2026
YEAR 11
SUBJECT AND
PATHWAY GUIDE

MARYBOROUGH STATE HIGH SCHOOL

RESPECT   TRADITION   COMMUNITY

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Introduction - How to Guide

The senior phase of learning at Maryborough State High School offers students in Year 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 workplace 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 several curriculum areas:

- Certificate II in Creative Industries
- Certificate II in Visual Arts
- Certificate II in Salon Assistant
- Certificate II in Retail Cosmetics
- Certificate II in Hospitality
- Certificate II in Sport & Recreation
- Certificate III in Business
- Certificate III in Visual Arts
- Certificate III in Make-Up
- Certificate III in Sport, Aquatics 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
- Mathematics
- Humanities/Languages
- Design Technologies
- Digital Technologies
- Health and Physical Education
- Science
- The Arts/Creative Industries

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 or at another University's equivalent program. In recognising the importance of educating the 'whole child', Maryborough State High School provides a large range of extra-curricular activities.

Using this Guide

- This guide is intended as a reference guide rather than a document to read from front to back.
- This guide should be referred to repeatedly while making decisions about the pathway a student will take as well as which subjects to select on a given pathway.
- The first section of the guide provides general information about a range of aspects of senior schooling at Maryborough State High School.
- The body of the Senior Pathway and Subject Guide outlines the different subjects on offer to students across the many syllabus types.

Green Headings: Year 11 and Year 12 General subjects
Blue Headings: Year 11 and Year 12 Applied subjects
Orange Section: Vocational Qualifications offered by Maryborough SHS

This handbook is one of many resources available to students to gather information about their Senior Pathway. Students should use all resources to assist with this process including:
information on notices, their teachers, subject Heads of Department, Heads of Year 10, 11 and 12, Guidance Officer and the Pathways Hub Office.

Students must also consult with parents/caregivers when planning their pathway. Once a decision is made it is important to commit to all timelines and work requirements of subjects and courses selected. Students and parents/caregivers are reminded that staff are only too pleased to meet with them and discuss any particular problems or concerns around senior schooling that they might have. If all parties are well informed, they are in a good position to support students through, what can be, difficult years.

Please do not hesitate to contact the school regarding any necessary advice and assistance.

PHONE: 4120 9333
EMAIL: SETP@maryboroughshs.eq.edu.au

QCE: Queensland Certificate of Education

It is our expectation at Maryborough State High that all students attain a Queensland Certificate of Education (QCE) by the completion of Year 12. By choosing a pathway to success for each individual student, a QCE is attainable.

The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. They provide Kindergarten to Year 12 syllabuses, guidelines, assessment, and reporting, testing, accreditation and certification services for Queensland schools. Their website provides a number of useful resources for students and parents seeking further information on the Senior Schooling process as well as the Queensland Certificate of Education. Please use it as a resource for further information.
The graphics below from QCAA website outlines the requirements for gaining a QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.
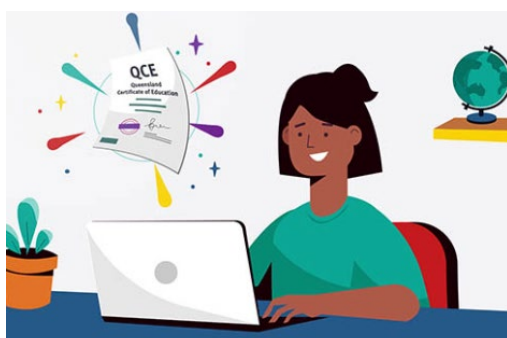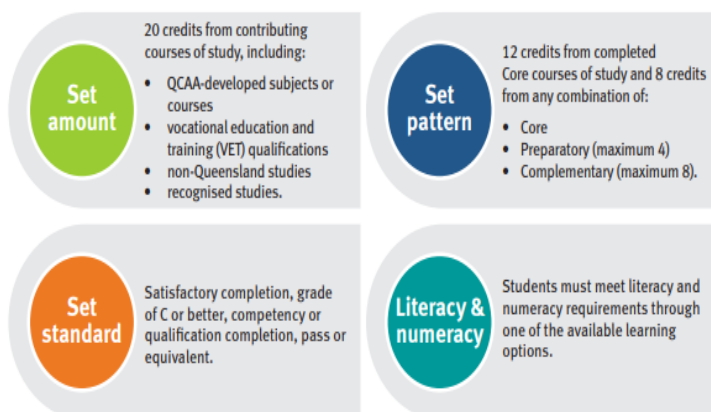
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount
20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern
12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard
Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy
Students must meet literacy and numeracy requirements through one of the available learning options.

Set pattern
Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy
The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy	Numeracy
• QCAA General or Applied English subjects • QCAA Short Course in Literacy • Senior External Examination in a QCAA English subject • International Baccalaureate examination in approved English subjects • Recognised studies listed as meeting literacy requirements	• QCAA General or Applied Mathematics subjects • QCAA Short Course in Numeracy • Senior External Examination in a QCAA Mathematics subject • International Baccalaureate examination in approved Mathematics subjects • Recognised studies listed as meeting numeracy requirements

SET - Plan - Senior Education and Training Plan

To be successful in the senior phase of learning, a carefully considered plan is crucial. Students must consider their goals beyond school and their current strengths, interests and capabilities to ensure they choose the right path for their success.

What is a SET Plan?

The SET Plan (Senior Education and Training Plan) maps out how students will work towards their chosen pathway including a QCE (Queensland Certificate of Education), Australian Tertiary Admissions Rank (ATAR), Vocational Qualifications, and/or a viable work option.

Parents and guardians play a critical role in helping students to discover and plan their personal pathways through education and training then onto further learning or work options.
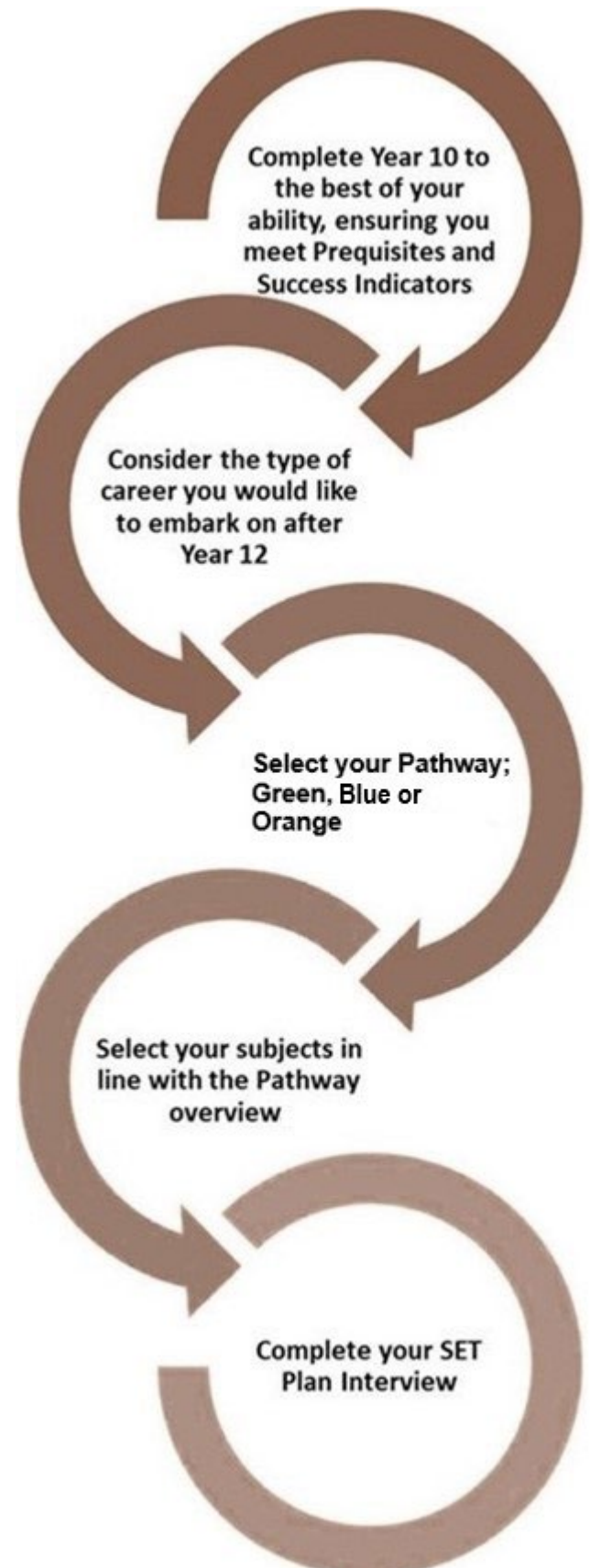
The SET Plan is designed to:

- work as a 'road map' to help students achieve their learning goals during the Senior Phase of Learning
- include flexible and coordinated pathway options
- assist to examine options across education, training and employment sectors
- help to communicate with parents/carers and with personnel from the school/learning provider about student's future options

In the SET Plan interview, students are able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of a school.
This will allow them to create more options and flexibility in learning.
Students may alter the plan in consultation with the HOD of Student Performance and/or the Year Level Deputy Principal if they decide to change direction and explore different learning pathways.

Complete Year 10 to the best of your ability, ensuring you meet Prequisites and Success Indicators

Consider the type of career you would like to embark on after Year 12

Select your Pathway; Green, Blue or Orange

Select your subjects in line with the Pathway overview

Complete your SET Plan Interview

Choosing Your Pathway

Planning your Senior Pathway is an important time in your life. At Maryborough State High, it is recommended that students carefully plan their senior years at high school. This planning begins during year 10 and should continue with careful consideration of subject documents and the pathways available beyond school.

At Maryborough State High, we have divided student choices into three distinct pathways:

- Green Pathway: ATAR ranked; made up of at least four General Subjects.
- Blue Pathway: Majority of subjects chosen from the Applied Subject category.
- Orange Pathway: Made up of mostly Vocational Training (certificate based) courses.

Depending on the pathway chosen, a student may select subjects from three categories:

General Subjects: General subjects are more academically rigorous and require a high level of commitment to class work and additional time on study out of school. When successfully completed they contribute four credits towards a QCE. These subjects are used in the calculation for Tertiary Entrance.

Applied Subjects: Applied subjects are more practically oriented. When successfully completed they contribute four credits toward the QCE. Only one Applied subject may contribute to the calculation towards an ATAR for students on a Green Pathway.

Vocational Qualifications (VET): Vocational qualifications provide education and training for work.

VET is part of a broader educational network in Australia that includes schools, universities and adult and community education. Qualifications are nationally recognised. The QCE contribution varies between certificates. Qualifications may be provided by the school RTO or external providers.

Certificate III or above gain a selection rank for alternate entry into specific University courses.

Selecting Subjects

For students entering Year 11, once the pathway is chosen, careful consideration must be given to the subjects selected. When choosing subjects students should ask themselves:

1. What Year 10 prerequisite are required for entry into General subjects?
2. What prerequisite subjects studied in Year 11 and 12 are required for university or further training?
3. What subjects am I likely to do well in?
4. What subjects do I enjoy?

Year 10 prerequisites are subjects that must be completed to a satisfactory standard or higher to be considered for entry into some senior subjects. The pre-requisites for General subjects are available on page 13 of this guide. Prerequisites in year 11 and 12 are subjects that must be completed to a satisfactory standard to be considered for entry in Tertiary Courses. For example, General English is a good example of a prerequisite for many tertiary courses. Consult the 2025 QTAC Guide to Further Study for more information.

Other important considerations when choosing subjects include:

- Current performance in year 10 subjects, reflected on the reported evidence including achievement, effort and behaviour

- QCE requirements

- Courses that have embedded VET components

**Due to the way in which credit for subjects is applied in the QCE System, changes to subjects will not be permitted without consultation between student, parent/carer and Senior School Deputy Principal. Subject changes will only be permitted in the first two weeks of Unit 1 or at the commencement of Unit 2.
No subject changes will be permitted outside of these times.**

SUBJECT OFFERINGS

Maryborough State High is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate, and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

Pre-requisites & Success Indicators for Subjects

General Subjects	Faculty	Year 10 Prerequisites
English	ENGLISH	C in English
Literature	ENGLISH	B in English
General Mathematics	MATH	C in Year 10 Mathematics OR C in General Math Prep Class
Mathematical Methods	MATH	B in Year 10 Mathematics OR C in MAT10H (Methods Prep Class)
Specialist Mathematics	MATH	B in Year 10 Mathematics & undertaking Mathematical Methods
Ancient History	HUMANITIES	C in English/Humanities
Modern History	HUMANITIES	C in English/Humanities
Legal Studies	HUMANITIES	C in English/Humanities
Japanese	LANGUAGES	Year 10 Japanese/C in English
Design	DESIGN TECHNOLOGY	C in English/Visual Art
Food & Nutrition	DESIGN TECHNOLOGY	C in English & Basic Cooking Skills
Physical Education	HEALTH & PHYSICAL EDUCATION	C in English
Biology	SCIENCE	C in Math/English/Science
Chemistry	SCIENCE	C in Math/English/Science
Physics	SCIENCE	C in Math/English/Science
Psychology	SCIENCE	C in Math/English/Science
Music	THE ARTS/CREATIVE INDUSTRIES	C in English
Visual Art	THE ARTS/CREATIVE INDUSTRIES	C in Visual Art/English

Pre-requisites & Success Indicators for Subjects

Essential /Applied	Faculty	Year 10 Success Indicators	
		Academic Grade	Effort Grade
Essential English	ENGLISH	C in English	C in Effort
Essential Mathematics	MATH	C in Math	C in Effort
Tourism	HUMANITIES	C in Humanities/English	C in Effort
Hospitality Practices	DESIGN TECHNOLOGY	C in English/Humanities	C in Effort
Building & Construction Skills	DESIGN TECHNOLOGY	C in Math	C in Effort
Engineering Skills	DESIGN TECHNOLOGY	C in Math	C in Effort
Furnishing Skills	DESIGN TECHNOLOGY	C in Math	C in Effort
Industrial Graphics Skills	DESIGN TECHNOLOGY	C in Math	C in Effort
Business Studies	DIGITAL TECHNOLOGY	C in English	C in Effort
Information & Communication Technology	DIGITAL TECHNOLOGY	C in Math	C in Effort
Media Arts in Practice	DIGITAL TECHNOLOGY	C in English	C in Effort
Early Childhood Studies	HEALTH & PHYSICAL EDUCATION	C in English	C in Effort
Sport & Recreation	HEALTH & PHYSICAL EDUCATION	C in English	C in Effort
Senior Football Academy	HEALTH & PHYSICAL EDUCATION	C in English	C in Effort
Aquatic Practices	SCIENCE	C in English	In Effort
Dance in Practice	THE ARTS/CREATIVE INDUSTRIES	C in Dance/English	C in Effort
Drama in Practice	THE ARTS/CREATIVE INDUSTRIES	C in Drama/English	C in Effort
Music in Practice	THE ARTS/CREATIVE INDUSTRIES	C in Music/English	C in Effort
Visual Art in Practice	THE ARTS/CREATIVE INDUSTRIES	C in Art/English	C in Effort

Pre-requisites & Success Indicators for Subjects

VET	Faculty	Year 10 Success Indicators
		Effort Grade
Certificate II Creative Industries	THE ARTS/CREATIVE INDUSTRIES	C in Effort
Certificate II Visual Arts	THE ARTS/CREATIVE INDUSTRIES	C in Effort
Certificate II Salon Assistant	NRT	C in Effort
Certificate II Retail Cosmetics	NRT	C in Effort
Certificate II Sport & Recreation	HEALTH & PHYSICAL EDUCATION	C in Effort
Certificate II Hospitality	DESIGN TECHNOLOGY	C in Effort
Certificate III Business	DIGITAL TECHNOLOGY	C in Effort
Certificate III Visual Arts	THE ARTS/CREATIVE INDUSTRIES	C in Effort
Certificate III Visual Arts (Focus on Photography)	THE ARTS/CREATIVE INDUSTRIES	C in Effort
Certificate III Live Production & Services	THE ARTS/CREATIVE INDUSTRIES	C in Effort
Certificate III Make-Up	NRT	C in Effort
Certificate III Sport, Aquatics and Recreation	HEALTH & PHYSICAL EDUCATION	C in Effort

Please use the QR code below to register your Expression of Interest in TAFE courses. By simply scanning the QR code with a smartphone or tablet, individuals can register their interest in specific courses for Year 11. Please note enrolment into TAFE courses are subject to availability and student place numbers.

General English

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 English		
Contact	Head of Department English – Susan Wallace – swall104@eq.edu.au		

Rationale:

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 on 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.

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts	**Texts and culture**	**Textual connections**	**Close study of literary texts**
• Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	• Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	• Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	• Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Unit 1	Unit 2
Formative internal assessment (FIA1) Representations of Identity Written Response for a Public Audience (Up to 1500 words)	**Formative internal assessment (FIA3)** Ideologies in Narrative Texts Imaginative Extended Written Response 2 hours plus 15 minutes planning time
Formative internal assessment (FIA2) Representations in the Media Spoken Persuasive Response Up to 8 minutes	**Formative internal assessment (FIA4)** Analytical Response to Text Unseen Analytical Essay – Examination under supervised conditions 2 hours plus 15 minutes planning time

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% Extended response - persuasive spoken response	**Summative internal assessment 3 (IA3): 25%** Extended response - imaginative written response
Summative internal assessment 2 (IA2): 25% Extended response - written response for a public audience	**Summative external assessment (EA): 25%** Examination - analytical written response

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.

Costs
There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Literature

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	B in Year 10 English		
Contact	Head of Department English – Susan Wallace – swall104@eq.edu.au		

Rationale:

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

Students engage with a variety of teaching and learning experiences that develop their ability to communicate effectively in Standard Australian English, particularly in creating and responding to literary texts. They learn to make purposeful choices in language, structure, and technology to contribute meaningfully to literary analysis and produce imaginative and analytical texts across different forms and media.

Through these experiences, students cultivate an appreciation for the aesthetic qualities of language, develop creativity and critical thinking, and explore how literature shapes perceptions and reflects or challenges cultural and social norms. They also build empathy and broaden their understanding by studying diverse literary texts, including works by Aboriginal and Torres Strait Islander authors.

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

Unit 1	Unit 2
Formative internal assessment (FIA1) Examination – extended analytical response 2hours plus 15mins planning time	**Formative internal assessment (FIA3)** Written Imaginative Response Up to 2000 words
Formative internal assessment (FIA2) Spoken Imaginative Response Up to 8 minutes (spoken) 9 minutes (multimodal)	**Formative internal assessment (FIA4)** Examination – Unseen analytical written response 2hours plus 15min planning time

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% Examination – analytical written response 2hours plus 15mins planning time	**Summative internal assessment 3 (IA3): 25%** Extended response — imaginative written response Up to 2000 words
Summative internal assessment 2 (IA2): 25% Extended response – imaginative spoken/multimodal response Up to 8 minutes (spoken) 9 minutes (multimodal)	**Summative external assessment (EA): 25%** Examination — analytical written response 2hours plus 15mins planning time

Pathways

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

Costs

There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Essential English

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English, C for Effort		
Contact	Head of Department English – Susan Wallace – swall104@eq.edu.au		

Rationale:

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

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

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

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Extended response – spoken task up to 6 minutes **Formative internal assessment 2 (FIA2)** Short response to stimulus exam – one seen, one unseen 200-300 words each response	**Formative internal assessment 3 (FIA3)** Extended response – spoken task - Multimodal up to 6 minutes **Formative internal assessment 4 (FIA4)** Extended response - written response up to 800 words

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended response — spoken/signed response up to 6 minutes **Summative internal assessment 2 (IA2):** Common internal assessment (CIA) – short response exam	**Summative internal assessment 3 (IA3):** Extended response – multimodal up to 6 minutes **Summative internal assessment (EA):** Extended response – Written response up to 800 words

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.

Costs
There are no costs in addition to the Student Resource Scheme. If other costs arise, they would be notified at the time of activity.

Literacy Short Course

Subject Type	Applied	QCE Credits	Up to 1 credit
Success Indicators	C for Effort		
Contact	Head of Department English – Susan Wallace – swall104@eq.edu.au		

Rationale:

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning,   select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Topic 1: Personal Identity and Education	Topic 2: The work Environment
One assessment consisting of two parts:	**One assessment consisting of two parts:**
Extended response - written (Internal assessment 1A)	Extended response - short response (Internal assessment 2A)
Student learning journal (Internal assessment 1B)	Reading comprehension task (Internal assessment 2B)

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

Costs
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

General Mathematics

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 Mathematics OR C in General Mathematics Prep Class		
Contact	Head of Department Math - Christina Malouf – cmalo47@eq.edu.au		

Rationale:

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens.

General Mathematics is suited to students who are interested in pathways beyond school that lead to both tertiary or vocational education. Students 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.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Problem-solving and modelling task **Formative internal assessment 2 (FIA2)** Examination	**Formative internal assessment 3 (FIA3)** Examination **Formative internal assessment 4 (FIA4)** Examination

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

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.

Costs

A scientific calculator with a statistic function is required in both years 11 and 12. The Sharp EL-531 THB-WH model can be purchased for $26. Access to textbooks (hard copy in class or electronically at home) is included in the Student Resource Scheme. If other costs, arise, they would be notified at the time of activity.

Mathematical Methods

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	B in Year 10 Mathematics OR C in MAT10H (Methods Prep Class)		
Contact	Head of Department Math - Christina Malouf – cmalo47@eq.edu.au		

Rationale:

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection and build on algebra, functions and their graphs and probability.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real -world problems, become critical thinkers, innovators and problem solvers. Through solving problems and developing models, students will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st Century.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Problem-solving and modelling task **Formative internal assessment 2 (FIA2)** Examination	**Formative internal assessment 3 (FIA3)** Examination **Formative internal assessment 4 (FIA4)** Examination

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

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.

Costs

A scientific calculator with a statistic function is essential. The Sharp EL- 531 THB-WH model can be purchased for $26. Some students may find a Graphics Calculator beneficial. The Texas Instruments TI-30X Plus MathPrint is recommended to support students.

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Specialist Mathematics

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	B in Year 10 Mathematics and undertaking Mathematical Methods		
Contact	Head of Department Math - Christina Malouf – cmalo47@eq.edu.au		

Rationale:

The Specialist Mathematics course has been designed to be undertaken in conjunction with Mathematical Methods.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection.

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.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Problem-solving and modelling task	**Formative internal assessment 3 (FIA3)** Examination
Formative internal assessment 2 (FIA2) Examination	**Formative internal assessment 4 (FIA4)** Examination

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

Pathways
Specialist Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.
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.

Costs
A scientific calculator with a statistic function is essential. The Sharp EL- 531 THBWH model can be purchased for $26. Some students may find a Graphics Calculator beneficial. The Texas Instruments TI-30X Plus MathPrint is recommended to support students.
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Essential Mathematics

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 Mathematics, C for Effort		
Contact	Head of Department Math - Christina Malouf – cmalo47@eq.edu.au		

Rationale:

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, in order to develop thinking citizens who, interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles, developing leadership skills through self -direction and productivity. They will show curiosity and imagination and appreciate the benefits of technology. Through this learning, students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Problem-solving and modelling task	**Formative internal assessment 3 (FAI3)** Problem-solving and modelling task
Formative internal assessment 2 (FAI2) Examination	**Formative internal assessment 4 (FAI 4)** Examination

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

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 profession and industry groups.

Costs

A scientific calculator with a statistic function is recommended. Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Numeracy Short Course

Subject Type	Applied	QCE Credits	Up to 1 credit
Success Indicators	C for Effort		
Contact	Head of Department Math - Christina Malouf - cmalo47@eq.edu.au		

Rationale:

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Topic 1: Personal Identity and Education	Topic 2: The work Environment
One assessment consisting of two parts:	**One assessment consisting of two parts:**
Extended response – Multimodal presentation (Internal assessment 1A)	Examination - short response (Internal assessment 2A)

Pathways	**Costs**
A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will 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.	Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Ancient History

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 English/Humanities		
Contact	Head of Department Humanities - Allison Massingham - amass42@eq.edu.au		

Rationale:

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.

Unit 1	Unit 2	Unit 3	Unit 4
Reconstructing the ancient world • Thebes — East and West, 18th Dynasty to the 20th Egypt • Fifth Century Athens (BCE)	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic • Cleopatra	**Investigating the ancient world** • Digging up the past • Ancient societies - Beliefs, rituals and funerary practices	**Personalities in their time** • Boudicca (Topic 1) • QCAA will nominate one topic that will be the basis for an external examination

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Examination – essay in response to historical sources **Formative internal assessment 2 (FIA2)** Investigation – independent source investigation	**Formative internal assessment 3 (FIA3)** Investigation – historical essay based on research **Formative internal assessment 4 (FIA4)** Examination – short responses to historical sources

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

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.

Costs
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Modern History

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 English/Humanities		
Contact	Head of Department Humanities - Allison Massingham - amass42@eq.edu.au		

Rationale:

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.

Unit 1	Unit 2	Unit 3	Unit 4
National experiences in the modern world	**International experiences in the modern world**	**Ideas in the modern world**	**Movements in the modern world**
• Germany,1914–1945 • Soviet Union, 1920s–1945	• Cold War, 1945–1991 • Australian engagement with Asia since 1945	• French Revolution 1789-1799 • Russian Revolution, 1905–1920s	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Examination – essay in response to historical sources	**Formative internal assessment 3 (FIA3)** Investigation – historical essay based on research
Formative internal assessment 2 (FIA2) Investigation – independent source investigation	**Formative internal assessment 4 (FIA4)** Examination – short responses to historical sources

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

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.

Costs
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Legal Studies

Subject Type	General	QCE Credits	Up to 4 credits

Pre-requisites	C in Year 10 English/Humanities

Contact	Head of Department Humanities - Allison Massingham - amass42@eq.edu.au

Rationale:

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.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Examination - combination response **Formative internal assessment 2 (FIA2)** Investigation - inquiry report	**Formative internal assessment 3 (FIA3)** Investigation - Analytical essay **Formative internal assessment 4 (FIA4)** Examination - combination response

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

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.

Costs
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Japanese

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	Year 10 Japanese, C in Year 10 English		
Contact	Head of Department Humanities - Allison Massingham - amass42@eq.edu.au		

Rationale:

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.

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

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

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% Examination - short response **Summative internal assessment 2 (IA2): 25%** Investigation - combination report	**Summative internal assessment 3 (IA3): 30%** Extended response **Summative external assessment (EA): 25%** Examination - combination response

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.

Costs
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Tourism

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 Humanities, C for Effort		
Contact	Head of Department Humanities - Allison Massingham - amass42@eq.edu.au		

Rationale:

Tourism is a major global industry and a key contributor to Australia's economy, particularly in terms of employment and gross domestic product. The tourism industry encompasses a wide range of businesses and services that cater to people travelling for various purposes, including leisure, business, health, and family visits. It is a complex field involving multiple sectors such as travel, hospitality, and visitor services.

The study of tourism equips students with a mix of intellectual, technical, creative, and operational skills relevant to the industry. Through this subject, students explore how the tourism sector operates, its broad scope, and its interconnected parts. They gain a deeper appreciation of the industry's structure while developing practical workplace capabilities and a better understanding of tourism's role in society.

A central focus of the subject is the social, cultural, environmental, and economic impacts of tourism on different scales—global, national, and local. It encourages students to explore tourism in their own communities, including engagement with local Aboriginal and Torres Strait Islander communities. Core learning revolves around understanding tourism practices, addressing client needs, and applying sustainable approaches. Through project planning, critical analysis, and reflection, students actively engage with real-world tourism challenges and opportunities.

Unit 1

Tourism & Travel

Students consider the types of tourism, reasons for travel and why people choose destinations. They look at the push and pull factors that influence the choice of destination. They explore travel logistics and what is required when planning to travel to international destinations.

Formative internal assessment 1 (FIA1)

Investigation

Formative internal assessment 2 (FIA2)

Project

Unit 2

Tourism Industry & Careers

Students explore tourism as an industry that involves a wide range of tourism businesses. They examine how the tourism industry is structured, including key stakeholders and relationships, to understand the value of the tourism industry in Australia.

Formative internal assessment 3 (FIA3)

Investigation

Formative internal assessment 4 (FIA4)

Project

Unit 3

Tourism Trends & Patterns

Students investigate the influence of tourism trends and patterns. They consider how patterns of growth and decline in some tourism destinations both directly and indirectly create opportunities or challenges for the future of the tourism industry. Students investigate destinations to determine the impact of trends, considering environmental, social, cultural and economic impacts, deciding on whether the impacts present an opportunity or a challenge for tourism providers.

Summative internal assessment 1 (IA1)

Investigation

Summative internal assessment 2 (IA2)

Project

Unit 4

Tourism Marketing

In this unit, students explore marketing principles, concepts and practices that are used by tourism businesses and organisations to promote their products. Students develop an understanding of the promotional strategies that tourism businesses use to attract tourists to a specific destination.

Summative internal assessment 3 (IA3)

Investigation

Summative internal assessment (IA4)

Project

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.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Design

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 English/Visual Art		
Contact	Head of Department Design Technology - Brad Ross - bross35@eq.edu.au		

Rationale:

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.

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Experiencing design • Design process • Design styles	**Commercial design** • Explore - client needs and wants • Develop - collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore - sustainable design opportunities Develop - redesign

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Project	**Formative internal assessment 3 (FIA3)** Project
Formative internal assessment 2 (FIA2) Examination	**Formative internal assessment 4 (FIA4)** Examination

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% Examination – design challenge	**Summative internal assessment 3 (IA3): 25%** Project
Summative internal assessment 2 (IA2): 30% Project	**Summative external assessment (EA): 25%** Examination – design challenge

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.

Costs
Year 12 excursion in relation to IA2
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Food & Nutrition

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 English/Basic Cooking Skills		
Contact	Head of Department Design Technology - Brad Ross - bross35@eq.edu.au		

Rationale:

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.

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein	**Food drivers and emerging trends**	**Food science of carbohydrate and fat**	**Food solution development for nutrition consumer markets**
• Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	• Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	• The food system • Carbohydrate • Fat • Developing food solutions	• Formulation and reformulation for nutrition consumer markets Food development process

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Examination	**Formative internal assessment 3 (FIA3)** Project - folio
Formative internal assessment 2 (FIA2) Project - folio	**Formative internal assessment 4 (FIA4)** Extended response Analytical exposition

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% Examination	**Summative internal assessment 3 (IA3): 25%** Project - folio
Summative internal assessment 2 (IA2): 25% Project - folio	**Summative external assessment (EA): 25%** Examination – design challenge

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.

Costs
1 excursion per year
- Indigenous Food Focus – approximately $80 per student
- Other - $15 per student

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Hospitality Practices

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English/Humanities, C for Effort		
Contact	Head of Department Design Technology - Brad Ross - bross35@eq.edu.au		

Rationale:

Technologies have been 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. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Unit 1

Culinary Trends

In this unit, students explore the hospitality industry through the context of culinary trends. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Unit 2

Bar and Barista Basics

In this unit, students explore the hospitality industry through the context of bar and barista basics, including beverage and food production and service. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Unit 3

In-house dining

Students learn about in-house dining, which is the practice of providing meals to diners at a venue. They understand that meals become an important part of an in-house diner's day. Students recognise that communication is as important in a dining experience as the ingredients, style and cuisine of the food and beverages. They discover that the importance of service in different settings. Students interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Unit 4

Casual dining

In this unit, students explore the hospitality industry through the context of casual dining. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Pathways

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

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Building and Construction Skills

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 Mathematics, C for Effort		
Contact	Head of Department Design Technology - Brad Ross - bross35@eq.edu.au		

Rationale:

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. Students learn to meet customer expectations of quality, meeting a specific price and timeframe. In addition, they understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills, and apply skills and procedures with hand/power tools and equipment. Construction tasks reflect current industry practices and projects, developing transferable skills relevant to a range of industry-based electives and future employment opportunities.

Students communicate using oral, written and graphical modes, they organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications. The course promotes adaptable, competent, self-motivated and safe individuals who can work collegially to solve problems and complete practical work.

Unit 1

Site preparation and foundations

In this unit, students demonstrate building and construction fundamental ways of working in landscaping and concreting contexts. They use tools, machinery and equipment safely and recognise that structures are constructed to specifications that detail the expected quality standards of the completed structure, e.g. size, type and grade of landscaping and concreting materials, building codes, site and surface finishes. Students evaluate, make decisions about and adapt construction plans, and production skills and procedures, and structures, with the knowledge that the quality of structures depends on customer expectations of value, which affects industry production processes.

Unit 2

Framing and cladding

In this unit, students demonstrate building and construction fundamental ways of working in framing and cladding contexts. They use tools, machinery and equipment safely and recognise that structures are constructed to specifications that detail the expected quality standards of the completed structure, e.g. size, type and grade of carpentry and brick/block working materials, building codes, site and surface finishes. Students evaluate, make decisions about and adapt construction plans, and production skills and procedures, and structures, with the knowledge that the quality of structures depends on customer expectations of value, which affects industry production processes.

Unit 3

Fixing and finishing

In this unit, students demonstrate building and construction fundamental ways of working in residential fixing and finishing contexts. They use tools, machinery and equipment safely and recognise that structures are constructed to specifications that detail the expected quality standards of the completed structure, e.g. size, type and grade of fixing and finishing materials, building codes, internal and external finishes. Students evaluate, make decisions about and adapt construction plans, and production skills and procedures, and structures, with the knowledge that the quality of structures depends on customer expectations of value, which affects industry production processes.

Unit 4

Construction in domestic building industry

In this unit, students demonstrate the domestic building industry's fundamental ways of working in residential building and construction contexts. They use tools, machinery and equipment safely and recognise that domestic building structures are constructed to specifications that detail the expected quality standards of the completed structure, e.g. size, type and grade of building and construction materials, building codes, internal and external finishes. Students evaluate, make decisions about and adapt construction plans, and production skills and procedures, and structures, with the knowledge that the quality of structures depends on customer expectations of value, which affects the domestic building industry's application and use of particular production processes and methods.

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.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Engineering Skills

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 Mathematics, C for Effort		
Contact	Head of Department Design Technology - Brad Ross - bross35@eq.edu.au		

Rationale:

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

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

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

Unit 1

Welding and fabrication

In this unit, students demonstrate welding and fabrication fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured, maintained and repaired using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of metal, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, processes and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit 2

Sheet metal working

In this unit, students demonstrate sheet metal working fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured, maintained and repaired using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of metal, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, processes and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit 3

Fitting and machining

In this unit, students demonstrate fitting and machining fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured, maintained and repaired using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of metal, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, skills and procedures, and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit 4

Production in the manufacturing engineering industry

Students demonstrate the manufacturing engineering industry's fundamental ways of working. They use tools, machinery and equipment safely and recognise that manufacturing engineering industry products are manufactured, maintained and repaired to a specified quality using a combination of job, batch and mass manufacturing methods. Students demonstrate through practical learning experiences that the expected quality standards of the product are maintained by a range of quality assurance processes, including jigs and fixtures, gauges and production checks. Students evaluate, make decisions about and adapt batch and mass production plans, processes and products with the knowledge that the quality of end products depends on customer expectations of value, which affects the manufacturing engineering industry's application and use of production processes and manufacturing methods.

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.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Furnishing Skills

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 Mathematics, C for Effort		
Contact	Head of Department Design Technology - Brad Ross - bross35@eq.edu.au		

Rationale:

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

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

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

Unit 1

Cabinet making

In this unit, students demonstrate cabinet-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of cabinet materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, skills and procedures and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit 2

Furniture making

In this unit, students demonstrate furniture-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of furniture materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, processes and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit 3

Interior furnishing

In this unit, students demonstrate interior furnishing fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade furniture materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, skills and procedures and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit 4

Production in the domestic furniture industry

Students demonstrate the domestic furniture industry's fundamental ways of working. They use tools, machinery and equipment safely and recognise that domestic furniture industry products are manufactured, maintained and repaired to a specified quality using a combination of job, batch and mass manufacturing methods. Students demonstrate through practical learning experiences that the expected quality standards of the product are maintained by a range of quality assurance processes, including jigs and fixtures, gauges and production checks. Students evaluate, make decisions about and adapt job, batch and mass production plans, skills and procedures, and products with the knowledge that the quality of end products depends on customer expectations of value, which affects the domestic furniture industry's application and use of production processes and manufacturing methods.

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, cabinetmaker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Industrial Graphics Skills

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 Mathematics, C for Effort		
Contact	Head of Department Design Technology - Brad Ross - bross35@eq.edu.au		

Rationale:

Technologies play a vital role in improving quality of life by transforming and sustaining the world around us. In Australia, the manufacturing and construction industries are key contributors to this progress, turning raw materials into valuable products and offering ongoing employment opportunities. Understanding how these industries operate is essential in today's complex, technology-driven world.

Industrial Graphics Skills focuses on industry practices and technical drawing processes used in manufacturing and construction. Through applied learning, students develop drawing skills and produce graphical representations that meet industry standards. These practical tasks build transferable skills in literacy, numeracy, problem-solving, and teamwork, preparing students for future careers in sectors like building, engineering, and furnishing.

Unit 1

Students explore drafting in the specialist area of computer-aided drafting — modelling (CAD modelling). They use knowledge of drafting industry practices and production processes to reproduce, modify, analyse and optimise designs using 3D solid modelling software. CAD modelling is used to digitally prototype design concepts devised by architects and industrial designers. Engineers use CAD modelling to analyse and optimise existing designed solutions. Students learn to interpret client briefs and technical information. They make decisions to evaluate and adapt drafting production processes, CAD models and ways of presenting models to an audience. Drawings produced in this unit are used to communicate details to professional, trade and consumer audiences.

Unit 2

In this unit, students explore drafting in the industry area of construction. They use knowledge of drafting industry practices and production processes to produce sketches, working drawings and pictorial representations for civil works and commercial construction.

Students learn to interpret client briefs and technical information provided by drafting office line managers and professionals such as surveyors, civil engineers, architects, landscape architects and interior designers. Students make decisions to evaluate and adapt drafting production processes and drawings with the knowledge that the quality of drawings depends on meeting the appropriate industry standard. The drawings are used to communicate construction details to professional and trade audiences.

Unit 3

Students explore drafting in the industry area of engineering. They use knowledge of drafting industry practices and production processes to produce sketches, working drawings and pictorial representations that enable the manufacture of predominantly metal products such as tools, automotive and marine parts, brackets, machine parts, moulds and ducting. Students learn to interpret client briefs and technical information provided by drafting office line managers, tradespeople and engineers. Drawings must be drafted to specified industry standards. Students make decisions to evaluate and adapt drafting production processes and drawings with the knowledge that the quality of drawings depends on meeting the appropriate industry standard. The drawings are used by tradespeople and manufacturing enterprises.

Unit 4

In this unit, students explore drafting in the industry area of furnishing. They use knowledge of drafting industry practices and production processes to produce sketches, working drawings and pictorial representations that enable the manufacture of furnishings such as tables, chairs, storage systems, cabinets, kitchens and interior features. Students learn to interpret client briefs and technical information provided by drafting office line managers, tradespeople and designers. Drawings must be drafted to specified industry standards. Students make decisions to evaluate and adapt drafting production processes and drawings with the knowledge that the quality of drawings depends on meeting the appropriate industry standard. The drawings are used by tradespeople and manufacturing enterprises.

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.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

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.

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 a 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	QCE Credits	Up to 6 credits
CORE UNITS			
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		
ELECTIVE UNITS			
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

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.

Contact | Head of Department Design Technology - Brad Ross - bross35@eq.edu.au

Business Studies

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English, C for Effort		
Contact	Head of Department Digital Technology – Deb Smith – dsmit224@eq.edu.au		

Rationale:

Business Studies opens the door to understanding how organisations work and how you can make them thrive. From working with customers, to managing big projects, you'll learn the skills that keep companies running and growing.

This subject covers real-world topics like marketing, entrepreneurship, financial management, business communication, and workplace law. You'll investigate case studies, solve practical problems, and create plans that could work in the real world. You'll also explore how businesses adapt to changing markets, new technologies, and global challenges.

Through engaging projects, you'll develop critical thinking, teamwork, and decision-making skills—qualities that are essential in any career. Whether you want to run your own business, move into management, or apply business know-how in the industry of your choice, this subject is practical, relevant, and empowering. If you're interested in leadership, innovation, and turning ideas into success stories, Business Studies is your pathway to making it happen.

Unit 1

Working with customers
Project: Students are managers of who must educate sales assistants to improve customer service.
Evaluation: Multimodal up to 4 minutes presentation, or equivalent digital media with 400 word written notes.
Extended Response: Students manage a business. They are to respond to customer complaints by proposing ways to improve customer service and communicate this with customers and staff.
Written: up to 600 words

Unit 2

Working in Events
Extended Response: Students examine an event which failed to identify issues and apply knowledge to propose improvements in future events.
Written: up to 600 words
Project: Students are organisers of a charity run. They must make decisions and consider plans to make the event run smoothly.
Multimodal electronic visual and script/notes up to 600 words.
Presentation to teacher: up to 7 minutes

Unit 3

Working in marketing
Extended Response: Students are provided with information about two products. They must examine the information to identify successes, failures and propose ways to improve.
Written: Up to 1000 words
Project: Student are required to choose a product or service; identify which customers this product would appeal to and propose how to attract customer attention through marketing options.
Marketing plan: up to 600 words.
Multimodal presentation: up to 5 minutes.
Evaluation Written up to 400 words

Unit 4

Entrepreneurship
Extended Response: Students will review an innovative concept which had potential but failed to succeed.
Written: Up to 1000 words
Project: Students are to use their inner entrepreneur to develop a new product or service and 'pitch' their idea to possible investors.
Marketing plan: up to 600 words
Multimodal (at least two modes delivered at the same time) presentation: up to 5 minutes.
Evaluation: Written: up to 400 words

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.

Costs
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Information & Communication Technology

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 Mathematics, C for Effort		
Contact	Head of Department Digital Technology - Deb Smith - dsmit224@eq.edu.au		

Rationale:

Step into the fast-moving world of technology where creativity meets problem-solving. In ICT, you'll learn how to use digital tools and platforms to design, create, and communicate solutions for real-world situations. Whether you're making websites, editing videos, producing animations, or managing data, this subject gives you practical skills that are in demand across every industry.

You'll explore topics like digital media production, emerging technologies, online collaboration, data analysis, and cybersecurity—while developing the confidence to use tech to bring your ideas to life. The course blends creative projects with logical thinking, giving you a strong foundation for careers in IT, design, communications, business, or engineering.

You'll work both independently and in teams to plan and deliver digital solutions that meet real needs. From producing an engaging multimedia campaign to learning how to create 3D models for product development, ICT is hands-on, relevant, and future-focused. If you're curious about how technology shapes our world and want to build adaptable, career-ready skills, ICT is your launchpad.

Unit 1

App Development

Students explore app development industry practices and apply this knowledge to create native apps. They interpret client briefs, trends, and technical information to develop products to industry standards. Through testing and feedback, they refine processes and outcomes. Students use appropriate communication methods to document and share information relevant to app development projects.

Unit 2

Audio and Video Production

Students explore audio and video production industry practices and apply this knowledge to create audiovisual products. They respond to client briefs, trends, and technical information to develop work that meets industry standards. Using testing and feedback, they refine their processes and outcomes. Communication appropriate to audio and video production is used to document and share project development effectively.

Unit 3

Layout and Publishing

Students explore layout and publishing industry practices and apply this knowledge to develop products to industry standards. They respond to client briefs, trends, and technical information, using testing and feedback to refine their work. Communication appropriate to layout and publishing is used to document development and share information effectively throughout the design process.

Unit 4

Digital Imaging and Modelling

Students explore digital imaging and modelling industry practices and apply this knowledge to develop products. They interpret client briefs, trends and technical information to meet industry standards. Through testing and feedback, they refine processes and products. Students use appropriate communication methods to document and share their work effectively in the context of digital imaging and modelling projects.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in robotics, app development, audio and video production, layout and publishing, digital imaging and modelling, or web development. Career opportunities include: ICT operations, help desk, sales support, digital media support, office administration, records and data management, call centres.

Costs

Own Laptop preferred.
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Media Arts in Practice

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English, C for Effort		
Contact	Head of Department Digital Technology - Deb Smith - dsmit224@eq.edu.au		

Rationale:

If you love being creative, telling stories, and working with digital tools, Media Arts in Practice is your chance to turn ideas into eye-catching media products. This subject is all about making—designing, producing, and sharing media that connects with an audience.

You'll work on practical projects such as photography, video production, graphic design, animation, or social media campaigns. Along the way, you'll explore how media influences society, learn how to interpret and challenge media messages, and develop the technical skills to produce your own professional-quality work.

Media Arts in Practice builds skills in communication, project management, and creative problem-solving—qualities that are highly valued in fields like marketing, entertainment, journalism, and digital design. You'll use industry-relevant software and equipment while gaining experience in planning, editing, and presenting your work to a real audience. Whether you dream of working in film, advertising, or game design, or just want creative skills you can use in any career, this subject gives you the tools and experience to make your vision a reality.

Unit 1

Personal Viewpoints

In this unit, you will learn to use media to express your own opinions and feelings about important social issues. You might choose a topic that's important to you - like climate change, racism, or mental health - and then you'll use different forms of media like blogs, podcasts, or digital art to share your thoughts. You'll also learn about how other artists use media to share their ideas. This could be anything from making a video for your school to creating a social media campaign.

The main goal here is to communicate issues that affect you and your community and to provoke a response from your audience.

Assessment 1: Project
Assessment 2: Media artwork

Unit 2

Representation

In this unit, you will explore how media can change or challenge the way we see the world. You'll learn to use media to create your own representation of reality, focusing particularly on social media. You might decide to create a TIKTOK video that challenges stereotypes or use Instagram to highlight social issues. You'll also learn about how other artists use these platforms to represent their views of reality. The main goal is to

experiment with representations, refine your artistic style and either inform or entertain your audience.

Assessment 1: Project
Assessment 2: Media artwork

Unit 3

Community

In this unit, you will learn how media can be used to celebrate, support and inform communities. You might choose to focus on a local community issue or event, or perhaps a significant person in your community, and use media to raise awareness or celebrate their achievements. This could involve working with others in your community to create a documentary film, a community radio broadcast or a multimedia art project. The main goal is to use media to celebrate people, culture, or histories, advocate for your community, or inform audiences about your community.

Assessment 1: Project
Assessment 2: Media artwork

Unit 4

Persuasion

In this unit, you will delve into the world of marketing and persuasion through media. You will learn how to make a compelling pitch for a media artwork using marketing strategies. This could mean designing a poster to promote a school event, creating an advert for a local business, or developing a social media campaign for a cause you care about. You'll also learn about how professionals use media to persuade their audiences. The main goal is to use media to advertise, promote, convince or persuade, and to get your audience to take action.

Assessment 1: Project
Assessment 2: Media artwork

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration.

Costs

Equipment required includes headphones, an SD card, USB or external storage drive.
Online consent for Adobe Software essential.
Access to textbooks is included in the School Resource Scheme.
If other costs arise, they would be notified at the time of activity.

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	QCE Credits	Up to 6 credits
CORE UNITS			
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		
ELECTIVE UNITS			
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.

Contact	Head of Department Digital Technology - Deb Smith - dsmit224@eq.edu.au

Physical Education

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 English		
Contact	Head of Department Health & Physical Education - Carrie Taylor - ctayl328@eq.edu.au		

Rationale:

Physical Education equips students with the knowledge, understanding and skills to improve their own and others' health and physical activity within a variety of contexts. It promotes deep learning through a framework that focuses on learning *about*, *through*, and *in* physical activity, helping students appreciate how these dimensions are interconnected and how they impact participation and performance.

Students explore how biophysical, sociocultural, and psychological principles influence movement and performance. They engage in diverse physical activities to develop and apply movement sequences and strategies, while making connections between scientific concepts and real-world physical activity contexts through experiential learning and inquiry.

By actively participating in physical activities, students collect and analyse data, develop and justify strategies, and reflect on their decisions to optimise outcomes. This process encourages critical thinking, problem-solving, and informed decision-making, which supports improved performance and deeper understanding of physical activity.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Motor learning (1) – Written Report - 1500-2000 words *Volleyball* **Formative internal assessment 2 (FIA2)** Functional Anatomy and Biomechanics (2) Project Folio - 9-11 minutes Multi-Modal Presentation with script and 2-3 Minute Practical Video Performance *Badminton*	**Formative internal assessment 3 (FIA3)** Sports Psychology (3)– Exam- 90 Minutes (25%) Physical Activity - Variety of Activities **Formative internal assessment 4 (FIA4)** Equity – Barriers and Enablers (4) – Project Folio- 9-11 minutes Multi-Modal Presentation with script and 2-3 Minute Practical Video Performance *Futsal*

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% Project — folio (9-11 Minute Multi-Modal Presentation with script and 2-3 Minute Practical Video Performance Tactical Awareness - *Futsal* **Summative internal assessment 2 (IA2): 25%** Investigation — Report (1500-2000 words) Ethics and integrity - Variety of Activities	**Summative internal assessment 3 (IA3): 25%** Project — folio (9-11 Minute Multi-Modal Presentation with script and 2-3 Minute Practical Video Performance Energy, fitness and training - *Badminton* **Summative external assessment (EA): 25%** Examination – Combination response

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.

Costs
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Early Childhood Studies

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English, C for Effort		
Contact	Head of Department Health & Physical Education - Carrie Taylor - ctayl328@eq.edu.au		

Rationale:

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.

Unit 1

Children's Development

In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's development. They learn about practices to support development of children, identifying the influences on development and ways to promote development according to children's needs. They plan and implement active play-based learning activities to support the individual needs of children in early childhood. They evaluate the effectiveness of active play-based learning activities.

Unit 2

Play and Creativity

In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning through the context of play and creativity. Play is an active, child-initiated process that supports children's learning. Creativity involves children using their imagination to invent, create and find new ways to do things. Students investigate, plan and implement learning activities involving play or creativity. Students evaluate the effectiveness of active play-based learning activities.

Unit 3

Children's wellbeing

In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's wellbeing. They learn about practices to support children's wellbeing. They plan and implement active play-based learning activities to support the individual needs of children in early childhood. They evaluate the effectiveness of active playbased learning activities

Unit 4

The early childhood education and care sector

Students explore the fundamentals of early childhood and the practices of early childhood learning in the context of the childcare industry. They learn about the policies and frameworks that are in place to guide early childhood education and care sector service providers. They consider the role these providers have in providing education and care services for a diverse range of children and their individual needs. Students plan and implement activities to support the individual needs of children in early childhood.

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.

Costs/Excursions
Mandatory excursion to local childcare centres
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Sport & Recreation

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English, C for Effort		
Contact	Head of Department Health & Physical Education - Carrie Taylor - ctayl328@eq.edu.au		

Rationale:

Sport and recreation are deeply embedded in Australian culture and form an important part of many people's leisure time. These activities range from competitive sports to community and outdoor recreation and contribute significantly to individual wellbeing. Participation supports both personal enjoyment and health, while also fostering social connection and community involvement.

The sport and recreation sector is also a growing industry in Australia, offering diverse employment opportunities, especially in connection with major events like the Commonwealth, Olympic and Paralympic Games. In Sport & Recreation education, students develop practical and interpersonal skills that can support future careers, enhance fitness, and promote lifelong health. The learning experiences encourage students to value active lifestyles and contribute positively to their communities.

The subject involves active engagement in a range of physical activities, including sports, games, adventure challenges, and expressive movement. Students explore the meaning and purpose of both sport and recreation through hands-on learning, developing strategies, planning, evaluating performances, and communicating effectively. These experiences build vocational and life skills while allowing students to enjoy the challenge, teamwork, and personal growth that come from physical activity.

Unit 2	Unit 1
Marketing and communication in sport Promotion of MSHS Academies and Trials Performance Performance: 4 minutes Investigation, Plan and Evaluation: Multimodal up to 3 minutes, 6 A4 pages or equivalent Promotion of Bill Turner Cup Project Investigation and Session Plan: Multimodal up to 3 minutes, 6 A4 pages or equivalent Performance: 4 minutes Evaluation: Spoken 3 minutes	**Athlete Development and wellbeing** Strength and Conditioning for Athletic Performance Performance: 4 minutes Investigation, Plan and Evaluation: Spoken 3 minutes Central State School Skill Development Session Project Investigation and Session Plan: Written 500 words Performance: 4 minutes Evaluation: Spoken 3 minutes

Unit 3	Unit 4
Community Recreation Poona Lake Walk Performance Performance: 4 minutes Investigation, Plan and Evaluation: Multimodal Under 8s Community Recreation Day Investigation and Session Plan: Written 500 words Performance: 4 minutes Evaluation: Spoken 3 minutes	**Aquatic Recreation** Aquatic Recreation in Wide Bay Performance Performance: 4 minutes Investigation, Plan and Evaluation Year 12 Rainbow Trip or Hervey Bay Beach Trip Project Investigation and Session Plan: Multimodal up to 3 minutes, 6 A4 pages or equivalent Performance: 4 minutes Evaluation: Spoken 3 minutes

Pathways	Costs/Excursions
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.	Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Sport & Recreation (Senior Football Academy)

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English, C for Effort		
Contact	Head of Department Health & Physical Education - Carrie Taylor - ctayl328@eq.edu.au		

Rationale:

Football is a vital part of Australian culture, and at the Senior Football Academy, it is more than just a sport—it serves as a platform for developing essential life skills. The MSHS Football Academy takes a holistic approach to the game, focusing on technical skills, tactical awareness, fitness, and teamwork. For many students, football is an important part of their daily life, contributing positively to their wellbeing and overall personal growth.

The football industry is expanding in Australia, offering a wide range of career opportunities. Students not only develop skills for professional play but also explore pathways in coaching, sports science, event management, and marketing. This broad exposure helps them understand the diverse roles available in the football world and encourages them to consider how their interests and abilities can align with future careers in the sport.

Learning in the academy blends practical and theoretical elements. Students actively participate in football activities while also investigating, planning, and evaluating strategies. They develop interpersonal and communication skills and gain a deeper understanding of football's impact on individuals and communities. This active and applied learning approach supports the development of vocational, physical, and life skills that benefit students well beyond the field.

Unit 1

Marketing and communication in sport with a football focus

Promotion of MSHS Academies and Trials Performance
Performance: 4 minutes
Investigation, Plan and Evaluation: Multimodal up to 3 minutes, 6 A4 pages or equivalent

Promotion of Bill Turner Cup
Project
Investigation and Session Plan: Multimodal up to 3 minutes, 6 A4 pages or equivalent
Performance: 4 minutes
Evaluation: Spoken 3 minutes

Unit 2

Athlete Development and wellbeing with a football focus

Strength and Conditioning for Athletic Performance
Performance: 4 minutes
Investigation, Plan and Evaluation: Spoken 3 minutes

Central State School Skill Development Session Project
Investigation and Session Plan: Written 500 words
Performance: 4 minutes
Evaluation: Spoken 3 minutes

Unit 3

Coaching and Officiating with a football focus

Coaching/Refereeing Accreditation Performance
Performance: 4 minutes
Investigation, Plan and Evaluation: Multimodal

Under 8s Football Program
Investigation and Session Plan: Written 500 words
Performance: 4 minutes
Evaluation: Spoken 3 minutes

Unit 4

Optimising Performance with a football focus Aquatic
Career Pathways Project
Investigation and Session Plan: Multimodal up to 3 minutes, 6 A4 pages or equivalent
Performance: 4 minutes
Evaluation: Spoken 3 minutes

James Nash Support Staff Trip
Performance: 4 minutes
Investigation, Plan and Evaluation: Spoken 3 minutes

Pathways
A course of study in Football Academy 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. Careers investigated include: Sports Coaching, Sports Management, Event Management, Sports Marketing and Communication, Fitness Coaching, Sports Psychology and Sports Medicine.

Costs/Excursions
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

SIS30122 CERTIFICATE III in SPORT, AQUATICS AND RECREATION

A Nationally Recognised Qualification (National Provider No. 30078)

Possible career options

This qualification reflects the role of individuals with well-developed skilly and knowledge required to deliver recreational services. These individuals work with some independence and under limited supervision using clearly defined plans, policies and procedures.

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

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 Sport and Recreation you will need to complete 15 units in total –
9 Core units plus 6 Elective Units

CODE	UNIT TITLE	QCE Credits	Up to 6 credits
CORE UNITS		y	
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes		
HLTWHS001	Participate in workplace health and safety		
SISXCCS004	Provide quality service		
SISXEMR003	Respond to emergency situations		
SISXFAC006	Maintain activity equipment		
SISXIND011	Maintain sport, fitness and recreation industry knowledge		
ELECTIVE UNITS			
SISXPLD002	Deliver Recreation Sessions		
SISXPLD004	Facilitate groups		
HLTAID011	Provide First Aid		
BSBPEF301	Organise personal work priorities		
SISXFAC007	Maintain clean facilities		
HLTAID009	Provide Cardiopulmonary Resuscitation		
SISSSCO001	Conduct sport coaching sessions with foundation level participants.		
SISSSCO005	Continuously improve coaching skills and knowledge		
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.

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.

Contact	Head of Department Health & Physical Education - Carrie Taylor - ctayl328@eq.edu.au

Biology

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 Mathematics/English/Science		
Contact	Head of Department Science - Vanessa Done - vdone1@eq.edu.au		

Rationale:

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.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Data test **Formative internal assessment 2 (FIA2)** Student Experiment	**Formative internal assessment 3 (FIA3)** Research investigation **Formative internal assessment 4 (FIA4)** Examination

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% Data test **Summative internal assessment 2 (IA2): 20%** Student Experiment	**Summative internal assessment 3 (IA3): 20%** Research investigation **Summative external assessment (EA): 50%** Examination

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.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Chemistry

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 Mathematics, English & Science		
Contact	Head of Department Science - Vanessa Done - vdone1@eq.edu.au		

Rationale:

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.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Data test **Formative internal assessment 2 (FIA2)** Student Experiment	**Formative internal assessment 3 (FIA3)** Research investigation **Formative internal assessment 4 (FIA4)** Examination

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% Data test **Summative internal assessment 2 (IA2): 20%** Student Experiment	**Summative internal assessment 3 (IA3): 20%** Research investigation **Summative external assessment (EA): 50%** Examination

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.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Physics

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 Mathematics, English & Science		
Contact	Head of Department Science - Vanessa Done - vdone1@eq.edu.au		

Rationale:

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 natter 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.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Data test **Formative internal assessment 2 (FIA2)** Student experiment	**Formative internal assessment 3 (FIA3)** Research investigation **Formative internal assessment 4 (FIA4)** Examination

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

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.

Costs
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Psychology

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 Mathematics/English/Science		
Contact	Head of Department Science - Vanessa Done - vdone1@eq.edu.au		

Rationale:

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.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1) Data test **Formative internal assessment 2 (FIA2)** Student Experiment	**Formative internal assessment 3 (FIA3)** Research investigation **Formative internal assessment 4 (FIA4)** Examination

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% Data test **Summative internal assessment 2 (IA2): 20%** Student Experiment	**Summative internal assessment 3 (IA3): 20%** Research investigation **Summative external assessment (EA): 50%** Examination

Pathways	Costs
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.	Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Aquatic Practices

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English, C for Effort		
Contact	Head of Department Science - Vanessa Done - vdone1@eq.edu.au		

Rationale:

Aquatic Practices offers students the chance to explore and develop knowledge and practical skills relevant to aquatic workplaces and related environments. The subject encourages creative and critical thinking through the collection, analysis, and presentation of both primary and secondary data. Students engage with digital technologies to conduct research and evaluate information, building a strong foundation for understanding real-world aquatic issues and challenges.

Students in Aquatic Practices apply scientific knowledge to practical situations, enhancing their grasp of workplace expectations and potential career paths in aquatic fields. Core elements of the course include projects and investigations that combine theoretical and technical skills to produce real-world outcomes. Scientific inquiry plays a central role, helping students connect theory with practice through hands-on, lifelike scenarios in aquatic contexts.

Through authentic experiences, students gain insight into life beyond school, becoming responsible and informed citizens with a socially aware and ethical perspective. They develop teamwork, cultural sensitivity, and effective communication skills, all while applying scientific language and methods. Emphasis is also placed on workplace health and safety, ensuring students are prepared to work safely and efficiently in aquatic settings, and enabling them to plan, execute, and evaluate procedures and outcomes with confidence.

Mandatory requirements:

All students that enrol in this course must be able to demonstrate the water safety and swimming competence prior to participation in power boating. This includes treading water for 2 minutes and swimming 50m fully clothed including shoes. The school provides this opportunity at the beginning of the school year at the swimming carnival. Parental permission is required for all excursions.

Unit 1	Unit 2
Coastlines and Navigation	**Marine Vessels**
Navigation skills Investigation and application	Boat Design
Boating skills and standards - practical	Boat testing and analysis

Unit 3	Unit 4
Commercial and Recreational Fishing	**Aquatic Ecosystems**
Commercial fishing research article	Weather Patterns and Predictions
Fishing skills and practice	Water Quality analysis and testing

Pathways
A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreations, tourism, fishing and aquaculture. The subject also provides a basis for understanding the impact upon the ocean and weather.

Costs/Excursions
The practical component of this course requires students to attend excursions to practice and demonstrate their skills.

An opportunity for students to obtain their boat licence through an external provider. As this is extra-curriculum, student will be required to meet the cost charged by the external provider and maintain their Good Standing.

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Music

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 English		
Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au		

Rationale:

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.

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1)	**Formative internal assessment 3 (FIA3)**
Performance	Integrated project
Formative internal assessment 2 (FIA2)	Musicology and either Composition or Performance
Composition	**Formative internal assessment 4 (FIA4)**
	Examination - Musicology

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20%	**Summative internal assessment 3 (IA3): 35%**
Performance	Integrated project
Summative internal assessment 2 (IA2): 20%	**Summative external assessment (EA): 25%**
Composition	Examination

Pathways	**Costs**
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.	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). Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Visual Art

Subject Type	General	QCE Credits	Up to 4 credits
Pre-requisites	C in Year 10 English, Visual Art		
Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au		

Rationale:

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.

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	**Art as code**	**Art as knowledge**	**Art as alternate**
Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:
• Concept: lenses to explore the material world	• Concept: art as a coded visual language	• Concept: constructing knowledge as artist and audience	• Concept: evolving alternate representations and meaning
• Contexts: personal and contemporary	• Contexts: formal and cultural	• Contexts: contemporary, personal, cultural and/or formal	• Contexts: contemporary and personal, cultural and/or formal
• Focus: People, place, objects	• Focus: Codes, symbols, signs and art conventions	• Focus: student-directed	• Focus: continued exploration of Unit 3 student-directed focus

Unit 1	Unit 2
Formative internal assessment 1 (FIA1)	**Formative internal assessment 3 (FIA3)**
Investigation-inquiry phase 1	Project — inquiry phase 3
Formative internal assessment 2 (FIA2)	**Formative internal assessment 4 (FIA4)**
Project -inquiry phase 2	Examination

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

Pathways	Costs
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.	Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Dance in Practice

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English/Dance, C for Effort		
Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au		

Rationale:

Dance is a powerful means of communication and influences various aspects of our lives, such as personal, social, cultural, health, artistic, and entertainment pursuits. In this subject, students actively engage in dance both within the school and the wider community. Throughout the course, students will have opportunities to explore and understand the role of dance in different communities. They will have the opportunity to interact with professional dancers, choreographers, and other dance-related artists. By connecting their learning to real-world dance practices and industry opportunities, students are prepared for future employment and develop skills as agile, competent, innovative, and safe workers who can collaborate effectively in diverse contexts. In Dance, students participate in creating and performing their own dance works, as well as responding to the works of others. Dance fosters creativity, problem-solving skills, and enhances imaginative, emotional, analytical, and reflective experiences.

Unit 1

Technology

In this unit, you will explore the use of technology in dance. You will develop critical and creative thinking skills through problem-solving and decision-making as you explore how technology influences decisions when making and responding in dance. You will identify and analyse problems, focusing on how technology can shape, influence or enhance how ideas are communicated. You will become responsible digital citizens through the exploration and application of technology. You will investigate how technology can affect a choreographer's creative process and how a performer's use of dance skills differs in these contexts.

Assessment 1: Choreographic project

Assessment 2: Performance

Unit 2

Celebration

In this unit, you will explore dance used for celebration through choreographing, performing and responding experiences. Celebrations can be an opportunity to acknowledge, honour, remember, show respect, entertain or express something special and enjoyable. Humans celebrate significant acts and achievements, memorable experiences and the uniqueness of individuals or groups, and use celebrations to remember events and people, to mark significant beginnings or endings, to commemorate aspects of what we value and believe as a community, among many more reasons for celebrations.

Assessment 1: Choreographic project

Assessment 2: Performance

Unit 3

Industry

In this unit, you will explore different sectors of the dance industry (including professional and amateur) through choreographing, performing and responding experiences. The professional dance industry is primarily made up of dancers, choreographers, dance therapists, dance critics, costume and set designers, make-up artists, publicists, and other behind-the-scenes workers. The amateur dance industry relies on the popularity of dance in the culture and consists of dance for fitness, dance schools, cheerleading academies, and other recreational or educational dance.

Assessment 1: Choreographic project

Assessment 2: Performance

Unit 4

Health

In this unit, you will explore choreographing, performing and responding in dance through the concept of health-related dance. You will develop your knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. You will investigate and develop an understanding of using dance with diverse groups.

Assessment 1: Performance project

Assessment 2: Choreography

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.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Drama in Practice

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English/Drama, C for Effort		
Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au		

Rationale:

In this course students get to dive deep into the world of drama, exploring it as a creative way to express their feelings, ideas, and experiences. Drama helps us understand ourselves, others, and the world better by presenting different perspectives, whether we're aiming to entertain, celebrate, or educate. Students will have the chance to plan, create, adapt, and perform their own dramatic works in various settings. A major part of this course is linking learning to the real world – we connect with our school and local community, and if possible, with professional artists. This gives students a peek into the drama industry and helps prepare them for future opportunities.

Students don't just learn about acting - they'll also experience other important roles behind the scenes. As they gain practical experience, they'll come to understand the impact of drama on our social and cultural life, from the local level all the way to the international stage. We teach them how to communicate their ideas to an audience, but also about the essential workplace safety procedures they'd need in a real theatre setting. On top of that, they'll learn key industry skills needed to be a successful drama practitioner. Working individually or in groups, they'll be able to bring their own dramatic ideas to life, using problem-solving skills and creativity. This experience will boost their confidence and resilience while fostering a spirit of co-operation.

Unit 1

Community

The Community unit is about using drama to connect with different people. You'll learn how theatre can be used to bring people together, no matter their age, culture, or abilities. You'll get the chance to create your own original drama works based on stories from your community, and you'll perform these for different audiences, like your school or local groups. You might visit places or talk to people to get ideas for your performances, perform at school or community events, or even learn about traditional storytelling practices from different cultures.

Assessment 1: Devising project

Assessment 2: Performance

Unit 2

Collaboration

In the Collaboration unit, you'll learn how to work together to create a theatre performance. This means you'll learn how to work in a team and go through the process of coming up with an idea for a performance and then making it happen. You'll also learn about different roles in theatre, like being a director, where you'll decide how the play should be performed, or an actor, where you'll perform the play. You'll also learn about design and technical skills, like how to make costumes or use lighting. We might work on performances for school events, explore different ways to stage a play, or even use virtual reality!

Assessment 1: Directorial project

Assessment 2: Performance

Unit 3

Commentary

The Commentary unit is about using drama to talk about social issues. You'll learn how to create performances that educate, challenge, and inform audiences about important events and issues happening in the world. We'll look at the work of real theatre practitioners to learn about how they use drama to comment on contemporary issues. As a devisor, you'll create a scene with your peers about a social issue. As an actor, you'll perform in a drama that comments on the world around us. We'll explore how drama can be used for various purposes and from different perspectives, including sociological, historical, personal, cultural, and environmental.

Assessment 1: Devising project

Assessment 2: Performance

Unit 4

Contemporary

In the Contemporary unit, you'll explore the latest trends in theatre. You'll learn about new styles and technologies used in theatre and how to apply these to your own performances. We'll have workshops where you'll learn about contemporary performance practices. As a director, you'll work with scripts and figure out how to use modern techniques to communicate ideas. As an actor, you'll get to perform a contemporary play. We'll also explore how theatre is used to communicate ideas to modern audiences and consider how cultural contexts affect contemporary theatre.

Assessment 1: Directorial project

Assessment 2: Performance

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.

Costs

Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Music in Practice

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English/Music, C for Effort		
Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au		

Rationale:

In our music program, we encourage students to dive into the world of music, making their own tunes and connecting with local music communities. They'll learn how to solve problems creatively and express their own unique musical ideas. Music-making teaches discipline, commitment, and offers a chance to grow personally while also developing skills for lifelong learning. It's not just about making music; it's about preparing for the future too. We link our learning to real-world music industry practices, helping students become adaptable, competent, and safe workers ready for a variety of workplace contexts.

Students will get hands-on experience with composing and performing music. Through music, students will express their creativity, solve problems, and experience music on an emotional, aesthetic, and reflective level. They'll learn about important industry practices like workplace safety, teamwork, and project management. Plus, they'll get a taste of what it's like to be a composer, performer, or audience member in the real world. This course isn't just about learning music, it's about viewing the world from different perspectives, sharing ideas, gaining confidence, and fostering a positive work ethic.

Unit 1	Unit 2

Music of Today
In this unit, you will dive into the world of contemporary music, developing essential skills in performance and songwriting. You will explore a range of genres and styles using virtual platforms and collaborate with others through school and community events. Through experimentation with music elements and songwriting techniques, you will create original compositions and refine your performance skills to express ideas, emotions and experiences. You will also learn to use digital technology safely and responsibly, gaining confidence in presenting yourself as an artist in online spaces.

Assessment 1: Composition project
Assessment 2: Performance

The Cutting Edge
In this unit, you will explore the use of technology in contemporary music. This unit will give you the chance to refine your composition and performance skills, and you will learn how to use music technology appropriately to express your music ideas, emotions and experiences that reflect current times. You will also learn to use technology independently, safely, and responsibly, developing confidence and a stronger sense of who you are as an artist.

Assessment 1: Performance project
Assessment 2: Composition

Unit 3	Unit 4

'Live' on Stage
In this unit, you will explore commercial music and the role it plays in the entertainment and media industries of the 21st century. You will develop your skills as a musician as you make, perform, and respond to commercial music. You will collaborate with other students and engage with a variety of music events in live and/or online platforms. You will also learn how to use physical and digital technologies to help you shape and share music relevant to the entertainment and media industries, as well as learning how to be positive and responsible citizens online.

Assessment 1: Composition project
Assessment 2: Performance

Building Your Brand
In this unit, you will explore the ins and outs of the music industry and discover how to develop your unique style as a musician. You will explore different music genres and styles, and how successful musicians have built their brands. You will also identify your own musical interests and skills and learn how to navigate the professional music industry. This unit will also teach you about the importance of online safety, ethical practices, and how to handle feedback. You will have the chance to collaborate with other students and show off your skills in real world experiences.

Assessment 1: Performance Project
Assessment 2: Composition

Pathways
A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, arts administration, communications, creative industries, public relations, and technology.

Costs
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

Visual Art in Practice

Subject Type	Applied	QCE Credits	Up to 4 credits
Success Indicators	C in Year 10 English/Visual Art, C for Effort		
Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au		

Rationale:

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

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

Unit 1

Looking Outwards (Self)

What matters to you right now? In this unit, you'll dive into an issue that feels real, personal, and urgent—something shaping your world today. Through your chosen medium—painting, sculpture, or printmaking—you'll create bold, thought-provoking art that speaks out, sparks conversation, and challenges your audience to see things differently.

Assessment 1: Project
Assessment 2: Resolved Artwork

Unit 2

Clients

Imagine you're a professional artist and you've been hired to create something for a client – that's what this unit is all about. You'll work with a "client" to create art that meets their needs and expectations. It might be a mural for the school, a poster for a local event, or an online graphic. You'll learn how to understand and manage client expectations, plan your work, and refine it based on feedback. You'll be like a real working artist, creating art to decorate, promote, educate, entertain, or even to sell!

Assessment 1: Project
Assessment 2: Resolved artwork

Unit 3

Looking Inwards (Self)

In this unit, it's all about you! You'll get to explore and express your thoughts, ideas, and culture through art. Ever thought about how you'd represent yourself in a painting or sculpture? Here's your chance! You'll learn how other artists have represented themselves in their work and use that knowledge to create your own piece of art. Plus, your art might even get to be showcased in school displays, online portfolios, or even in competitions. The goal here is to make art that celebrates who you are, documents your life, or shows off your artistic skill.

Assessment 1: Project
Assessment 2: Resolved artwork

Unit 4

Transform & Extend

Ever wondered what it's like to walk in the shoes of your favourite artist? In this unit, you'll get to explore the style and techniques of an artist you admire, and then create your own work inspired by them. You'll learn to recognize what makes their work unique and how to incorporate those elements into your own artwork. But don't worry – you'll get to add your own personal touch too! Whether you're showing off your art in school or online, the goal is to pay tribute to an artist you admire while also refining your own style.

Assessment 1: Project
Assessment 2: Resolved artwork

Pathways
The study of Creative Arts develops emotional intelligence, confidence and resilience, discipline and commitment, communications skills, identity and belonging, creativity and problem-solving skills and coordination. A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Costs/Excursions
Access to textbooks is included in the School Resource Scheme. If other costs arise, they would be notified at the time of activity.

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	QCE Credits	Up to 6 credits
CORE UNITS			
BSBTWK201	Work effectively with others		
CUAIND211	Develop and apply creative arts industry knowledge		
CUAWHS312	Apply work health and safety practices		
ELECTIVE UNITS			
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.

Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au

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	QCE Credits	Up to 6 credits
CORE UNITS			
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		
ELECTIVE UNITS			
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.

Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au

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 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	QCE Credits	Up to 6 credits
CORE UNITS			
*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		
ELECTIVE UNITS			
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		

*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

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.

Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au

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 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	QCE Credits	Up to 6 credits
CORE UNITS			
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		
ELECTIVE UNITS			
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.

Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au

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 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	QCE Credits	Up to 6 credits
CORE UNITS			
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		
ELECTIVE UNITS			
*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		

*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

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.

Contact	Head of Department Creative Industries - Brian Speirs - bspei3@eq.edu.au

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	QCE Credits	Up to 6 credits
CORE UNITS			
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		
ELECTIVE UNITS			
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		
SIRRINV001	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.

Contact	Head of Department NRT - Simeon Burt - sburt45@eq.edu.au

SHB20121 CERTIFICATE II IN RETAIL COSMETICS

A Nationally Recognised Qualification (National Provider No. 30078)

This qualification reflects the role of retail sales personnel involved in a defined range of tasks to sell and demonstrate beauty or cosmetic products. They follow known routines and procedures, and work under direct supervision.

Possible Career Options

This qualification provides a pathway to work as a retail sales consultant in any business that sells beauty or cosmetic products and services. This can include beauty and hairdressing salons, retail outlets and department stores.

Course Fees

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 II in Retail Cosmetics you will need to complete 12 units in total –
9 Core units plus 6 Elective units

CODE	UNIT TITLE	QCE Credits	Up to 6 credits
CORE UNITS			
SHBBCCS004	Demonstrate retail skin care products		
SHBBCCS005	Advise on beauty products and services		
SHBBMUP009	Design and apply make up		
SHBXCCS007	Conduct salon financial transactions		
SHBXIND003	Comply with organisational requirements within a personal services environment		
SHBXIND005	Communicate as part of a salon team		
SHBXWHS003	Apply safe hygiene, health and work practices		
SIRXIND003	Organise personal work requirements		
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms		
ELECTIVE UNITS			
SHBBINF002	Maintain infection control standards		
BSBSUS211	Participate in sustainable work practices		
SHBBRES003	Research and apply beauty industry		
SIRRINV001	Receive and handle retail stock		
SHBXCCS009	Greet and prepare clients for salon services		
SIRXSLS001	Sell to the retail customer		

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.

Contact	Head of Department NRT - Simeon Burt - sburt45@eq.edu.au

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

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	QCE Credits	Up to 6 credits
CORE UNITS			
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		
ELECTIVE UNITS			
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		

*Optional additional competency which students may complete as part of the course.

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.

| **Contact** | Head of Department NRT - Simeon Burt - sburt45@eq.edu.au |

Expectations

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

Working Together Towards Success

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

Respect, Tradition, Community

Motto

Non Sine Pulvere Palma (No Prize without Effort)