head of Department** – Mrs Carrie Taylor



# PHYSICAL EDUCATION (General Senior Subject)

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
1. Motor learning (1) – Written Report - 1500-2000 words (20%) <ul style="list-style-type: none"> <li>• Volleyball</li> </ul>	3. Sports Psychology (3)– Exam- 90 Minutes (25%) <ul style="list-style-type: none"> <li>• Physical Activity - Variety of Activities</li> </ul>
2. Functional Anatomy and Biomechanics (2) Project Folio - 9-11 minutes Multi-Modal Presentation with script and 2-3 Minute Practical Video Performance (30%) <ul style="list-style-type: none"> <li>• Badminton</li> </ul>	4. Equity – Barriers and Enablers (4) – Project Folio- 9-11 minutes Multi-Modal Presentation with script and 2-3 Minute Practical Video Performance (25%) <ul style="list-style-type: none"> <li>• Futsal</li> </ul>

In Year 12 - 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).

### Year 12 - Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project — folio (9-11 Minute Multi-Modal Presentation with script and 2-3 Minute Practical Video Performance)	25%	Summative internal assessment 3 (IA3): Project — folio (9-11 Minute Multi-Modal Presentation with script and 2-3 Minute Practical Video Performance)	30%
<ul style="list-style-type: none"> <li>• Tactical Awareness - Futsal</li> </ul>		<ul style="list-style-type: none"> <li>• Energy, fitness and training - Badminton</li> </ul>	
Summative internal assessment 2 (IA2): Investigation — Report (1500-2000 words)	20%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Ethics and integrity - Variety of Activities</li> </ul>		<ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	

## Recommendations

- B in Year 10 English or equivalent A in Year 10 Essential English
- B in Year 10 Health and Physical Education or Sports Academy Class
- A pass or higher in Year 10 Biology
- Fluency in Excel and PowerPoint

**Head of Department** – Mrs Carrie Taylor

## EARLY CHILDHOOD STUDIES (Applied Senior Subject)

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

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

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

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

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

### Pathways

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

### Objectives

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

- Investigate the fundamentals and practices of early childhood learning.
- Plan learning activities.
- Implement learning activities.
- Evaluate learning activities.

### Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
• Play and creativity	• Children's development	• Children's wellbeing	• The early childhood education and care sector

## Assessment

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

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

## Costs/Excursions

Mandatory excursions to local child care centres.

## Other information

Textbooks available in a class set – “Childcare and Development”, “Exploring Early Childhood”.

**Head of Department** - Mr Brad Ross

## SPORT & RECREATION (Applied Senior Subject)

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

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

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

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

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

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

### Pathways

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

### Objectives

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

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

## Assessment

Year 11			
Unit 2		Unit 1	
Marketing and communication in sport		Athlete Development and wellbeing	
Promotion of MSHS Academies and Trials Performance	Promotion of Bill Turner Cup Project	Strength and Conditioning for Athletic Performance	Central State School Skill Development Session Project
Performance: 4 minutes	Investigation and Session Plan: Multimodal up to 3 minutes, 6 A4 pages or equivalent	Performance: 4 minutes	Investigation and Session Plan: Written 500 words
Investigation, Plan and Evaluation: Multimodal up to 3 minutes, 6 A4 pages or equivalent	Performance: 4 minutes	Investigation, Plan and Evaluation: Spoken 3 minutes	Performance: 4 minutes
	Evaluation: Spoken 3 minutes		Evaluation: Spoken 3 minutes
Year 12			
Unit 3		Unit 4	
Community Recreation		Aquatic Recreation	
Poona Lake Walk Performance	Under 8s Community Recreation Day	Aquatic Recreation in Wide Bay Performance	Year 12 Rainbow Trip or Hervey Bay Beach Trip Project
Performance: 4 minutes	Investigation and Session Plan: Written 500 words	Performance: 4 minutes	Investigation and Session Plan: Multimodal up to 3 minutes, 6 A4 pages or equivalent
Investigation, Plan and Evaluation: Multimodal	Performance: 4 minutes	Investigation, Plan and Evaluation:	Performance: 4 minutes
	Evaluation: Spoken 3 minutes		Evaluation: Spoken 3 minutes

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

## Recommendations

A pass in Year 10 English or equivalent B in Year 10 Essential English.

A passion for physical activity and leading others in physical activity.

**Head of Department** – Mrs Carrie Taylor

# BIOLOGY (General Senior Subject)

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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1: • Data test	10%	Formative internal assessment 3: • Research investigation	20%
Formative internal assessment 2 (IA2): • Student experiment	20%		
Formative external assessment (EA): 50% • Examination			

In Year 12 - 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).

### Year 12 - 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			

## Recommendations

A pass in Year 10 Science and a pass in Year 10 English or equivalent B in Year 10 Essential English.

## Costs/Excursions

There is a mandatory 5 hours of fieldwork for this course - an excursion cost of approximately \$15 will be required from students.

## Other information

Access to spread sheeting programs an advantage.

**Head of Department** - Mrs Vanessa Done



# CHEMISTRY (General Senior Subject)

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1: • Data test	10%	Formative internal assessment 3: • Research investigation	20%
Formative internal assessment 2: • Student experiment	20%		
Formative external assessment (EA): 50% • Examination			

In Year 12 - 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).

### Year 12 - 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			

## Recommendations

A pass in Year 10 Extension Mathematics, English and Science.

## Other information

Access to spread sheeting programs an advantage.

**Head of Department** - Mrs Vanessa Done

# PHYSICS (General Senior Subject)

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

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

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

## 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.

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.

## 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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: <ul style="list-style-type: none"><li>• Data test</li></ul>	Formative internal assessment 3: <ul style="list-style-type: none"><li>• Research investigation</li></ul>
Formative internal assessment 2: <ul style="list-style-type: none"><li>• Student experiment</li></ul>	

In Year 12 - 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).

### Year 12 - Summative assessments

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

## Recommendations

A pass in Year 10 Maths, Science and English. Prefer a pass in Extension Mathematics.

## Other information

Access to spread sheeting programs an advantage.

**Head of Department** - Mrs Vanessa Done

# PSYCHOLOGY (General Senior Subject)

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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: <ul style="list-style-type: none"><li>• Data test</li></ul>	Formative internal assessment 3: Research investigation
Formative internal assessment 2: <ul style="list-style-type: none"><li>• Student experiment</li></ul>	

In Year 12 - 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).

### Year 12 - Summative assessments

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

## Recommendations

A pass in Year 10 Science and a pass in Year 10 English or equivalent B in Year 10 Essential English.

## Other information

This course requires parental consent, as students are both the experimenter and test subjects for contexts such as memory, sleep, visual perception, learning and emotion. Students who collect data must abide by ethical data collection and confidentiality standards.

Access to spread sheeting programs an advantage.

**Head of Department** - Mrs Vanessa Done

## AQUATIC PRACTICES (Applied Senior Subject)

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

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

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Coastlines and Navigation</b> <ul style="list-style-type: none"> <li>Navigation skills Investigation and application</li> <li>Boating skills and standards - practical</li> </ul>	<b>Aquatic Environments</b> <ul style="list-style-type: none"> <li>Weather Patterns and Predictions</li> <li>Water Quality analysis and testing</li> </ul>	<b>Commercial and Recreational Fishing</b> <ul style="list-style-type: none"> <li>Commercial fishing research article</li> <li>Fishing skills and practice</li> </ul>	<b>Marine Vessels</b> <ul style="list-style-type: none"> <li>Boat Design</li> <li>Boat testing and analysis</li> </ul>

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>Written: up to 1000 words</li> </ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<b>Completed project</b> One of the following: <ul style="list-style-type: none"> <li>Product: 1</li> <li>Performance: up to 4 minutes</li> </ul> <b>Documented process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## Costs/Excursions

Students have the opportunity to obtain a boat licence through an external provider at a cost of approximately \$175. Boating excursions and data collection excursions are ongoing in this course, approximately \$2 per trip.

**Head of Department** - Mrs Vanessa Done



## JAPANESE (General Senior Subject)

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

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

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

### Pathways

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

YEAR 11		YEAR 12	
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

### Year 11 - Formative assessments

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

In Year 12 - 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).

### Year 12 - Summative assessments

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

## Recommendations

A pass in Year 10 Japanese

**Head of Department** – Mrs Allison Massingham

## DANCE (General Senior Subject)

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

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

### Pathways

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

### Objectives

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

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

### Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	<b>Moving statements</b> How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	<b>Moving my way</b> How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style – personal viewpoints and influences on genre

## Assessment

### Year 11 - Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 • Performance	20%	Formative internal assessment 3 • Project — dance work	35%
Formative internal assessment 2 • Choreography	20%	Formative internal assessment 4 • Examination — extended response	25%

In Year 12 - 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).

### Year 12 - 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			

## Recommendations

It is recommended that students have completed at least one semester of Junior Dance and a pass in Year 10 English or equivalent B in Year 10 Essential English.

## Costs/Excursions

There will be optional performance and workshop excursions expected to cost \$50 - \$100 per student.

**Head of Department** – Mr Brian Speirs

## DRAMA (General Senior Subject)

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

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience? <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>	<b>Reflect</b> How is drama shaped to reflect lived experience? <ul style="list-style-type: none"><li>• Realism, including Magical Realism, Australian Gothic</li><li>• associated conventions of styles and texts</li></ul>	<b>Challenge</b> How can we use drama to challenge our understanding of humanity? <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>	<b>Transform</b> How can you transform dramatic practice? <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

### Year 11 - Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 • Performance	20%	Formative internal assessment 3 • Project — practice-led project	35%
Formative internal assessment 2 • Project — dramatic concept	20%	Formative internal assessment 4 • Examination – extended response	25%

In Year 12 - 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).

### Year 12 - Summative assessments

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

## Recommendations

It is recommended that students have completed at least one semester of Junior Drama and have the ability to complete performance tasks.

A pass in Year 10 English or equivalent B in Year 10 Essential English.

## Costs/Excursions

Students can attend optional theatre productions and workshops in Brisbane and the Fraser Coast, cost of ticket and transport paid by students is approximately \$50 - \$100.

## Head of Department – Mr Brian Speirs

## FILM, TELEVISION & NEW MEDIA (General Senior Subject)

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

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

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

### Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

### Objectives

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

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

### Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> <ul style="list-style-type: none"><li>• Concept: technologies How are tools and associated processes used to create meaning?</li><li>• Concept: institutions How are institutional practices influenced by social, political and economic factors?</li><li>• Concept: languages How do signs and symbols, codes and conventions create meaning?</li></ul>	<b>Story forms</b> <ul style="list-style-type: none"><li>• Concept: representations How do representations function in story forms?</li><li>• Concept: audiences How does the relationship between story forms and meaning change in different contexts?</li><li>• Concept: languages How are media languages used to construct stories?</li></ul>	<b>Participation</b> <ul style="list-style-type: none"><li>• Concept: technologies How do technologies enable or constrain participation?</li><li>• Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</li><li>• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</li></ul>	<b>Identity</b> <ul style="list-style-type: none"><li>• Concept: technologies How do media artists experiment with technological practices?</li><li>• Concept: representations How do media artists portray people, places, events, ideas and emotions?</li><li>• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</li></ul>

## Assessment

### Year 11 - Formative assessments

Unit 1		Unit 2	
Formative internal assessment: • Case study investigation	15%	Formative internal assessment: • Stylistic project	35%
Formative internal assessment: • Multi-platform project	25%	Formative internal assessment • Examination – extended response	25%

In Year 12 - 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).

### Year 12 - Summative assessments

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

## Recommendations

A pass in Year 10 English or equivalent B in Year 10 Essential English.

**Head of Department** - Mrs Deb Smith



## MUSIC (General Senior Subject)

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

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Designs</b> Through inquiry learning, the following is explored:  How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	<b>Identities</b> Through inquiry learning, the following is explored:  How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	<b>Innovations</b> Through inquiry learning, the following is explored:  How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	<b>Narratives</b> Through inquiry learning, the following is explored:  How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

## Assessment

In Year 11 – Units 1 and 2, students complete four formative 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).

### Year 11 - Formative assessments

Unit 1		Unit 2	
Performance	20%	Integrated project • Musicology and either Composition or Performance	35%
Composition	20%	Examination • Musicology	25%

In Year 12 - 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).

### Year 12 - 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			

## Recommendations

It is recommended that students have completed at least one semester of Junior Music. Students must also be able to play an instrument or sing to performance level. It is also recommended that students studying this pathway have achieved at least a grade C in English in year 10.

## Costs/Excursions

There are optional opportunities throughout the course of study for students to attend performances such as concerts, musical theatre performances and workshops in Brisbane and the Fraser Coast. Students will be required to cover the cost of the ticket and transport to and from the venue (approximately \$50 - \$100).

**Head of Department:** Mr Brian Speirs

# VISUAL ART (General Senior Subject)

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> Through inquiry learning, the following are explored: <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>	<b>Art as code</b> Through inquiry learning, the following are explored: <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>	<b>Art as knowledge</b> Through inquiry learning, the following are explored: <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>	<b>Art as alternate</b> Through inquiry learning, the following are explored: <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

### Year 11 - Formative assessments

Unit 1	Unit 2
Formative internal assessment <ul style="list-style-type: none"><li>Investigation-inquiry phase 1</li></ul>	Formative internal assessment <ul style="list-style-type: none"><li>Project – inquiry phase 3</li></ul>
Formative internal assessment <ul style="list-style-type: none"><li>Project -inquiry phase 2</li></ul>	Formative – internal assessment <ul style="list-style-type: none"><li>Examination</li></ul>

In Year 12 - 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).

### Year 12 - Summative assessments

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

## Recommendations

Visual Art in Year 10 is preferred. However, this is not a mandatory requirement.  
A pass in Year 10 English or equivalent B in Year 10 Essential English.

## Costs/Excursions

Excursion/camp (Fraser Island TBC) at end of Year 11 will be required as knowledge to seek stimulus for Year 12 unit 1, at an approximate cost of \$300 per student.

Excursion to the Gallery of Modern Art and Queensland Art Gallery, Brisbane, approximate cost of \$40 per student.

**Head of Department** — Mr Brian Speirs

## DANCE IN PRACTICE (Applied Senior Subject)

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

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities.

Where possible, students interact with practising performers, choreographers and dance-related artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

### Pathways

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

### Objectives

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

- use dance practices
- plan dance works
- communicate ideas
- evaluate dance works.

## Structure

Dance in Practice is a four-unit course of study.

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
• Celebration	• Industry	• Health	• Technology

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Dance in Practice are:

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	<b>Choreography of dance</b> Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit.	<b>Choreography of dance/dance work</b> Choreography (live or recorded): up to 4 minutes <b>Planning and evaluation of choreography</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>
Performance	Students perform a dance work/s or video to showcase skills connected to the choreographic project.	<b>Performance of dance, dance work/s</b> Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	<b>Performance of dance</b> Performance (live or recorded): up to 4 minutes <b>Planning of choreography and evaluation of performance</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>

## Recommendations

It is recommended that students have completed at least one semester of Junior Dance.

## Costs/Excursions

There will be optional performance and workshop excursions expected to cost \$50 - \$100 per student.

**Head of Department** – Mr Brian Speirs

## DRAMA IN PRACTICE (Applied Senior Subject)

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

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

### Pathways

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

### Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

### Structure

Drama in Practice is a four-unit course of study.

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
• Community	• Collaboration	• Commentary	• Contemporary

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	<b>Devised scene</b> Up to 4 minutes (rehearsed)  <b>Planning and evaluation of devised scene</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Or</li><li>• Written: up to 600 words Or</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	<b>Director's brief</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media  <b>Planning and evaluation of the director's brief</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Or</li><li>• Written: up to 600 words Or</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	<b>Performance</b> Performance (live or recorded): up to 4 minutes

## Recommendations

It is recommended that students have completed at least one semester of Junior Drama and have the ability to complete performance tasks.

## Costs/Excursions

Students can attend optional theatre productions and workshops in Brisbane and the Fraser Coast, cost of ticket and transport paid by students is approximately \$50 - \$100.

**Head of Department** – Mr Brian Speirs



## MUSIC IN PRACTICE (Applied Senior Subject)

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

### Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

### Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works

## Structure

Music in Practice is a four-unit course of study.

YEAR 11		YEAR 12	
Unit 1	Unit 2	Unit 3	Unit 4
• Music of today	• The cutting edge	• Building your brand	• 'Live' on stage!

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	<b>Performance</b> Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work  OR <b>Performance</b> Performance (live or recorded): up to 4 minutes  AND <b>Planning and evaluation of composition or performance</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>

## Recommendations

It is recommended that students have completed at least one semester of Junior Music. Students must also be able to play an instrument or sing to performance level.

## Costs/Excursions

There are optional opportunities throughout the course of study for students to attend performances such as concerts, musical theatre performances and workshops in Brisbane and the Fraser Coast. Students will be required to cover the cost of the ticket and transport to and from the venue (approximately \$50 - \$100).

**Head of Department** – Mr Brian Speirs

# **NATIONALLY RECOGNISED TRAINING**

# **NRT**

Maryborough State High School National Provider No. 30078



The Queensland Curriculum & Assessment Authority (QCAA), as delegate for the Australian Skills Quality Authority registers and audits schools for the delivery and assessment of vocational training for students in Years 10, 11 and 12 for all qualifications and accredited courses up to AQF Certificate IV level. This excludes those qualifications and courses declared as an apprenticeship in Queensland.

Nationally Recognised Training (NRT) refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning.

Participating in NRT can:

- Provide credit points towards the attainment of a QCE and/or the attainment of a nationally recognised VET qualification
- Support students' transitions to employment, vocational and higher education pathways.

### **VETiS (Vocational Education and Training in Schools)**

A range of programs are offered by other training organisations, and students can access these programs as part of their Year 11 and 12 curriculum program. Details about these courses are available from each provider.

Maryborough State High School is supportive of students who wish to combine school studies with programs delivered by other training organisations. Students' timetables will reflect this.

Programs are delivered either as a block – usually one day per week, or as part of the normal line structure.

Students will be expected to:

- Catch up any missed school work
- Provide their own transport to the training if needed
- Inform the school if they cease their training program

Program costs are determined by and payable to the training organisation.

### **STANDARD**

Assessment is competency based and therefore no levels of achievement are awarded.

### **Nationally Recognised Training (NRT) Qualifications:**

#### **Maryborough State High School RTO**

Certificate II in Creative Industries  
Certificate II in Visual Arts  
Certificate II in Salon Assistant  
Certificate II in Hospitality  
Certificate II in Sport and Recreation  
Certificate III in Visual Arts  
Certificate III in Visual Arts (focus on Photography)  
Certificate III in Make-Up  
Certificate III in Sport and Recreation  
Certificate III in Business  
Certificate III in Live Production and Services

#### **External RTO**

Certificate II in Automotive Vocational Preparation  
Certificate II in Electrotechnology (Career Start)  
Certificate II in Engineering Pathways  
Certificate I in Construction  
Certificate II in Animal Care  
Certificate II in Plumbing Services  
Certificate II in Rural Operations  
Certificate II in Health Support Services  
Certificate III in Health Services Assistance  
Certificate II in Rural Operations (Horse Husbandry)  
Certificate II in Engineering Pathways (Drones)  
Certificate III in Aviation (Remote Pilot – Visual Line of Sight) – on completion of Certificate II Engineering Pathways (Drones)  
Certificate II in Community Services  
Certificate II in Community Services (focus on Aged Care sector)  
Certificate III in Early Childhood Education and Care (2-year course – **FEES APPLY**)  
Certificate III in Aboriginal and Torres Strait Islander Education

### **DISCLAIMER**

School Based Units of Competency will only be offered if the human resources are available and the Scope of Registration allows.

# CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES

A Nationally Recognised Qualification (National Provider No. 30078)

Creative Industries allows individuals to develop the skills and knowledge to perform in a range of varied activities in the creative industries where there is a clearly defined range of contexts. These individuals will learn skills in audio and sound, the use of visual systems and develop their general knowledge in lighting, working in the industry and creating head pieces. They will have access to our state-of-the-art facilities and gain skills on industry standard equipment for audio and sound activities and assist with a basic camera shoot.

## Possible Career Options

- Production Assistant
- Camera Operator
- Lighting Operator
- Sound Technician
- Audio-visual Technician
- Front of House

## Course Fees

\$40 per year to cover consumables and resources.

This information is correct at time of publication but subject to change

## Course outline

To achieve a Certificate II in Creative Industries you will need to complete 10 units in total –  
3 Core units plus 7 Elective Units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
<b>ELECTIVE UNITS</b>	
CUAFOH212	Usher patrons
CUALGT211	Develop basic lighting skills
CUASOU211	Develop basic audio skills and knowledge
CUASTA212	Assist with bump in and bump out of shows
CUAVSS211	Develop basic vision system skills
BSBCMM211	Apply communication skills
CUAFOH211	Undertake routine front of house duties

## Special Aspects

Students who wish to complete this course must be prepared to participate in:

- A variety of out of school functions/performances etc.
- A variety of in school activities with potential visits to outside businesses including the Brolga

Students are photographed to assist with the collection of activity evidence. This also needs consideration.

## Blue Card

Students may be required to obtain a Blue Card to conduct activities as part of this course.

## Assessment is based on the following

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result the student will not receive a Level of Achievement.

## Service Agreement

This is a one to two-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department – Mr Brian Speirs**

## CUA20720 CERTIFICATE II in VISUAL ARTS

A Nationally Recognised Qualification (National Provider No. 30078)

Visual Arts reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice.

Students undertake art and craft activities with a commercial form in drawing, painting, printmaking and ceramics.

### What experience/ attributes do I need before I enrol in Certificate II – Visual Arts?

- A willingness to learn and listen, and an appreciation of art
- A willingness to work and learn new techniques– art is time consuming
- It is recommended that students have taken some Art subjects in Year 9 or 10

### Possible Career Options

- Gallery Director
- Independent artists/Small Business
- A thinking, cultural, “REAL” person

### Course Fees

\$50 per year to cover consumables and resources.

This information is correct at time of publication but subject to change.

### Course Outline

To achieve a Certificate II in Visual Arts you will need to complete 9 units in total - 4 Core units plus 5 Elective Units

CODE	UNIT TITLE
<b>CORE</b>	
BSBWHS211	Contribute to health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUAPPR211	Make simple creative work
CUARES202	Source and use information relevant to own arts practice
<b>ELECTIVES</b>	
CUAPRI211	Develop printmaking skills
CUADES201	Follow a design process
CUACER201	Develop ceramic skills
MSMPMC308	Operate slip casting equipment
CUAPPR203	Store finished creative work

### Assessment is based on the following

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result the student will not receive a Level of Achievement.

### Service Agreement

This is a one to two-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

In Year 12, students who have completed this qualification can move into Certificate III in Visual Arts.

**Head of Department** – Mr Brian Speirs

# SHB20216 CERTIFICATE II in SALON ASSISTANT

A Nationally Recognised Qualification (National Provider No. 30078)

This course has been designed for those persons providing general assistance in a hairdressing salon. Likely functions in the Hairdressing Industry for those who complete this subject include working within clearly defined contexts and, under supervision, providing assistance to other operators. Functions at this level include performing a limited range of hairdressing tasks, interacting with customers and providing customer service, following workplace safety procedures, demonstrating effective hairdressing environment work practices, providing assistance to colleagues and developing hairdressing industry knowledge.

## Possible Career Options

Students who complete this qualification may pursue higher certificates in the Hair Industry such as Hairdressing Apprenticeship, full-time Certificate III in Hairdressing.

## Course Fees

\$100 fee payable in Year 11 and \$100 fee payable in Year 12, to cover consumables and resources. Students will be required to wear "Hair and Beauty" uniform comprising black long pants and black shirt with Hair and Beauty logo, which is available from Sauer's Clothing Suppliers and this uniform needs to be worn from the first day of Term 1. This information is correct at time of publication but subject to change.

## Course Outline

To achieve a Certificate II in Salon Assistant you will need to complete 12 units in total –  
8 Core units plus 4 Elective units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBXCCS003	Greet and prepare clients for salon services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team
SHBXCCS001	Conduct salon financial transactions
<b>ELECTIVE UNITS</b>	
SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SHBHDES002	Braid hair
SIRXSLS001	Sell to the retail customer
SHBHIND002	Research and use hairdressing industry information
SIRRVINV001	Receive and handle retail stock

To provide flexibility and to cater to student interest and participation, 6 elective units of competency are offered. Students are provided with packaging rules – 8 Core and 4 Elective units, and understand they do not need to complete the 6 elective units on offer.

## Special Aspects

During the course, students will be requested, at different times, to work after school hours, as the Hair and Beauty salon operates as a working salon with paying clients. This should be taken into consideration.

## Assessment is based on the following

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result, the student will not receive a Level of Achievement.

## Service Agreement

This is a two-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department** - Mr Simeon Burt

# SIT20322 CERTIFICATE II in HOSPITALITY

A Nationally Recognised Qualification (National Provider No. 30078)

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include:

- Bar Attendant
- Café Attendant
- Catering Assistant
- Food and Beverage Attendant
- Front Office Assistant
- Porter
- Room Attendant

This course is for students who are interested in pursuing a career within the Hospitality area or for development of skills in food preparation and service.

## What experience do I need before I enrol in Hospitality?

- Basic cookery skills
- A positive attitude
- Willingness to work after school hours for functions

## Course Fees

Students will be required to wear Gabrielle's Training Restaurant uniform comprising black long pants, black shirt with hospitality logo and black hat – all available from Sauer's Clothing Suppliers and this uniform needs to be worn for practical work from the first day of Term 1. Black shoes and black socks also need to be worn. Aprons are provided by the school.

An excursion to Sea World Nara Resort in Year 12, for students to experience a range of roles within the Hospitality industry, approximate cost of \$200.

This information is correct at time of publication but subject to change.

## Course Outline

To achieve a Certificate II in Hospitality you will need to complete 12 units in total - 6 Core units plus 6 Elective units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
<b>ELECTIVE UNITS</b>	
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHKOP009	Clean kitchen premises and equipment
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage

## Special Aspects

The program will be delivered through class-based projects and all students are to participate in industry practical sessions which will occur in each term over the two years. Students will need to complete a minimum of 12 full functions over the two years.

## Blue Card

Students may be required to obtain a Blue Card to conduct hospitality activities as part of this course.



### **Assessment is based on the following**

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used. There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result the student will not receive a Level of Achievement.

### **Service Agreement**

This is a two-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department – Mr Brad Ross**

# SIS20122 CERTIFICATE II IN SPORT AND RECREATION

A Nationally Recognised Qualification (National Provider No. 30078)

Sport and Recreation allows individuals to develop basic fundamental knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

This qualification provides a pathway to work for any type of sport, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.

## Course Fees

\$50 fee per year to cover consumables and resources.

There will be additional costs for excursions.

This information is correct at time of publication but subject to change.

## Course outline

To achieve a Certificate II in Sport and Recreation you will need to complete 10 units in total –  
6 Core units plus 4 Elective Units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting recreation sessions
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations
SISXFAC006	Maintain equipment for activities
SISXIND011	Maintain sport, fitness and recreation industry knowledge
<b>ELECTIVE UNITS</b>	
HLTAID011	Provide First Aid
BSBPEF301	Organise personal work priorities
SISXFAC007	Maintain clean facilities
SISSSCO001	Conduct Sports Coaching sessions with foundation level participants

## Special Aspects

Students who wish to complete this course must be prepared to participate in:

- A variety of sporting activities/Events
- Indoor abseiling and rock climbing
- First Aid activities

Students are photographed to assist with the collection of activity evidence. This also needs consideration.

## Blue Card

Students may be required, through Maryborough State High School, to obtain a Blue Card to conduct sport and recreation activities as part of this course.

## Assessment is based on the following

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result the student will not receive a Level of Achievement.

## Service Agreement

This is a one-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department** - Mrs Carrie Taylor

# BSB30120 CERTIFICATE III in BUSINESS

A Nationally Recognised Qualification (National Provider No. 30078)

## Possible career options

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

## Course Fees

There are no course fees. This information is correct at time of publication but subject to change.

## Course outline

To achieve a Certificate III in Business you will need to complete 13 units in total –

6 Core unit plus 7 Elective Units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
<b>ELECTIVE UNITS</b>	
BSBPEF301	Organise personal work priorities
BSBPMG430	Undertake project work
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC301	Design and product business documents
BSBXTW301	Work in a team
SIRXMKT001	Support marketing and promotional activities

## Special Aspects

As a requirement of the course, students will be requested to participate in the running of a two-day weekend festival, Fraser Pop. Attendance is mandatory. This should be taken into consideration.

## Assessment is based on the following

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result the student will not receive a Level of Achievement.

## Service Agreement

This is a two-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department** – Mrs Deb Smith

# CUA31120 CERTIFICATE III in VISUAL ARTS

A Nationally Recognised Qualification (National Provider No. 30078)

## Year 12

This qualification reflects the role of individuals who are developing a range of visual art skills and who take responsibility for own outputs in work and learning. Practice at this level is underpinned by the application of introductory art theory and history.

To enrol in the CUA31120 Certificate III in Visual Arts students **must** have completed the CUA20720 Certificate II in Visual Arts and/or be signed off competent (complete) for the competencies listed in Credit Arrangements.

### Possible career options

- Gallery Director
- Independent artists/Small Business
- A thinking, cultural, "REAL" person
- Prepares students for higher-level learning in professional arts practice (e.g. if they were to further study arts post school).

### Course Fees

\$50 to cover consumables and resources.

This information is correct at time of publication but subject to change.

### Course outline

To achieve a Certificate III in Visual Arts you will need to complete 12 units in total –  
4 Core unit plus 8 Elective Units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
*BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
<b>ELECTIVE UNITS</b>	
CUADES301	Explore the use of colour
CUACER301	Produce ceramics
CUAPPR312	Document the creative work progress
CUAPPR417	Select and prepare creative work for exhibition
CUAPRI312	Produce prints
CUADES305	Source and apply information on the history and theory of design
*MSMPMC308	Operate slip casting equipment
*CUADES201	Follow a design process
<b>*Competencies which students must complete as part of CUA20720 Certificate II in Visual Arts which forms part of the CUA31115 Certificate III in Visual Arts</b>	

### Assessment is based on the following

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result the student will not receive a Level of Achievement.

### Service Agreement

This is a one-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department** – Mr Brian Speirs

# CUA31120 CERTIFICATE III in VISUAL ARTS (Photography)

A Nationally Recognised Qualification (National Provider No. 30078)

This qualification reflects the role of individuals who apply a broad range of technical skills in photo imaging, including lighting, image capture, enhancements and manipulation and output.

## Possible career options

- Photographic assistant
- Freelance photographer (portraits, weddings, editorial, landscape, real estate, fashion, commercial, documentary)
- Photo imaging technician
- It also provides a pathway to other photography and photo imaging job roles

## Course Fees

\$50 to cover consumables and resources.

This information is correct at time of publication but subject to change.

## Course outline

To achieve a Certificate III in Visual Arts you will need to complete 12 units in total –

4 Core unit plus 8 Elective Units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
<b>ELECTIVE UNITS</b>	
CUADES301	Explore the use of colour
CUADES302	Explore and apply the creative design process to 2D forms
CUADIG303	Produce and prepare photo images
CUADIG304	Create visual design components
CUADIG315	Produce digital images
CUAPHI312	Capture photographic images
CUAPPR211	Make simple creative work
CUAPPR312	Document the creative work progress

## Assessment is based on the following

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result the student will not receive a Level of Achievement.

## Service Agreement

This is a two-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department** – Mr Brian Speirs

# CUA30420 CERTIFICATE III in LIVE PRODUCTION AND SERVICES

A Nationally Recognised Qualification (National Provider No. 30078)

## Year 12

This qualification reflects the role of individuals who apply a broad range of competencies in providing services for the entertainment industry. They may provide assistance with technical support to a team.

Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' from the CPC08 Construction, Plumbing and Services Training Package fulfils this requirement.

To enrol in the CUA30420 Certificate III in Live Production and Services students **must** have completed the CUA20220 Certificate II in Creative Industries and/or be signed off competent (complete) for the competencies listed in Credit Arrangements.

### Course Fees

\$50 to cover consumables and resources.

This information is correct at time of publication but subject to change.

### Course outline

To achieve a Certificate III in Live Production and Services you will need to complete 15 units in total –

4 Core unit plus 11 Elective Units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
BSBPEF301	Organise personal work priorities
CUAIND311	Work effectively in the creative arts industry
CUAIND314	Plan a career in the creative industries
CUAPPR314	Participate in Collaborative Creative Projects
<b>ELECTIVE UNITS</b>	
*CUAWHS312	*Apply work health and safety practices
CUASMT311	Work effectively backstage during performances
CUASTA311	Assist with production operations for live performances
CUAFOH312	Monitor entry to venues
CUASOU331	Undertake live audio operations
CUALGT311	Operate basic lighting
CUAVSS312	Operate vision systems
CUAMKG311	Assist with Marketing and Promotion
CUACOS304	Develop and apply knowledge of costume
CUACOS312	Dress performers
CUAPRP311	Repair, maintain and alter props
<b>*Competencies which students must complete as part of CUA20720 Certificate II in Creative Industries which forms part of the CUA30420 Certificate III in Live Production and Services</b>	

### Blue Card

Students may be required, through Maryborough State High School, to obtain a Blue Card as part of this course.

### Assessment is based on the following

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result the student will not receive a Level of Achievement.

### Service Agreement

This is a one-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department** – Mr Brian Speirs

# SHB30221 CERTIFICATE III in MAKE-UP

A Nationally Recognised Qualification (National Provider No. 30078)

This qualification reflects the role of individuals employed as make-up artists to design and apply make-up for a range of purposes and occasions across the beauty, fashion, media and entertainment industries.

## Course Fees

\$100 fee per year to cover consumables and resources. When students commence the course, they will be required to purchase a make-up and brush kit. The school can supply professional kits at a cost of approximately \$200 (full cost is \$350 and the \$150 difference is subsidised by MSHS provided the student completes the course). Students will be required to wear “Hair and Beauty” uniform comprising black long pants and black shirt with Hair and Beauty logo, which is available from Sauer’s Clothing Suppliers and this uniform needs to be worn from the first day of Term 1. This information is correct at time of publication but subject to change.

## Course Outline

To achieve a Certificate III in Make-Up you will need to complete 15 units in total –

8 Core units plus 7 Elective Units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
SHBXWHS003	Apply safe hygiene, health and work practices
SHBBMUP009	Design and apply make-up
SHBBMUP010	Design and apply make-up for photography
SHBBMUP013	Design and apply creative make-up
SHBBRES003	Research and apply beauty industry information
SHBXCCS008	Provide salon services to clients
SHBXIND003	Comply with organisational requirements within a personal services environment
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
<b>ELECTIVE UNITS</b>	
SHBBINF002	Maintain infection control standards
*SHBBCCS005	*Advise on beauty products and services
SHBBMUP011	Design and apply remedial camouflage make-up
SHBBMUP012	Apply airbrushed make- up
SHBBNLS007	Provide manicure and pedicure services
SHBXCCS007	Conduct salon financial services
SHBBNLS010	Apply nail art
SHBBNLS011	Use electric file equipment for nail services
<b>*Optional additional competency which students may complete as part of the course.</b>	

## Special Aspects

During the course, students will be requested, at different times, to work after school hours, as the Hair and Beauty salon operates as a working salon with paying clients. This should be taken into consideration.

## Assessment is based on the following

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result, the student will not receive a Level of Achievement.

## Service Agreement

This is a two-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department – Mr Simeon Burt**

# SIS30115 CERTIFICATE III in SPORT AND RECREATION

A Nationally Recognised Qualification (National Provider No. 30078)

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

Possible job titles include:

- Recreation Officer
- Activity Operation Officer
- Sport and Recreation Attendant
- Community Activities Officer
- Leisure Services Officer

## Course Fees

\$50 fee per year to cover consumables and resources.

There will be additional costs for excursions.

This information is correct at time of publication but subject to change.

## Course outline

To achieve a Certificate III in Sport and Recreation you will need to complete 15 units in total –  
9 Core units plus 6 Elective Units

CODE	UNIT TITLE
<b>CORE UNITS</b>	
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
BSBWOR301	Organise personal work priorities and development
HLTAID011	Provide first aid
HLTWHS001	Participate in workplace health and safety
ICTWEB201	Use social media tools for collaboration and engagement
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
SISXCAI004	Plan and conduct programs
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
<b>ELECTIVE UNITS</b>	
SISXCAI006	Facilitate groups
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXIND006	Conduct sport, fitness or recreation events
SISXFAC001	Maintain equipment for activities
SISXCAI002	Assist with activity sessions
PUAOPE013	Operate communications systems and equipment

## Special Aspects

Students who wish to complete this course must be prepared to participate in:

- A variety of sporting activities/Event
- Indoor abseiling and climbing
- First Aid activities

Students are photographed to assist with the collection of activity evidence. This also needs consideration.

## Blue Card

Students may be required to obtain a Blue Card to conduct sport and recreation activities as part of this course.



### **Assessment is based on the following**

Competency based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to a performance required in the workplace. During the program of study, a variety of assessment techniques will be used.

There are no A-E results attained in this course, the student will either be deemed competent or not yet competent at completion of course. As a result, the student will not receive a Level of Achievement.

### **Service Agreement**

This is a two-year course. Maryborough State High School guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Late enrolment in the course means training and assessment is for negotiated package of units, which will lead to a Statement of Attainment.

**Head of Department** – Mrs Carrie Taylor

## INFORMATION

RATEP is a community-based teacher education program, which enables First Nations people to become qualified teaching aides and/or registered teachers through the partnership between TAFE Queensland (north region), the Department of Education and James Cook University. This course is open to young people who identify as Aboriginal and/or Torres Strait Islander. It would be preferable for applicants to have a certificate of identity. This is a two-year course, which enables students to exit the course as a qualified Teacher Aide in the early years of schooling. The opportunity exists for students after Year 12 to continue studying to the point of achieving a teaching qualification through James Cook University, while living in Maryborough.

Students undertaking this course are supported by a full-time teacher, based at Aldridge State High School. The course involves students choosing RATEP as one of their senior subjects. Students work through theory units of competency, and includes 100 hours over the course completing Vocational Placement in local early years/primary school settings.

There was no cost for senior school students studying the current course through the VET in Schools program in 2021, thanks to support from the Queensland Government. The Queensland Government funding for 2022 is not known at this time (2 June 2021).

Core Units (all units studied)	Elective Units (3 selected)
CUAATS101 Develop understanding of own Aboriginal and/or Torres Strait Islander identity	BSBITU201 Produce simple word documents
CHCEDS017 Contribute to the health and safety of students	BSBITU306 Design and produce business documents
AIERDG001 Support the reading development of Aboriginal and Torres Strait Islander children	CUAMPF101 Develop skills to sing or play music
CHCECE006/CHCEDS003 Support behaviour of children and young people/Contribute to student's education in all developmental domains	CHCEDS016 Support learning for students with disabilities in a classroom environment
CHCEDS004/CHCEDS007 Contribute to organisation and management/Work effectively with students and colleagues	SISXCAI002 Assist with activity sessions
AIESCTOO1 Support Aboriginal and Torres Strait Islander children with science inquiry	
CHCEDS024 Use educational strategies to support Aboriginal and Torres Strait Islander education.	
CHCEDS006 Support the development of numeracy skills	
CHCEDS010 Work effectively as an Aboriginal and Torres Strait Islander education worker	
CUAATS302 Produce work that expresses own Aboriginal and Torres Strait Islander identity	
VP100 Vocational Placement	

As part of the application process, students complete Literacy and Numeracy Assessments to attain minimum benchmarks, or have attained a sound result of C or above in Year 10 General English and General Maths. A Letter of Recommendation from school is a required element of the application process.

Completion of this course will add 8 credits towards a student's Queensland Certificate of Education (QCE) at the end of Year 12.

For further information, please contact Jan Sterling, RATEP Teacher Co-ordinator, Aldridge State High School, on (mobile) 0436 810 708.

## VETiS COURSE INFORMATION

Students can submit an Expression of Interest for the following qualifications offered by external providers. These programs require the use of student's VETiS funding, which they have not yet utilised. Students are only entitled to enrol in one government funded/free course (VETiS funded).

### **Maryborough TAFE – Adelaide St Campus (VETiS funded)**

- Certificate II in Health Support Services
- Certificate II in Community Services

### **Maryborough Trade Training Centre (VETiS funded)**

- Certificate I Construction
- Certificate II in Automotive Vocational Preparation (**preferred enrolment in 2024**)
- Certificate II in Electrotechnology (Career Start) (**preferred enrolment in 2025**)
- Certificate II in Engineering Pathways (**preferred enrolment in 2024**)
- Certificate II in Plumbing

### **Hervey Bay TAFE (VETiS funded)**

(Students will be required to find their own transport to Hervey Bay TAFE. Wide Bay Transit has a bus service running hourly to Hervey Bay TAFE).

- Certificate I in Construction
- Certificate II in Animal Care
- Certificate II in Plumbing Services
- Certificate II in Automotive Vocational Preparation
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Engineering Pathways
- Certificate II in Health Support Services
- Certificate II in Community Services
- Certificate II in Hospitality
- Certificate II in Cookery
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant
- Certificate II in Sport Coaching
- Certificate III in Fitness Upgrade (Not VETiS funded \$TBA)

### **CQUniversity TAFE (STN)**

#### Onsite, Maryborough State High School

• HLT23221 - Certificate II in Health Support Services. Queensland Government VETiS funding is available for eligible applicants.

Units completed in HLT23221 - Certificate II in Health Support Services may provide credit towards further TAFE study, including HLT33115 - Certificate III in Health Services Assistance.

Maryborough State High School will assist you in applying for a CQUniversity TAFE course. This includes obtaining a Unique Student Identifier (USI) if you do not have one. You will also need to complete a pre-enrolment literacy and numeracy assessment, called the BKSB (Basic Key Skills Builder). The BKSB will highlight any areas where you may require extra support.

The nationally recognised qualification HLT23221 - Certificate II in Health Support Services is offered by CQUniversity Australia, RTO 40939. CQUniversity is responsible for the course. CQUniversity will conduct training and assessment and will issue qualifications. Maryborough State High School will recruit on behalf of CQUniversity.

Please visit [www.cqu.edu.au](http://www.cqu.edu.au) for further information.

### **Online Horse College**

Online

- Certificate II in Rural Operations (Horse Husbandry) (VETiS funded)

### **Skill Generation**

Onsite, Maryborough State High School

- Certificate II in Engineering Pathways (Drones) (VETiS funded)
- Certificate III in Aviation (Remote Pilot – Visual Line of Sight) – on completion of Certificate II

### **St Mary's College**

- Certificate III in Early Childhood Education and Care (2-year course – Fees apply)

# APPENDIX

- General Syllabuses
- Applied Syllabuses
- Queensland Certificate of Education

## 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.

## 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.

## What is the Queensland Certificate of Education (QCE)?

The QCE is Queensland's Senior Schooling Qualification. The QCE is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms a student's achievement of:

- a significant amount of learning
- a set standard of achievement
- meeting literacy and numeracy requirements

## How does the QCE work?

The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits to be awarded a QCE.

## Planning for a QCE

All students in Year 10 will develop a Senior Education and Training (SET) plan. The SET plan helps each student structure their learning around their abilities, interests and ambitions. The SET plan then maps out what, where and how a student will study during their senior phase of learning – usually Years 10, 11 and 12. The plan is agreed between the student, their parents or guardians and the school. Schools and students should review the SET plan to monitor the progress each semester. The plan can be updated at any time.

## Monitoring progress

When a student is registered with the QCAA, an individual learning account is opened. The learning account records what, where and when learning is undertaken during the senior phase of learning including the results achieved. Students use their learning account to track their progress towards a QCE, Vocational Certificate or Queensland Certificate of Individual Achievement.

The online learning account can be viewed at [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)

## Awarding a QCE

The first QCEs were awarded to students in 2008 at the completion of Year 12. If a student completes Year 12 without achieving a QCE (20 credits in the required pattern and meeting literacy and numeracy requirements), their learning account remains open and can continue to be updated for up to seven years. Every student will receive a Senior Statement at the end of Year 12. This statement will be a transcript of all the learning undertaken and results achieved in the senior phase of learning.

## Related links

Youth Participation in Education and Training Act 2003 - <http://education.qld.gov.au/etrf/pdf/ypet2004.pdf>

Education (General Provisions) act 1989 [www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenProva89.pdf](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenProva89.pdf)