SENIOR SECONDARY COURSE GUIDE 2027

MANGO HILL
STATE SECONDARY COLLEGE



REAL learning for tomorrow

Principal's Welcome



Choosing subjects for the Senior Phase of Learning is one of the most important decisions students make during their schooling. At Mango Hill State Secondary College, we encourage every student and family to approach this process through the lens of **– Passion, Performance and Pathway**.

Our vision of ***REAL Learning for the World of Tomorrow*** is underpinned by a commitment to creating a community of Respectful, Engaged and Aspiring Learners. We believe students experience the greatest success when they are engaged in learning they enjoy (passion), challenged to achieve their personal best (performance), and working towards meaningful goals for their future (pathway).

When selecting subjects, students should consider:
Passion – What subjects genuinely interest and motivate them? Students who are curious and engaged are more likely to persevere, enjoy their learning and achieve success.
Performance – Which subjects align with their strengths, abilities and learning preferences? Selecting subjects in which students can confidently demonstrate their capabilities provides the strongest foundation for success throughout the Senior Phase of Learning.
Pathway – Where do they see themselves after school? Whether students are aspiring to university, vocational education and training, apprenticeships, traineeships or employment, their subject selections should support the knowledge, skills and qualifications required to achieve their goals.

These principles are reflected in our curriculum design. Our Senior Schooling program provides a diverse range of academic, applied and vocational pathways to ensure every student can access learning that meets their aspirations. We are committed to:

- providing strong academic pathways for students pursuing tertiary study;
- supporting every student to develop a clear understanding of their future pathway;
- offering diverse opportunities to achieve the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).

This handbook has been developed to guide those conversations. It outlines our Senior subject offerings, Vocational Education and Training (VET) opportunities, and key information relating to the Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCIA) and Australian Tertiary Admission Rank (ATAR). It also provides important information about Queensland's participation requirements beyond compulsory schooling. There is no single "right" pathway after school. Success looks different for every young person. The best subject choices are those that balance **Passion**, **Performance** and **Pathway**, ensuring students remain engaged in their learning while keeping future opportunities open.

I encourage you to explore this handbook together, attend our information sessions, and work closely with our staff throughout the SET Plan process. By working in partnership, we can ensure every student is supported to make confident, informed decisions that prepare them to become capable, resilient and successful learners for the world of tomorrow.

I look forward to working alongside your family as we support every student to achieve their aspirations and realise their potential.

Yours sincerely,

Mr Matthew McCarthy
Principal
Mango Hill State Secondary College

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Key Contacts

Parents/Carers and students wishing to seek further guidance to support subject selections are encouraged to do so. Below is a summary of key staff who can provide additional support regarding subject offerings, suitability of a subject, or support with the subject selection platform.

Mrs. Julie-Anne Byster *Subject selection process support including OneSchool Platform*	Deputy Principal (Years 11 & 12)	jbyst3@eq.edu.au
Ms. Angela Radford *General subject selection support*	Deputy Principal (Years 9 & 10)	aradf5@eq.edu.au
Mrs. Mel Cooper *Support regarding pathways and subject selections in Year 10 - 12*	Head of Department Senior Secondary	seniorschooling@mangohillssc.eq.edu.au
Mr. Reid Price *Support regarding subject selections in Year 10*	Head of Department Middle Secondary	middleschooling@mangohillssc.eq.edu.au
Mrs. Alex Flugge *Support regarding students with disabilities*	Head of Special Education Services	aflug0@eq.edu.au
Mrs. Rose Harris *Career planning & guidance*	Guidance Officer (Years 8, 10 and 12)	rharr1@eq.edu.au
Mrs. Karen Semple *Career planning & guidance*	Guidance Officer (Years 7, 9, and 11)	ksemp1@eq.edu.au
Mrs. Tiana Pittman *Pastoral support*	Head of Year 10	10HOY@mangohillssc.eq.edu.au
Mr. Lucas Naughton *Pastoral support*	Head of Year 9	9HOY@mangohillssc.eq.edu.au
Curriculum Heads of Department - *For subject specific support*		
Mrs. Nikki Hourigan	Head of Department - English & Languages	nhour3@eq.edu.au
Mr. Matthew Meredith	Head of Department - Mathematics	mmere13@eq.edu.au
Ms. Katrina Meehan	Head of Department - Science	kmeeh16@eq.edu.au
Ms. Freyja Hellqvist	Head of Department - Humanities	fhell8@eq.edu.au
Mr. Paul Jaffrey	Head of Department - Technologies	pjaff1@eq.edu.au
Ms. Abbey McFarlane	Head of Department - HPE	amcfa73@eq.edu.au
Ms. Elizabeth Rigby	Head of Department - The Arts	erigb7@eq.edu.au

Roadmap to Senior Secondary

The following Roadmap to Senior Secondary shows the possible progression of learning from Years 7 – 12, informed by the Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA) Senior General and Applied subjects. Vocational Education and Training (VET) offerings are included as learning options for Years 11/12.

Categories of Subjects

Compulsory Subjects: These subjects are compulsory Australian Curriculum subjects within the learning program. They provide the necessary prior learning and skills needed to be successful in Senior.

Elective Subjects: In Year 10, students should choose elective offerings that they are interested in, and that supports them for their Senior pathway. Students should consider the elective offerings that would set them up for success in any intended subjects in Year 11/12.

General Subjects: These Year 11 /12 subjects are suited to students who are interested in pathways beyond senior schooling that lead primarily to tertiary studies. General subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations. If a student intends to be ATAR eligible, a minimum of four General Subjects should be included in their Senior Pathway (however, it is recommended by the College that students seeking an ATAR study at least 5).

Applied Subjects: Applied subjects are Year 11/12 subjects suited to students who are primarily interested in pathways beyond senior secondary that lead to vocational education, training or work. Applied subjects contribute to a QCE and may contribute to ATAR calculations (a maximum of one Applied or Vocational Qualification can contribute to ATAR calculations).

Vocational Education and Training (VET) Subjects: VET Subjects are suited to students who are primarily interested in pathways beyond senior secondary that lead to vocational education and training or work. VET subjects contribute to a QCE and may contribute to ATAR calculations (a maximum of one Vocational Qualification can contribute to ATAR calculations). Students may engage with school-based VET offerings provided by the College, or through external providers such as TAFE.

Senior Subject Offerings Roadmap:

Year 9	Year 10	Year 11 & 12
English		
English	English	English OR Literature
	English Foundation	Essential English
Mathematics	Extension Mathematics	Specialist Mathematics
		Mathematical Methods
	Mathematics	General Mathematics
	Mathematics Foundation	Essential Mathematics
Science	Life Sciences	Biology
		Psychology
	Physical Sciences	Chemistry
		Physics
	Science Foundation	Science in Practice
Humanities		
History	History	Ancient History
		Modern History
Economics & Business	Economics & Business	Business
		Certificate III Business
Geography	Geography	Geography
Civics & Citizenship	Civics & Citizenship	Legal Studies
		Certificate IV in Justice Studies
	All Humanities Subjects (including Humanities in Practice)	Social & Community Studies
		Tourism
The Arts		
Drama	Drama	Drama (2028)
		Arts in Practice (2028)
Dance	Dance	Arts in Practice (2027)
		Dance Program TBC (2028)
Media Arts	Media Arts	Film, Television and New Media
Music	Music	Music
		Music in Practice
Visual Art	Visual Art	Visual Art
		Visual Arts in Practice
Health & Physical Education		
Health & Physical Education	Certificate II in Health Support Services	Certificate III Health Services Certificate III in Community
		Early Childhood
	Physical Education	Physical Education
	Sport and Recreation	Certificate III Fitness
		Sport and Recreation
Technologies		
Engineering Principles	Engineering Principles	Certificate II Engineering Pathways
		Engineering
Food Specialisations	Food Specialisations	Certificate II Hospitality
Digital Technologies	Information Communication Technology (ICT)	Information Communication Technology (ICT)
Materials & Technologies Specialisations	Industrial Technologies & Design	Industrial Technology Skills
		Certificate II in Electrotechnology
Languages		
Italian	Italian	Italian

KEY: Compulsory Subject (Yr 10)	Elective Subject (Yr 10)	General Subject (Year 11/12)	Applied Subject (Year 11/12)	VET

Guidance on Subject and Career Pathways

As part of the LYF program, students engage with a range of resources to support career development. A range of College-developed and external resources are available to students and parents/carers, to support decision- making about Year 10 subjects, and pathways for Years 11/12. These include:

College Resources:

- **Senior Secondary Course Guide**: This guide includes key information regarding subject choices for Year 10, including subject specific pages that support an understanding of the learning program, assessment techniques, subject requirements and pathway options through Year 11/12 and beyond.
- **Subject Selection/SET Planning Information Evening**: The College will host an information evening for students and parents/carers that outlines important information about pathways planning, including subject selection processes, QCE and QCIA pathways and ATAR eligibility.

External Resources:

- **MyFuture website** is developed by Education Services Australia. Year 10 students have been using this site as part of the SET Planning process. It assists students in examining career pathways and learning areas that may lead them to their chosen pathway. This is also a great resource for students who are unsure of their chosen career pathway, with survey options that support them to consider a range of careers based on their interests and strengths.
- **Queensland Curriculum and Assessment Authority (QCAA) Website** provides an overview of the subject offerings available to students in Year 11/12, and information to support an understanding of the QCE / QCIA requirements and ATAR eligibility.
- **Queensland Tertiary Admissions Centre (QTAC) Website** details requirements about tertiary courses and institutions. Students who are interested in a particular course should consider the pre- requisites required as these should form part of their Year 11/12 subjects.
- **TAFE QLD website** provides information about TAFE at School courses available from Year 10, and pathways available through TAFE following school.
- **University websites.** Students are encouraged to review websites for the range of university providers available to them. Often universities specialise in particular courses, and courses provided across multiple universities may have different requirements for admission. When looking at courses, students should review any admission requirements, including pre-requisite study that must be completed as part of their Year 11/12 pathway. Some local universities are:

  University of Sunshine Coast

  Queensland University of Technology

  University of Queensland

  Griffith University

  Australian Catholic University

At Mango Hill State Secondary College, we aim to provide a range of pathway options to support all students to achieve a QCE/QCIA at the end of Year 12. Following SET Planning processes in Year 10, a range of monitoring and mentoring processes are implemented to support students to be successful in their senior pathway.

Year 10 Course Organisation

Year 10 is a pivotal preparatory year for Senior Schooling, marking the beginning of a crucial phase in students' educational journeys. This year is dedicated to equipping students with the foundational knowledge and skills necessary for success in their subsequent years of Senior Schooling, as well as for planning their future career pathways.

In Year 10, students engage in a curriculum that includes both compulsory and elective subjects, all of which span the entire academic year. Each student is required to choose one English and one Mathematics subject from the available options. Additionally, students must select four elective subjects, allowing them to explore diverse areas of interest and align their studies with their future aspirations.

When selecting subjects, students are encouraged to carefully consider the prerequisites of each offering and how these align with their intended career paths. This thoughtful planning ensures that students are well- prepared for the challenges of Senior Schooling and beyond, setting them on a trajectory towards achieving their academic and professional goals.

<table>
<tr><td colspan="2">Compulsory</td><td colspan="3">Elective</td></tr>
<tr><td rowspan="2">Students must select <u>one</u> English subject</td><td colspan="3">English</td></tr>
<tr><td colspan="2">English</td><td>English Foundation</td></tr>
<tr><td rowspan="2">Students must select <u>one</u> Mathematics subject</td><td colspan="3">Mathematics</td></tr>
<tr><td>Extension Mathematics</td><td>Mathematics</td><td>Mathematics Foundation</td></tr>
<tr><td rowspan="15">Students must select <u>four</u> elective subjects

*Students cannot combine Science Foundation with either Life Sciences or Physical Sciences

**Students cannot combine Physical Education with Sport and Recreation</td><td colspan="3">Science</td></tr>
<tr><td>Life Sciences</td><td>Physical Sciences</td><td>Science Foundation*</td></tr>
<tr><td colspan="3">Humanities</td></tr>
<tr><td colspan="2">History</td><td>Geography</td></tr>
<tr><td>Civics & Citizenship</td><td>Economics & Business</td><td>Humanities in Practice</td></tr>
<tr><td colspan="3">The Arts</td></tr>
<tr><td colspan="2">Dance</td><td>Media Arts</td></tr>
<tr><td colspan="2">Music</td><td>Visual Art</td></tr>
<tr><td colspan="3">Drama</td></tr>
<tr><td colspan="3">Health & Physical Education</td></tr>
<tr><td>Certificate II in Health Support Services</td><td>Physical Education**</td><td>Sport and Recreation**</td></tr>
<tr><td colspan="3">Technologies</td></tr>
<tr><td colspan="2">Engineering Principles</td><td>Food Specialisations</td></tr>
<tr><td colspan="2">Industrial Technologies & Design</td><td>Information Communication Technology (ICT)</td></tr>
<tr><td colspan="3">Languages</td></tr>
<tr><td colspan="3">Italian</td></tr>
<tr><td>All students will study Living Your Future (LYF)</td><td colspan="3">LYF</td></tr>
<tr><td colspan="3">LYF lessons will focus on pastoral, social, health and emotional topic areas in addition to careers and pathways guidance.</td></tr>
</table>

Subject Selection Process

Subject selection is a collaborative and informed process. Students will engage in subject offering reviews as part of their LYF program in Term 3, leading into the Year 10 subject selection process. This ensures students have an awareness of the subjects on offer, why they should choose these subjects, and how they might support or influence their pathways into Year 11/12 and beyond. These LYF lessons, along with this course guide, are integral in supporting students to make their subject and pathway choices.

Students are also encouraged to discuss their elective choices with their teachers. College staff have an understanding of students' strengths and areas for development, and will be able to give them guidance on the appropriateness of their subject choices. Most importantly, students should discuss their choices with their parents/carers. At any stage, students needing extra guidance are encouraged to meet with the Head of Department Middle Secondary or Guidance Officer, who can provide them with further support regarding subject selection.

How to Choose Subjects for Year 10:

When making subject choices at the Year 10 juncture, students should ask themselves the following questions:

- What subjects do I enjoy?
- What subjects do I perform well in?
- What possible Year 11/12 subjects am I interested in?
- What possible careers am I interested in?
- What courses post-Year 12 am I interested in? (e.g., university or TAFE courses)
- What Year 11/12 subjects are required as tertiary pre-requisites or assumed knowledge, and how could my Year 10 choices support this pathway?
- Am I interested in pursuing a trade or apprenticeship? Will I do this after school or as a school-based option?

Pre-requisites

The College provides implements pre-requisites associated with some Year 10 subjects that are reflective of the academic results a student should be demonstrating, in order to select the given subject. These are outlined in the pre-requisites in this subject guide and listed in subject-specific pages. These pre-requisites are intentional and founded on an understanding of the level of achievement and prior knowledge a student needs in order to be successful in a subject. Students' most recent Semester results are used to assess if they are currently meeting a pre-requisite prior to subject selections.

Choose your subjects carefully

It is important that time is taken to ensure that the subject selection process is an accurate reflection of what a student wants to study in the following year. Year 9s choosing Year 10 subjects can amend their subjects at any time whilst the subject-selection process is open.

After the selection process closes, subject selection information will be the primary data used by the College to confirm subject offerings and timetabling for the next year. Student choices are used to create blocks of subjects within our timetable that are programmed to occur at the same time. Subject changes after this has occurred is not always possible. Requests for changes should be discussed at the earliest convenience with the Head of Department – Middle Secondary. The College is not able to guarantee availability of an elective offering for a student who wishes to change their electives after the process has been finalised and planning for the future year completed.

How are subject selections completed for Year 10 (Year 9 into 10)?

Subject selections are completed through OneSchool, accessible by students at https://oslp.eq.edu.au. Students will be able to access the subject selection platform at a specified time in Term 3. Students will be supported to complete their selection process during LYF, and will be able to receive guidance on request while the platform is open, to assist them to make their selections.

Subject selections, once completed, are printed and signed by a parent and carer, and returned to the College via the Administration Building. This process is required to ensure that parents/carers are aware of the choices their child is making.

Confirmation of subject offerings

Following subject selections closing, the College will review all selections made to confirm subjects for the following year. This decision-making is informed by student interest in subjects, and the staffing capacity of the College. The College will confirm subject offerings for students towards the end of Term 4, in preparation for the following year.

Whilst every effort is made to accommodate all student subject preferences, scheduling and the availability of resources will mean that not every student can be assigned to their first preference. When a class/subject reaches maximum capacity, no additional students can be enrolled into that class/subject. Therefore, students are asked to select two (2) preferences (back-ups) they are prepared to study as part of the subject selection process.

Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors. These include:

- The time of submission of elective preferences or changes to preferences
- Availability of staff and physical resources such as specialist classrooms
- Class size numbers
- Selection processes in some subjects (e.g., pre-requisites).

Student Resource Scheme and Subject Fees:

MHSSC operates a Student Resource Scheme (SRS). The SRS is a user-pays scheme operated by schools to provide parents with a mechanism to access individual student resources that are not funded by the government. Schools develop the SRS based on resources needed by students and the programs offered at the school. The fees and inclusions are endorsed annually by the P&C. Parental participation in the SRS is optional. When a parent chooses not to participate, the parent is responsible for providing the resources.

The SRS for Year 10 includes the requirements of compulsory subjects within the learning program. In addition to the SRS, some subjects operate an additional Subject Fee that is payable if a student elects to study that subject. For VET subjects, additional charges may exist as part of engaging with the RTO provider.

Please also note that some subjects also have planned extra-curricular and curricular opportunities such as excursions, that will result in additional costs. These opportunities, while not mandatory, are planned to enrich the learning program for students.

Subject Pre-Requisites

Year 10 Subject	Course Code	Pre-requisite
	English Faculty – Mrs Nikki Hourigan	
Foundation English	ENF	No-Pre-requisite
General English	ENG	Minimum of C in Year 9 English
Italian	ITL/ITS	Minimum of C in Year 9 Italian
	Mathematics Faculty – Mr Matthew Meredith	
Foundation Mathematics	MAF	No-Pre-requisite
General Mathematics	MAG	Minimum of B in Year 9 Mathematics
Extension Mathematics	MAX	Minimum of B in Year 9 Mathematics
	Science Faculty – Mr Carl Brough	
Foundation Science	SCF	No-Pre-requisite
Life Sciences	LSI	Minimum C in Science
Physical Sciences	PSI	Minimum C in Science
	Humanities Faculty – Ms Freyja Hellqvist	
Humanities in Practice	HIP	No Pre-requisite
Civics and Citizenship	CIV	Minimum of C in Year 9 English or History or Geography
History	HIS	**Students studying History Sem 1** Minimum of C in Year 9 History **Students studying in Semester 2** Minimum of a C in Year 9 English or a C in Term 3 Year 9 History
Geography	GEG	**Students studying Geography Sem 1** Minimum of C in Year 9 Geography or History or English **Students studying in Semester 2** Minimum of a C in Year 9 English or a C in Term 3 Year 9 Geography
Economics & Business	ECB	**Students studying Economics and Business Sem 1** Minimum of C in Year 9 Economics and Business **Students studying in Semester 2** Minimum of a C in Year 9 English or a C in Year 9 Term 3 Economics and Business
	Health and Physical Education – Ms Abbey McFarlane	
Physical Education	PHE	Minimum of a B in 9 HPE
Sport and Recreation	HEE	No Pre-requisite
Cert II in Health Support Services	VHT	No Pre-requisite
	The Arts – Ms Liz Rigby	
Dance	DAN	No-Pre-requisite
Drama	DRA	No-Pre-requisite
Music	MUS	No-Pre-requisite
Media Arts	MED	No-Pre-requisite
Visual Art	ART	No-Pre-requisite
	Technologies – Mr Paul Jaffrey	
Industrial Technologies & Design	INT	No-Pre-requisite
Food Specialisations	TFD	No-Pre-requisite
Information & Communication Technology	ICO	No-Pre-requisite
Engineering Principles	TES	Minimum C Yr 9 Engineering or Maths





ENGLISH

Year 10



- General English
- English Foundation

Subject	English			
Course Outline	In this course, you will examine a range of texts in detail, and understanding the influences texts have on society, as well as what influences authors, film makers, and consumers of media. You will be required to read a full-length novel, study a Shakespearean text, as well as read, write and view a range of complex texts. You will write in both the analytical and imaginative genres, as well as make presentations and persuasive speeches. This subject prepares you for the skills you need for the Senior General English subject and is similar to an extension English course.			
Unit Topics	Representations in the media	Perspectives in texts	Film Study	Shakespeare
Summative Assessment	Persuasive speech – live or recorded.	Extended written response – online article	Extended written response – creative writing	Exam – analytical essay
Subject Pre-requisites	Minimum of C in Year 9 English			
Senior Pathways	General English			
Possible Careers	• Any career requiring strong communication skills. • Author • Journalist • Teacher • Editor			

Subject	English Foundation (Essential English)			
Course Outline	This course will prepare you for the foundation English skills you need to participate in your senior subjects. It explores a range of texts and the way that they reflect the world we live in, and you will read and write a range of different genres. This subject prepares you for the skills you need for the Senior Essential English subject and is a core English course.			
Unit Topics	Pop culture texts	Fiction texts	Ideas in media texts	Non-fiction texts
Summative Assessment	Multimodal extended response	Short Response exam	Spoken response – recorded or live	Imaginative Written text
Subject Pre-requisites	No pre-requisites required			
Senior Pathways	Essential English			
Possible Careers	• Small Business Owner • Retail Worker • Administration assistant or Manager • Any career involving communication skills			





HEALTH & PHYSICAL EDUCATION

Year 10



- Physical Education
- Cert II Health Support Services
- Sport & Recreation

Subject	Certificate II in Health Support Services
Course Outline	Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Students will complete their Certificate II in Health Support Services, this course is run through our external provider Connect 'n' Grow. There is a fee for service for this course. The program brochure can be located on the next page.
Unit Topics	Please see brochure on the next page.
Subject Pre-requisites	No pre-requisites required This will use students allocated *Career Ready* (VETiS) funding.
Summative Assessment	Online modules and practical scenarios
Senior Pathways	Certificate III Health Services Assistance Certificate III Community
Possible Careers	• Assistant in Nursing qualification • Age care work • Reception/Administration for medical professions • Ward attendant • Health Support workers • Aged care support • Practice managers for Health services • Nurse (various levels with additional qualifications required)

Delivered in Partnership with Connect ‘n’ Grow®
RTO number: 40518

HLT23221 Certificate II in Health Support Services

Qualification description
Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Skills acquired in this course include communication, workplace health and safety, conducting basic health checks, relevant health administration tasks, infection control, personal time management and working with diverse people.
Refer to training.gov.au for specific information about the qualification.

Entry requirements
There are no entry requirements for this qualification.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator or Connect ‘n’ Grow for further information.

Duration and location
This is a 1-2 year course, delivered on site in partnership with Connect ‘n’ Grow® to senior school students.

C

Unit code	Title
CHCCOM005	Communicate and work in health or community services
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
HLTHSS011	Maintain stock inventory
BSBOPS203	Deliver a service to customers
CHCCCS010	Maintain a high standard of Service
CHCPRP005	Engage with health professionals and the health system

Obligation
Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by Connect ‘n’ Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- face-to-face training
- practicals and scenarios
- online learning

Fees
The cost of this course is $599 and is correct at the time of printing.
Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect ‘n’ Grow® to explore potential options.

QCE Credits
Maximum 4

Assessment
Assessment is competency based.
Assessment techniques include:
- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience
Students are encouraged to complete work experience in a health or community service facility to strengthen their skills, knowledge and understanding of the sector.

Pathways
This qualification may credit toward various Certificate III’s including:
- Certificate III Health Services Assistance
- Certificate III Community Services
- Certificate III Individual Support (Disability and Aged Care)

Subject	Physical Education			
Course Outline	The Year 10 Physical Education program is designed to prepare students for Senior Physical Education (General Subject) through authentic practical and theoretical learning experiences. Students develop and refine movement skills, apply strategies in increasingly complex sporting contexts, and analyse performance to make evidence-based decisions that improve outcomes. They investigate the factors influencing participation and performance while building leadership, collaboration and ethical decision-making skills. The course strengthens students' analytical thinking, movement competency and performance evaluation skills through practical application, performance analysis, data interpretation and strategic decision-making, providing a strong foundation for success in Senior Physical Education.			
Unit Topics	Sports Psychology	Fitness Components & Energy Systems	Biomechanics principles	Tactical Awareness
Summative Assessment	Written Exam Performance + Practical	Project – folio **Presentation:** Multimodal (at least two modes (visual, written, spoken): up to 11 minutes **Demonstrating and applying:** Visual evidence: up to 3 minutes	Project – folio **Presentation:** Multimodal (at least two modes (visual, written, spoken): up to 11 minutes **Demonstrating and applying:** Visual evidence: up to 3 minutes	Investigation
Subject Pre-requisites	C in Year 9 Health and Physical Education			
Senior Pathways	General PE			
Possible Careers	• Health and Physical Education (HPE) Teacher • Personal Trainer • Exercise Physiologist • Sports Psychologist • Strength and Conditioning Coach • Performance Analyst • Event Coordinator • Employment within the Sport, Fitness, Health and Recreation Industries	Fitness Instructor Physiotherapist Sports Administrator Sports Scientist High Performance Coach Sport Development Officer Rehabilitation and Allied Health Professional		

Subject	Sport and Recreation			
Course Outline	Students develop and apply movement skills across a variety of sport and recreation settings while refining performance, adapting strategies and evaluating outcomes. They investigate factors influencing participation, health, fitness and wellbeing, applying practical solutions to improve performance for themselves and others. Through authentic experiences in coaching, fitness, teamwork and leadership, students build practical skills, communication, problem-solving abilities and industry-relevant knowledge, providing a strong foundation for senior studies and future employment pathways.			
Unit Topics	Emerging Trends	Fitness	Optimising Performance	Organisation of Minor Games
Summative Assessment	Investigation Investigate Plan Perform Evaluate	Performance Plan Perform Evaluate	Investigation Investigate Plan Perform Evaluate	Performance Plan Perform Evaluate
Subject Pre-requisites	No pre-requisites required			
Senior Pathways	Sport and Recreation Certificate III in Fitness			
Possible Careers	• Fitness Instructor • Personal Trainer • Sports Coach • Strength and Conditioning Assistant • Sports Development Officer • Recreation Officer • Outdoor and Adventure Recreation Leader • Sports Administrator • Event Coordinator • Community Sport Coordinator • Sports Trainer • Athlete Support Officer • Facility or Recreation Centre Manager • Defence, Police or Emergency Services Pathways • Employment within the Sport, Fitness and Recreation Industries			





HUMANITIES Year 10



- Humanities in Practice
- Civics and Citizenship
- Economics and Business
- History
- Geography

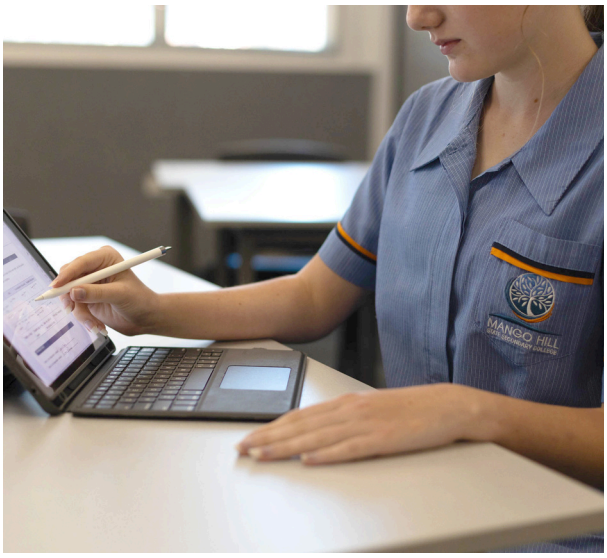
Subject	Humanities in Practice			
Course Outline	This subject will prepare you with the foundational knowledge related to a variety of different Applied & VET courses – Tourism, Social and Community Studies, Cert III Business and Cert IV Justice Studies.			
Unit Topics	Criminal Law – Investigate a famous legal crime	Tourism – Amazing Race	Teen Tycoon: Entrepreneurship & Personal Finance	Art & the Community
Summative Assessment	Written assignment	Project	Project	Written assignment
Subject Pre-requisites	*None*			
Senior Pathways	Tourism Certificate III Business		Social and Community Studies Certificate IV Justice Studies	
Possible Careers	• Travel Agent, Tour Guide, Hotel/Resort Manager, Event Planner • Community Development Officer, Urban Planning • Museum or library worker • Community officer • Project, Marketing, HR or Sales Manager • Criminologist, Legal Assistant, Court Officer, Youth Justice Worker			

Subject	Civics and Citizenship (Legal Studies)			
Course Outline	In this course, you will learn foundational knowledge related to Australia's system of government, our court system, and the laws that underpin our society. You will examine how international laws affect Australia's laws and policies, and the challenges that we face. A wide range of current legal issues and case studies will be examined. This subject will prepare you with the foundational knowledge related to the Senior Legal Studies curriculum.			
Unit Topics	Power to the People	Criminal Minds	Human rights for all	Civil Laws
Summative Assessment	Exam Combination response with seen stimulus	Investigation - Inquiry report	Exam Combination response with unseen stimulus	Investigation - Analytical essay
Subject Pre-requisites	No pre-requisite required			
Senior Pathways	Senior Legal Studies (General) Certificate IV in Justice Studies		Social and Community Studies (Applied)	
Possible Careers	• Court officers – paralegal, legal secretary • Lawyer, Barrister, Judge, Legal Aid, Corporate Law • Government Department roles • Working for Human Rights organisations • Political advisor / consultant / reporter • Criminal Justice & Law Enforcement – Police Officer, Detective, Correctional Services			

Subject	Economics & Business			
Course Outline	This subject will examine relevant and engaging Business topics, to prepare you for a course of study or career in the business field. Topics of study are linked to real life cases and situations in the business landscape. You will explore business and economics concepts related to Australia and our government, as well as for starting and running businesses, consumers and marketing, and financial decision making. This course prepares you specifically to study Senior Business (General), but also for the Certificate III in Business.			
Unit Topics	Let's go global	Shark Tank	Marketing madness	Show me the money
Summative Assessment	Assessment: Exam (combination-response) Stimulus – seen and unseen	Assessment: Feasibility report (700-1000 words)	Assessment: Business Report (700-1000 words)	Assessment: Research Task - responding to a scenario
Subject Pre-requisites	**Students studying Business Sem 1** - Minimum of C in Year 9 Economics and Business **Students studying Business in Semester 2** – Minimum of a C in Term 3 Y9 Economics and Business and a C in Year 9 English If you didn't study Year 9 Business, we will review your Year 8 & 9 Humanities results if you select this subject			
Senior Pathways	General Business Certificate III in Business			
Possible Careers	• Business Administration Officer • Business Management • Project Manager • Financial services – planner. Accountant, banking • Marketing / Brand Manager • Business Owner • Sales Executive • HR officer/manager • Government – public service roles • Retail Manager • Teacher			

Subject	History			
Course Outline	This subject is a combination of Ancient, Medieval and Modern History. For 3 of the 4 units, students will be given a choice of topics, so they can specialise in their area of interest. For example, if you love only Ancient History, you will be able to complete three units on an Ancient History topic, or the same for Medieval or Modern. This course will thoroughly prepare you for success in Ancient History and Modern History in Year 11 & 12.			
Unit Topics	World War 2	Weapons & Warfare: Battles	History in the media	Ancient China
Summative Assessment	Exam: Short Response to Sources (seen and unseen)	Assignment: Independent Source Investigation	Assignment: Essay	Exam: Essay Practice Exam with feedback
Subject Pre-requisites	**Students studying History Sem 1** Minimum of C in Year 9 History **Students studying in Semester 2** Minimum of a C in Term 3 Y9 History and a C in Year 9 English			
Senior Pathways	Ancient History Social and Community Studies		Modern History Tourism	
Possible Careers	• Teacher or University Lecturer • Researcher • Lawyer, Paralegal • Librarian • Tourism and Travel • Government officer – heritage and cultural preservation		• Museum or historical site officer • Archaeologist • Author • Media consultant • International Relations	

Subject	Geography			
Course Outline	This subject explores the two key topics in Geography – human wellbeing, and environmental change and management. Both of these units give you excellent foundational knowledge to achieve success in Senior Geography in Year 11 and 12. There are many connections between this subject and Science (Biology), and utilises mathematical skills (gathering, analysing and representing data). This subject requires you to participate in field work excursions.			
Unit Topics	Human Wellbeing	Conflict & wellbeing	Environmental change & management	Climate Change
Summative Assessment	Combination response exam – short & extended response	Data report	Field Report	Combination response exam – short & extended response
Subject Pre-requisites	**Students studying Geography Sem 1** Minimum of C in Year 9 Geography, History or English **Students studying in Semester 2** Minimum of a C in Term 3 Y9 Geography and a C in Year 9 English If you didn't study Year 9 Geography, you can still choose the subject and we will review your Year 8 Geography result and your Year 9 results.			
Senior Pathways	Geography Social and Community Studies		Biology Tourism	
Possible Careers	• Urban Planning • Environmental Scientist • Climate Scientist • Researcher, teacher or lecturer in Geography related field • Emergency Management or disaster response coordinator		• Conservation Officer • Surveyor • Sustainable Development officer	





LANGUAGES
Year 10



- Italian

<table>
<tr><th>Subject</th><th colspan="4">Italian</th></tr>
<tr><td>Course Outline</td><td colspan="4">Year 10 Italian builds on language and communicative skills established in junior Italian. Students who continue a language learning pathway build a greater understanding of culture and diversity which is essential in today’s globally connected world.

The mental flexibility that studying Italian provides to students will also see them improve in other subject areas that require problem solving and critical thinking skills. Through an immersive language focus, students will develop communicative competence to use conversational Italian in both written and spoken form whilst also learning skills to translate and interpret simple written and spoken texts in Italian.</td></tr>
<tr><td>Unit Topics</td><td>My Daily Routine</td><td>Film Study - Luca</td><td>Environmental Conservation</td><td>Fashion and the Seasons</td></tr>
<tr><td>Summative Assessment</td><td>Listening and Speaking Exam</td><td>Written Task Spoken Task</td><td>Reading Comprehension Exam</td><td>Written Task Spoken Task</td></tr>
<tr><td>Subject Pre-requisites</td><td colspan="4">Minimum of C in Year 9 Italian</td></tr>
<tr><td>Pathways</td><td colspan="4">Italian (General)</td></tr>
<tr><td>Possible Careers</td><td colspan="4">• Education
• Travel Industry
• Healthcare
• Airline Industry
• Journalism
• Interpreter/Translator
• Hospitality
• Diplomatic Corp
• Teacher
• Travel agent
• Flight attendant
• Interpreter
• Diplomat
• Ambassador
• Chef</td></tr>
</table>





MATHEMATICS Year 10



- Extension Mathematics
- General Mathematics
- Mathematics Foundation

Subject	Extension Mathematics			
Course Outline	Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. In Year 10 Extension Mathematics topics such as Functions, Graphs and Trigonometry will be also covered for students whose future pathways may involve the application of mathematics and statistics in a range of disciplines at the tertiary level.			
Unit Topics	Algebra I	Trigonometry and statistics	Algebra II	Measurement and probability
Summative Assessment	Examination 90 minutes, including both tech-free and tech-active questions.	Examination 90 minutes, including both tech-free and tech-active questions.	Assignment - problem-solving and modelling task.	Examination 90 minutes, including both tech-free and tech-active questions.
Subject Pre-requisites	Minimum of B in Year 9 Mathematics			
Senior Pathways	General Mathematics Specialist Mathematics		Mathematical Methods	
Possible Careers	A study of mathematics can lead students to career pathways including: • natural and physical sciences • mathematics and science education • medical and health sciences • engineering and computer science.			

Subject	Mathematics (General Mathematics)			
Course Outline	Mathematics provides students with essential skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. In Preparation General Mathematics we will be extending students to prepare them for senior General Mathematics exploring topics of networks, matrices, and earth geometry with a higher focus on algebraic techniques to solve problems involving finance, statistical analysis, measurement and trigonometry.			
Unit Topics	Algebra, Money and Matrices	Measurement, Trigonometry & Earth Geometry	Graphs and Equations	Statistics and Data Analysis
Summative Assessment	Examination 90 minutes	Assignment - problem-solving and modelling task	Examination 90 minutes	Examination 90 minutes
Subject Pre-requisites	Minimum of B in Year 9 Mathematics			
Senior Pathways	General Mathematics Essential Mathematics			
Possible Careers	• Trades • Education • Finance • Social Sciences	Commerce Health IT The Arts		

Subject	Mathematics Foundation (Essential Mathematics)			
Course Outline	Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. In Year 10 Foundation Mathematics topics such as Statistics, Time and Financial Mathematics will be covered for students who want to develop skills that go beyond the traditional ideas of numeracy and is more applicable in the real world.			
Unit Topics	Statistics / Algebra	Linear Relationships / Time	Measurement	Consumer Arithmetic / Probability
Summative Assessment	Examination 70 minutes	Examination 70 minutes	Assignment - problem-solving and modelling task	Examination 70 minutes
Subject Pre-requisites	No Prerequisites required			
Senior Pathways	Essentials Mathematics			
Possible Careers	• Retail • Trades • Health Industry	Business Hospitality Industry Community Services		

<table>
<tr><th>Subject</th><th colspan="4">Life Science (Biology and Psychology)</th></tr>
<tr><td>Cour se Outline</td><td colspan="4">Students will complete one semester each of Biology and Psychology. During this course, the curriculum will initially align with the Australian Curriculum in term 1 Biology, before progressing to content from the corresponding senior general course in terms 2- 4. This approach is designed to lay the foundations for Year 11 coursework.
The assessments in this course will mirror those in the senior courses, including a data test, student experiment, research investigation, and an exam.</td></tr>
<tr><td>Unit Topics</td><td>Biology-
Inheritance and evolution</td><td>Biology-
2a: Cells, organelles and microscopes
2b: Immunology and Epidemiology</td><td>Psychology-
3a: An introduction to psychology, statistics and experimental technique in psychology
3b: Nervous system structure and function</td><td>Psychology - Individual behaviour including intelligence, diagnosis, psychological disorders, emotion and motivation.</td></tr>
<tr><td>Summative Assessment</td><td colspan="4">Throughout the course, students will be assessed similarly to the assessment in senior general science which includes the following:
Data test: Students respond to questions using qualitative data and/or quantitative data derived from practical experiments, activities or case studies.
Student experiment: Students modify an experiment relevant to the content they have been studying and address their own related hypothesis or question. This assessment provides opportunities to assess science inquiry skills.
Research Investigation: Students gather evidence related to a research question to evaluate a claim relevant to subject matter. This assessment provides opportunities to assess science inquiry skills and science as a human endeavour (SHE) subject matter</td></tr>
<tr><td>Subject Pre-requisites</td><td colspan="4">Minimum of C in Year 9 Science</td></tr>
<tr><td>Senior Pathways</td><td colspan="4">Biology
Psychology</td></tr>
<tr><td>Possible Careers</td><td colspan="4">Science related careers having studied relevant senior general courses including:
Biology – Medicine, Veterinarian, Pharmacist, Marine biologist, Environmental scientist
Psychology – Clinical psychologist, Counselling psychologist, Neuropsychologist, Sports psychologist, Social Worker, Human resources.</td></tr>
</table>





SCIENCE

Year 10



- Life Sciences
- Physical Sciences
- Science Foundation

<table>
<tr><th>Subject</th><th colspan="4">Physical Science (Chemistry and Physics)</th></tr>
<tr><td>Course Outline</td><td colspan="4">Students will complete one semester each of Chemistry and Physics. During each semester, students will engage with content in units that initially align with the Australian Curriculum, before progressing to content that aligns with the corresponding senior general course. This approach aims to lay the foundations for some of the content covered in Year 11.
The assessments in this course mirror those of the senior courses, including a data test, student experiment, research investigation, and an exam</td></tr>
<tr><td>Unit Topics</td><td>Chemistry- Patterns and trends in the periodic table and rates of reaction</td><td>Chemistry- Balancing chemical equations, nomenclature and the greater details of atomic structure.</td><td>Physics – Motion and Newton’s Laws</td><td>Physics- Energy of waves, light and sound</td></tr>
<tr><td>Summative Assessment</td><td colspan="4">Throughout the course, students will be assessed similarly to the assessment in senior general science which includes the following:
Data test: Students respond to questions using qualitative data and/or quantitative data derived from practical experiments, activities or case studies.
Student experiment: Students modify an experiment relevant to the content they have been studying and address their own related hypothesis or question. This assessment provides opportunities to assess science inquiry skills.
Research Investigation: Students gather evidence related to a research question to evaluate a claim relevant to subject matter. This assessment provides opportunities to assess science inquiry skills and science as a human endeavour (SHE) subject matter</td></tr>
<tr><td>Subject Pre-requisites</td><td colspan="4">Minimum of C in Year 9 Science</td></tr>
<tr><td>Senior Pathways</td><td colspan="4">Chemistry
Physics</td></tr>
<tr><td>Possible Careers</td><td colspan="4">Science-related careers having studied relevant senior general courses including:
Chemistry – Medical fields, Pharmacist, Chemical Engineer
Physics – Civil, Structural or Mechanical Engineer, Aviation</td></tr>
</table>

<table>
<tr><th>Subject</th><th colspan="4">Science Foundation</th></tr>
<tr><td>Course Outline</td><td colspan="4">Students will study one of the strands of science in each term in line with the Australian Curriculum.

Similar to Year 7 – 9, content studied in each term will align to one strand of science (Biology, Chemistry, Physics or Earth Science), only and all four strands will be covered within the year. This subject is ideal for students who are interested in either going into a trade or into the defence forces and need to complete a Science in Year 10 but may not necessarily wish to pursue science in senior.

Assessment will be project based and will either be in the form of:
○ Applied investigations- Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
○ Practical projects- Students use practical skills to complete a project or create a product in response to a scenario.</td></tr>
<tr><td>Unit Topics</td><td>Biology - Inheritance and evolution</td><td>Physics - Motion and Newton’s laws</td><td>Chemistry - Patterns and trends in the periodic table and rates of reaction.</td><td>Earth science - Origin of the Universe, Big Bang and Climate change</td></tr>
<tr><td>Summative Assessment</td><td>Applied investigation</td><td>Practical project</td><td>Practical project</td><td>Applied investigation</td></tr>
<tr><td>Subject Pre-requisites</td><td colspan="4">No pre-requisites required</td></tr>
<tr><td>Senior Pathways</td><td colspan="4">Science in Practice</td></tr>
<tr><td>Possible Careers</td><td colspan="4">• Electrician
• Beautician
• Cosmologist
• Plant Operators
• Brewers
• Defence Forces</td></tr>
</table>





THE ARTS

Year 10



- Dance
- Drama
- Media Arts
- Music
- Visual Art

Subject	Dance	
Course Outline	Year 10 Dance develops students' technical, creative and performance skills through practical and theoretical learning experiences aligned with ACARA v9. Students explore choreography, performance and dance analysis across a range of styles, contexts and performance settings, including stage and screen. The course builds confidence, collaboration and creative thinking while preparing students for future pathways in QCAA General Dance, Applied subjects and Certificate studies in the performing arts and entertainment industries.	
Unit Topics	**Snap and Post** Students explore the use of film to capture and create dance works to be broadcast across various platforms for a range of audiences. **Choreography 101** Students explore and extend their choreographic skills through the study of composition in the Post-Modern Era of dance.	**Showtime** Students engage as a company member to prepare and present items for the school's annual dance showcase. **All That Jazz** Students explore the history and development of Music Theatre. They apply their knowledge of choreographing and analysing dance works from a range of cultural and historical periods.
Summative Assessment	**Presenting and Performing:** 2-3 min per student	**Presenting and Performing:** 2-3 min per student
	Exploring and Responding: Multi-modal response	**Exploring and Responding:** extended written response
	Creating and Making: Choreography – Post Modern	**Creating and Making:** Choreography in own style
Subject Pre-requisites	No pre-requisite required	
Senior Pathways	Arts in Practice Certificate III in Dance	
Possible Careers	A course study of Dance can establish a basis for further education or employment in a range of fields including arts administration, creative industries, Professional Dancer in companies/films/commercial/music videos, Choreographer, Dance Teacher, Artistic Director, Dance Therapist, Movement Specialist, Arts Administrator/Manager, Dance Critic, Dance Fitness Instructor, Dance Studio Owner, Dance Costume Designer, Dance Event Organiser, Dance Photographer/Videographer, Dance Consultant for Film/TV Productions, Pilates instructor, Make-up Artist, Theatre Management.	

Subject	Drama			
Course Outline	In this course, you will learn foundational knowledge related to physical theatre, Shakespeare modernised, magical realism, contemporary theatre, and theatre appreciation through responding tasks. This subject will prepare you with the foundational knowledge related to general drama, drama in practice, certificate drama and theatre courses, university courses. Throughout the year, you will explore a variety of dramatic styles, performance techniques, and theoretical frameworks, building your skills in acting, devising, analysis, and critical reflection. The course is designed to challenge your creativity, deepen your understanding of dramatic conventions, and strengthen your ability to communicate meaning through live performance.			
Unit Topics	**Dynamic Devising** In this Physical Theatre unit, students will explore storytelling through the body by studying styles such as Commedia dell'Arte, contemporary physical theatre, and Viewpoints, developing skills in movement, ensemble work, and non-verbal expression. They'll learn how physicality can create character, convey emotion, and drive narrative without relying solely on dialogue.	**Shaking up Shakespeare** In this unit, you will reinterpret and modernise selected scenes from Shakespeare's plays. You'll explore original language and context, then adapt these works using current-day scenarios, issues, and performance styles. This unit builds your confidence in working with classical text while encouraging innovation and creativity. You will apply your knowledge of physical theatre to devise your own work.	**Realism Remix** In this unit, you will explore themes, issues, and styles present in contemporary theatre. You will study and perform extracts from modern plays, analyse theatrical movements, and experiment with performance styles that reflect today's society. The focus will be on realism, social commentary, and innovation in theatre-making.	**Theatre Thinkers** Throughout the year, you will engage in responding tasks designed to build your skills in theatre criticism and appreciation. You will attend live or recorded performances and complete written or spoken reflections. You will develop the ability to analyse dramatic choices, evaluate performances, and articulate personal and informed responses using appropriate drama terminology.
Summative Assessment	Devise and perform a piece of physical theatre	Director's Task changing the concept of MSND	Performance task	Responding Responding to a question – given to them one lesson prior, script and page of notes permitted. Quote/question relating to text type
Subject Pre-requisites	No pre-requisite required			
Senior Pathways	Drama Arts in Practice			
Possible Careers	Actor / Performer, Director, Playwright / Scriptwriter, Stage Manager, Set Designer / Scenic Artist, Costume Designer, Lighting Designer / Technician, Sound Designer / Technician, Drama Teacher / Educator, Drama Therapist, Choreographer, Casting Director, Theatre Producer, Voice Coach / Vocal Trainer, Drama Critic / Reviewer, Arts Administrator / Manager, Drama Program Coordinator, Film/TV Production Crew, Stage Combat Specialist, Puppeteer / Physical Theatre Artist			

Subject	Media Arts			
Course Outline	Media Arts is designed as an introductory study to Senior Film, Television and New Media. By studying Media, students will develop knowledge and understanding of how the key media concepts - languages, technologies, audiences, institutions, and representations – underpin media texts. Media Arts engages, inspires and encourages students to express their imagination and creativity. The course involves students making and responding to media arts individually and in production groups. Students will explore and implement the stages of production through design proposals and production of moving media projects as well as apply analysis and critical thinking skills of media representations.			
Unit Topics	**Lights, Camera, Action: Exploring Filmmaking Fundamentals** Students will: • learn the basic principles of filmmaking, including camera angles, shot types, framing and composition. • Explore technical and symbolic film codes and conventions • analyse their use to make own story via film representations and meaning. • develop basic practical filmmaking skills through hands- on camera workshops.	**Lights, Camera, Teens: Short Film Revelations** Students will: • explore alternative points of view in media artworks with a focus on teenagers from a variety of cultural backgrounds. • Develop filmmaking skills including lighting setup, sound recording, and editing. • learn the importance of pre-production formats and experiment with constructing their own.	**Capturing Truth: The Art of Documentary Filmmaking** Students will: • delve into the codes and conventions of documentary filmmaking. • view a range of documentaries to identify different styles, codes and conventions, themes, and approaches used in documentary storytelling. • gain practical production skills in camera operation, sound recording, lighting, and interviewing techniques.	**Behind the Lens: Deconstructing Documentaries** Students will: • investigate target audience, audience positioning and engagement in documentary filmmaking. • apply knowledge of the codes and conventions of documentary filmmaking to identify and analyse styles and impact on audience engagement. • Evaluate the use of documentary codes and conventions for a specific target audience.
Summative Assessment	**Exploring & Responding:** Assignment: Extended written analysis	**Creating & Making:** Project: Plan, design and produce a short film for a teen audience	**Creating & Making:** Project: Plan, design and produce a short documentary film	**Exploring & Responding:** Exam: Extended written analysis
Subject Pre requisite	No pre-requisite required			
Senior Pathways	Film, Television and New Media (General)			
Possible Careers	• Creative Industries/ Cultural Institutions • Advertising/Communication Design • Education • Film and Television • Public Relations • Journalism/ TV/Radio • Information Technologies			

<table>
<tr><th>Subject</th><th colspan="4">Music</th></tr>
<tr><td>Course Outline</td><td colspan="4">Learning in Year 10 Music continues to build on each student's prior learning and experiences, developing their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts. This awareness of diverse music practices, genres and/or styles informs their own music practices. Students work collaboratively with peers and teachers.

Year 10 Music is designed as a preparatory year for Senior Music subjects. The course allows students to engage with content and assessment instruments inspired by units of work from Music in Practice and General Music syllabus (Year 11 and 12 Music electives) but is assessed using Year 10 Music achievement standards and assessment conditions.</td></tr>
<tr><td>Unit Topics</td><td>Song Writing
Students learn song writing skills, using Soundtrap for Education to create a captivating chorus in a genre of their choice. Their work is inspired by a musician of their choice.</td><td>Song to Stage
Students select a piece of music to perform and analyse, linking the composer's use of music elements to their performance choices.</td><td>World Music
Students explore World Music styles and their links culture. They study how World Music influences western contemporary music. Students compose a contemporary song influenced by a World Music style.</td><td>My Music Style
Students select a piece of music and perform it in an innovative and unique manner, showcasing their personal music style.</td></tr>
<tr><td>Summative Assessment</td><td>Creating and Making
(Composing)</td><td>Presenting and Performing
(Performance) and
Exploring and Responding</td><td>Creating and Making
(Composing)</td><td>Presenting and Performing
(Performance) and
Exploring and Responding.</td></tr>
<tr><td>Subject Pre-requisites</td><td colspan="4">No pre-requisite required</td></tr>
<tr><td>Senior Pathways</td><td colspan="4">Music
Music in Practice</td></tr>
<tr><td>Possible Careers</td><td colspan="4">• Musician
• Performer
• Composer
• Teacher
• Conductor
• Event Manager
• Music Therapist
• AV Technician
• Instrument Maker</td></tr>
</table>

Subject	Visual Art			
Course Outline	In Visual Arts students learn in, through and about Visual Art practices. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based, using these in isolation or combination as directed by their teacher. The course is designed to stimulate curiosity and imagination and encourages students to reach their expressive and creative potential and innovatively solve problems. In exploring and connecting to artworks, students employ literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purpose and intent. Throughout their learning, students will reflect, evaluate, or respond, document or critique ideas and intentions, use skills, processes and techniques, and receive and respond to feedback.			
Unit Topics	Whimsical Wonders	Horror and Humour	Inside out!	
Summative Assessment	Clay sculpture Multimodal presentation	2D Print – edition Exam	Investigation Report	Folio of work/s Presentation of practice to audience/s
Subject Pre-requisites	No pre-requisite required			
Senior Pathways	Visual Art (General) Visual Arts in Practice (Applied)			
Possible Careers	A course study of Visual Art can establish a basis for further education or employment in a range of fields including arts administration, creative industries, communication, education, galleries and museums, graphic design, architecture, curator, illustrator, painter, fashion or textile designer, web designer, sign writer, visual merchandiser.			





TECHNOLOGIES Year 10



- Engineering Principles
- Food Specialisation
- Information Communication Technologies
- Industrial Technology Design

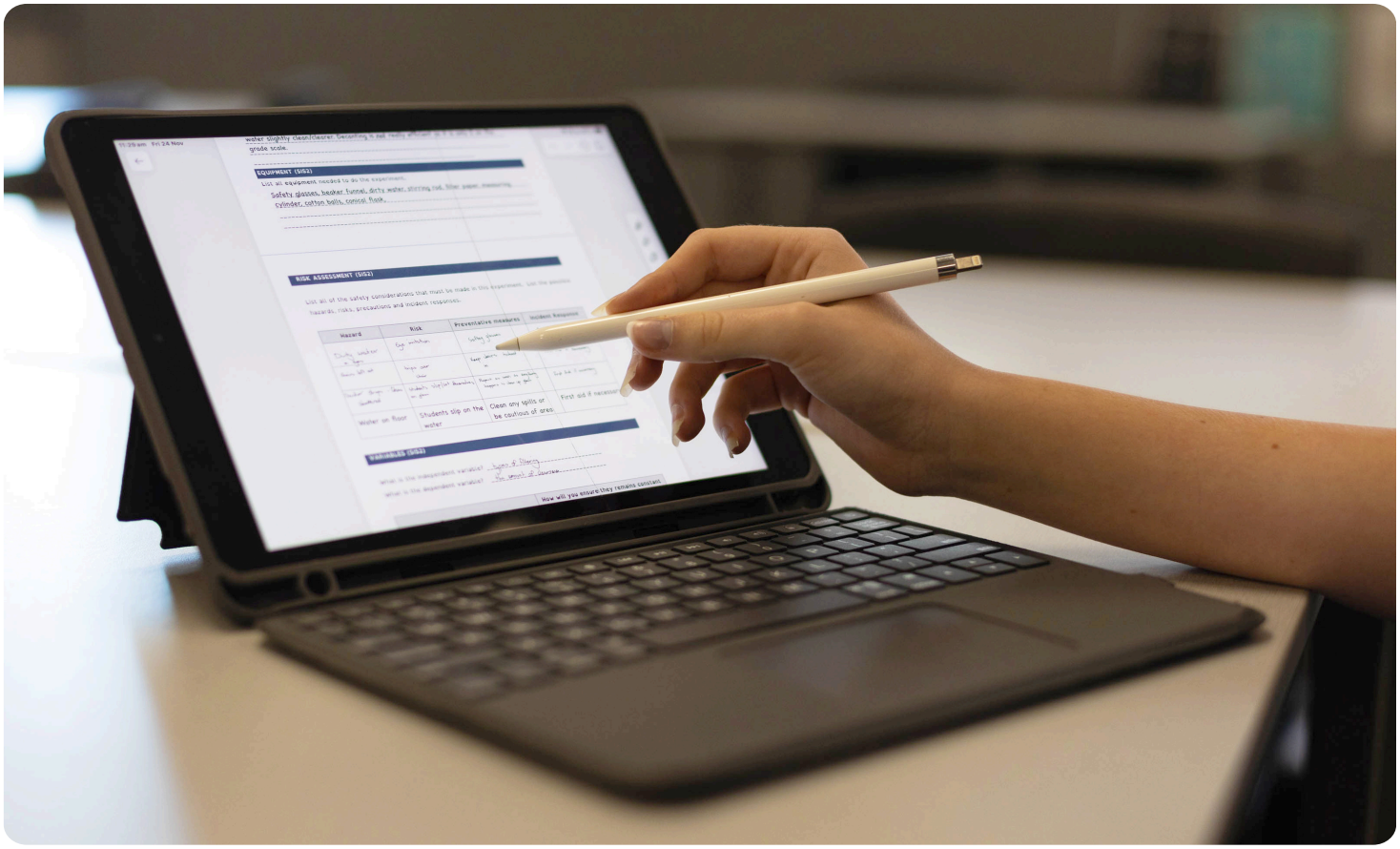
Subject	Engineering Principles & Systems			
Course Outline	Welcome to General Engineering! In this subject, students will explore the fundamentals of engineering and its societal impact. They'll cover emerging technologies, statics of structures, and environmental considerations. With a focus on machines and mechanisms, students will learn both theory and practical application. Assessment includes project-based learning and traditional examinations, allowing students to demonstrate their understanding and skills. Graduates can pursue careers in civil, mechanical, mechatronic, aerospace engineering, and more, with opportunities in infrastructure design, technology development, and solving global challenges. Join us in General Engineering for a practical and rewarding journey into the world of innovation and opportunity.			
Unit Topics	Simple Machines & Projectile Motion	Sustainable Energy	Civil Structures	Statics of Structures
Summative Assessment	Folio	Folio	Folio	Examination
Subject Pre-requisites	Minimum C Yr 9 Engineering or Maths			
Senior Pathways	General Engineering Physics			
Possible Careers	• Mechanical Engineer • Mechatronics • Systems Engineer • Data Analyst	Civil Engineer Electrical Engineer Industrial Designer Materials Technologist/Scientist		

Subject	Food Specialisations			
Course Outline	Food Specialisations provides students with maximum practical opportunities within the College's kitchens. Its primary focus is on the wellbeing of the individual within their own person, family and community. This subject is designed to encourage and promote the student's personal independence in regards to food and nutrition choices and become effective participants within our society. Students critically evaluate the combination and flavours of food to produce new food products. A major focus of the students' experiences in this course is in the areas of menu and meal planning, production and presentation. Students prepare menus and meals for a number of situations: breakfasts, lunches, dinners. Students develop food preparation and serving skills, knowledge of procedures and the development processes, which will prepare them for future Food and Hospitality electives and for life in the real world.			
Unit Topics	On the Menu	Food Fusion	Food Trends	Consumer Nutrition
Summative Assessment	Project – Folio and Practical Cook Service Function	Project – Folio and Practical Cook	Project – Folio and Practical Cook	Project – Folio and Practical Cook
Subject Pre-requisites	No pre-requisites required			
Senior Pathways	Certificate II in Hospitality			
Possible Careers	• Nutritionist, Dietitian, Food Scientist, Food Technologist, • Hospitality Industry Worker – Chef, Barista, Wait Staff			

Subject	Information Communication Technology			
Course Outline	Technologies enrich and impact the lives of people, cultures and societies globally. It is important that we make connections between creativity, technologies and enterprise as a catalyst for future innovation. When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential.			
Unit Topics	Databases using Python and SQL	Object Oriented Programming Basics - Python	Object Oriented Programming – Game Design in Python	Object Oriented Programming – Advanced Game Design in Python
Summative Assessment	Project – Folio and Coding Solution	Project – Folio and Coding Solution	Project – Folio and Coding Solution	Project – Folio and Coding Solution
Subject Pre-requisites	No pre-requisite required			
Senior Pathways	Information Communication and Technology			
Possible Careers	• Programmer • Game Designer • Project Manager • Robotics • Storyboarder	Interactive Designer Web Designer Mechatronics Game Tester		

Subject	Industrial Technology & Design			
Course Outline	Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for future innovation. Year 10 Materials and Technologies Specialisations builds on creative, innovative solutions to develop enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. It provides students with opportunities to develop skills related to the manufacturing industry. Students demonstrate their learning through the design, documentation and construction of projects.			
Unit Topics	Skate Deck	Fire Brazier	Sheet Metal Fabrication	Construction Tools and Equipment
Summative Assessment	Project – Folio and Physical Designed Solution	Project – Folio and Physical Designed Solution	Project – Folio and Physical Designed Solution	Project – Folio and Physical Designed Solution
Subject Pre-requisites	No pre requisite required.			
Senior Pathways	Industrial Technology Skills Certificate II Engineering Pathways			
Possible Careers	• Furnishing Trades • Metal working trades	Building Trades Design Fields - Industrial, Interactive, Visual		

Year 11 and 12 Subject Guide



Year 11 and 12 Course Organisation

Students can choose what to study from a wide range of subjects and courses that count towards their Queensland Certificate of Education (QCE).

Subject Offerings

Students study a combination of compulsory and elective subjects in Year 11-12. All subjects are two years long. All students must select one English and one Mathematics subject option. They must also select also select four additional subject offerings.

Students should consider both the pre-requisites of the subject offerings as well as their future pathway when selecting subjects.

Compulsory		Elective
General (G)	Applied (A)	VET (V)

Students must select <u>one</u> English subject	**English**				
	Literature (G)	English (G)	Essential English (A)		
Students must select <u>one</u> Mathematics subject	**Mathematics**				
	Specialist Mathematics* (G)	Mathematical Methods (G)	General Mathematics (G)	Essential Mathematics (A)	
	**If students wish to select Specialist Mathematics, they must also study Mathematical Methods (Specialist Mathematics will be classed as an elective subject)*				
Students must select <u>four</u> elective subjects *An overview of the subject pre-requisites can be found later in the guide.*	**Science**				
	Biology (G)	Psychology (G)	Chemistry (G)	Physics (G)	Science in Practice (A)
	Humanities				
	Ancient History (G)	Modern History (G)	Business (G)	Geography (G)	Legal Studies (G)
	Tourism (A)	Social & Community Studies (A)	Certificate III in Business (V)	Cert IV in Justice Studies (V)	
	The Arts				
	Music (G)	Film, Television and Media (G)	Visual Art (G)		
	Music in Practice (A)	Visual Art in Practice (A)			
	Health & Physical Education				
	Physical Education (G)	Sport and Recreation (A)	Early Childhood Studies (A)		
	Certificate III in Health Services (V)	Certificate III in Fitness (V)			
	Technologies				
	Engineering (G)	Industrial Technology Skills (A)	Information Communication & Technologies (A)		
	Certificate II in Hospitality (V)	Certificate II in Engineering Pathways (V)	Certificate II in Electrotechnology (V)		
	Languages				
	Italian (G)				

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. Students must achieve 20 credits from their subjects. At least **12 credits** must come from completed Core courses of study. Partially completed Core courses may accrue credit however do not contribute to *completed* Core credits.

Credits accrue when the set standard is met.

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

Students must also meet the literacy and numeracy requirements for the QCE. This is most commonly achieved through the completion of the General or Applied (Essential) Mathematics and the General or Applied (Essential) English subjects.

ATARs

Queensland's most direct pathway to tertiary entry, for Year 12 school leavers, is through the Australian Tertiary Admission Rank (ATAR). ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC).

The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. To be eligible for an ATAR a student must:

- complete five General subjects (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one Applied subject (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one completed VET qualification at AQF Certificate III level or above.

To be eligible for an ATAR, students must satisfactorily complete (i.e., achieve a minimum grade of C or higher) an English subject. The result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results.

General Subjects

General syllabuses are four-unit courses of study.

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

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

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

Assessment

Units 1 and 2

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

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

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

Unit 3 and 4

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject. Units 3 and 4 are a pair, both must be successfully completed to gain the QCE credits.

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

Instrument-specific Marking Guides

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

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

External Assessment

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

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

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

Applied and Applied (Essential) Subjects

Applied and Applied (Essential) syllabuses are four-unit courses of study.

Assessment

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Essential English and Essential Mathematics: Common Internal Assessment

For the two Applied (Essential) syllabuses, students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA. The CIA is not privileged over the other summative internal assessment.

Completion of Senior Studies

Understanding the goals for the end of year 12 can support students when considering their Year 10 and Years 11/12 options.

Students in Queensland are issued with a Senior Education Profile upon completion of Year 12, which may include:

- **Senior Statement:** A transcript of a student's learning including subject results. Students issued a Senior Statement have satisfied the completion requirements for Year 12 in Queensland.
- **Queensland Certificate of Education (QCE):** Students may be eligible for a QCE at the end of their Senior studies. Students who do not meet the QCE requirements by the end of Year 12 may continue to work towards this post-schooling. 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. Senior secondary schooling in Queensland – A guide for parents and carers, outlines the QCE requirements.
- **Queensland Certificate of Individual Achievement (QCIA):** The QCIA recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

Subject Selection Process

Students in Year 10 will engage with multiple opportunities throughout the year to review subject offerings and identify those subjects which best support their chosen pathway for Years 11 and 12. The culmination of this work involves creation of their Senior Education and Training Plan (known as SET Planning), completed in Term 3.

How to Choose Subjects for Years 11-12:

When choosing a subject pathway for Years 11 and 12, students need to consider:

- What possible careers am I interested in?
- What subjects do I enjoy now?
- What subjects do I perform well in now?
- What possible Year 11/12 subjects am I interested in that are being offered?
- What type of pathway will best lead me to my career interests?
- Am I looking to go to university or on to further study after school?
- Am I looking to complete a trade after school?
- Would I like to enter full-time employment after school?
- Would I like to combine schooling with a TAFE course in Year 11 and 12?
- Would I like to combine schooling with an apprenticeship or traineeship in Year 11 and 12?
- Do I need to be ATAR eligible and receive an ATAR at the end of Year 12 for my chosen pathway?
- If wanting to go to university - what Year 11/12 subjects do I need as tertiary pre-requisites, or as assumed knowledge?

Pre-requisites

The College implements pre-requisites associated with some Years 11-12 subjects that are reflective of the academic results a student should be demonstrating in order to select the given subject. These are outlined in the pre-requisites in this subject guide and listed in subject-specific pages. These pre-requisites are intentional, and founded on an understanding of the level of achievement and prior knowledge a student needs in order to be successful in a subject. Students' most recent Semester results are used to assess if they are currently meeting a pre-requisite prior to subject selections.

Choose your subjects carefully

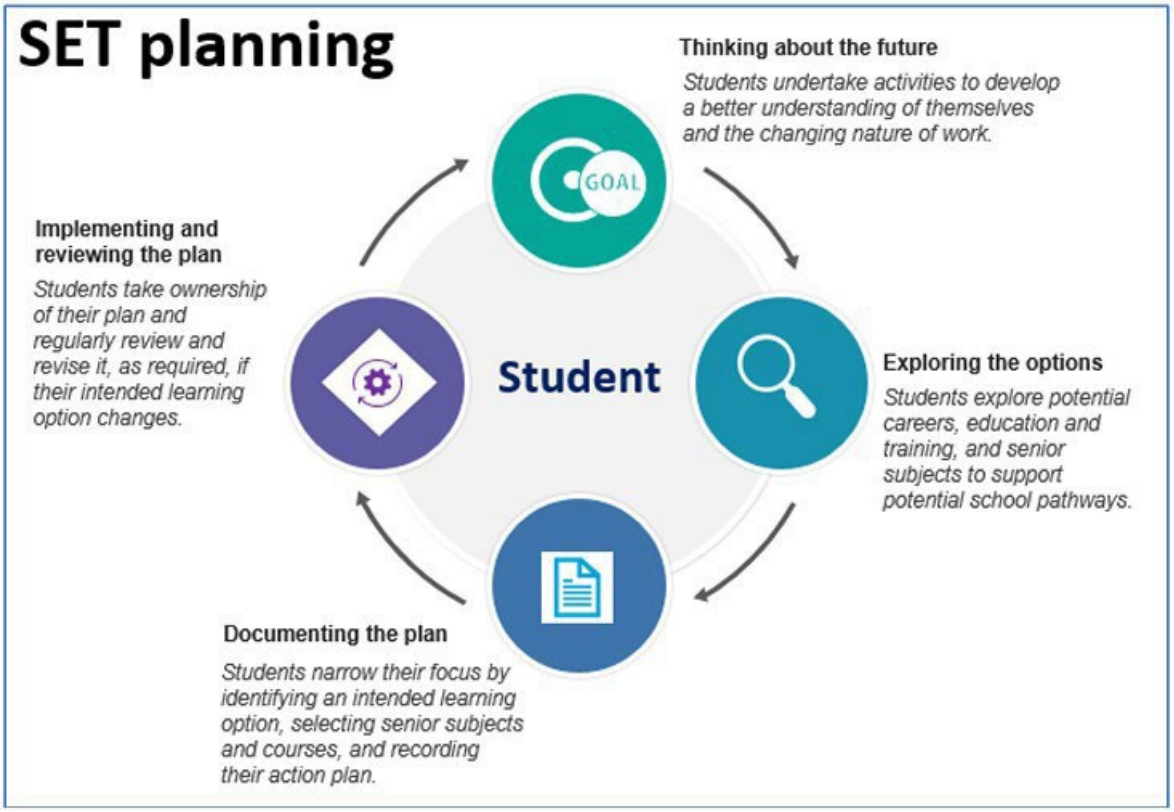
It is important that time is taken to ensure that the subject selection process is an accurate reflection of what a student wants to study in the following year. Year 10s choosing Year 11/12 subjects must make their final selections during their SET Plan interview.

After the SET Planning process is completed, subject selection information will be the primary data used by the College to confirm subject offerings and timetabling for the next year. Student choices are used to create blocks of subjects within our timetable that are programmed to occur at the same time. Subject changes after this has occurred are not always possible. Information about subject change bookings will be communicated via email, and do require a booking to be completed. The College is not able to guarantee availability of an elective offering for a student who wishes to change their electives after the SET Planning or Subject Change meeting process has been finalised and planning for the future year completed.

Student Education and Training (SET) Plan

During Year 10, students will continue to investigate their chosen pathway for Year 11/12 and beyond schooling. During Year 10, students will commence a Senior Education and Training (SET) Plan that supports their decision-making regarding Year 11/12 and beyond. The SET Planning process is scaffolded and viewed as a collaborative process involving students, parents/carers, and the College.

The SET Planning process includes four stages:



Students will engage with the SET Plan process during LYF lessons throughout the year. The completion of the SET Plan is incorporated into the subject selection process for Year 11 and 12 and completed in Term 3 of Year 10.

Confirmation of subject offerings

Following subject selections closing, the College will review all selections made to confirm subjects for the following year. This decision-making is informed by student interest in subjects, and the staffing capacity of the College. The College will confirm subject offerings for students towards the end of Term 4, in preparation for the following year.

Whilst every effort is made to accommodate all student subject preferences, scheduling and the availability of resources will mean that not every student can be assigned to their first preference. When a class/subject reaches maximum capacity, no additional students can be enrolled into that class/subject. Therefore, students are asked to select two (2) preferences (back-ups) they are prepared to study as part of the subject selection process.

Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors. These include:

- The time of submission of elective preferences or changes to preferences
- Availability of staff and physical resources such as specialist classrooms
- Class size numbers
- Selection processes in some subjects (e.g., pre-requisites).

Student Resource Scheme and Subject Fees:

MHSSC operates a Student Resource Scheme (SRS). The SRS is a user-pays scheme operated by schools to provide parents with a mechanism to access individual student resources that are not funded by the government. Schools develop the SRS based on resources needed by students and the programs offered at the school. The fees and inclusions are endorsed annually by the P&C. Parental participation in the SRS is optional. When a parent chooses not to participate, the parent is responsible for providing the resources.

The SRS for Year 10 includes the requirements of compulsory subjects within the learning program. In addition to the SRS, some subjects operate an additional Subject Fee that is payable if a student elects to study that subject. For VET subjects, additional charges may exist as part of engaging with the RTO provider.

Please also note that some subjects also have planned extra-curricular and curricular opportunities such as excursions, that will result in additional costs. These opportunities, while not mandatory, are planned to enrich the learning program for students.

Year 11 and 12 Subject Pre-Requisites

General Subject	Applied Subject	Nationally Recognised VET (Vocational Education and Training) Qualification

Senior Subject	Subject Code	Pre-requisite
English Faculty – Mrs Nikki Hourigan		
Literature	LIT	Minimum of B in Year 10 General English
General English	ENG	Minimum of B in Year 10 Foundation English *or* minimum of C in Year 10 General English
Essential English	ENE	No Pre-requisite
Italian	ITL	Minimum of C in Year 10 Italian
Mathematics Faculty – Mr Matthew Meredith		
General Maths	MAG	Minimum of C in Year 10 General Mathematics *or* minimum of C in Year 10 Extension Mathematics.
Math Methods	MAM	Minimum of B in Year 10 Extension Mathematics.
Specialist Maths	MAS	Minimum of B in Year 10 Extension Mathematics
Essential Maths	MAE	No Pre-requisite
Science Faculty – Ms Katrina Meehan		
Biology	BIO	Minimum of C in Life or Physical Science or A in Foundation Science
Psychology	PSY	Minimum of C in Life or Physical Science or A in Foundation Science
Physics	PHY	Minimum of C in Life or Physical Science or A in Foundation Science
Chemistry	CHM	Minimum of C in Life or Physical Science or A in Foundation Science
Science in Practice	SIP	No Pre-requisite
Humanities Faculty – Ms Freyja Hellqvist		
Legal Studies	LEG	Minimum of C in Year 10 Civics and Citizenship or minimum of C in Year 10 English
Ancient History	AHS	Minimum of C in Year 10 History or minimum of C in Year 10 English
Modern History	MHS	Minimum of C in Year 10 History or minimum of C in Year 10 English
Geography	GEO	Minimum of C in Year 10 History, Civics and Citizenship or Business or minimum of C in Year 10 English
Business	BUS	Minimum of C in Year 10 Economics & Business or minimum of C in Year 10 English
Certificate III in Business	VBU	No Pre-requisite
Cert IV Justice Studies	VJU	Minimum of C in Year 10 English
Tourism	TOU	No Pre-requisite
Social and Community Studies	SCS	No Pre-requisite
Health and Physical Education – Ms Abbey McFarlane		
Physical Education	PED	B in Year 10 Physical Education AND C in Year 10 General English
Certificate III in Fitness		No Pre-requisite
Certificate III in Health Services Assistance		Completion of Cert II in Health Support Services
Early Childhood Studies	ECS	No Pre-requisite
Sport & Recreation	REC	No Pre-Requisite
The Arts – Ms Liz Rigby		
Film, Television and Media	FTM	Minimum of C in Year 10 Media Arts AND Year 10 English
Visual Art	ART	Minimum of C in Year 10 Visual Art AND Year 10 English
Music	MUS	Minimum of B in Year 10 Music AND Minimum of C in Year 10 English* **students withe evidence of engagement in music will be considered for enrolment at College's discretion*
Music in Practice	MUP	No Pre-requisite
Visual Art in Practice		No Pre-requisite
Technologies – Mr Paul Jaffrey		
Engineering	EGR	Minimum of B in Year 10 Engineering Principles Minimum of B in Year 10 Maths
Certificate II in Engineering Pathways	VEP	No-Pre-requisite
Certificate II in Hospitality	VHS	No Pre-requisite
Certificate II in Electrotechnology		Minimum of C in Year 10 General Mathematics/ 10 Extension Mathematics *or* Minimum of a B in Year 10 Mathematic Foundations
Information & Communication Technology	ICJ	No Pre-requisite
Industrial Skills Technology	ISK	No Pre-requisite





ENGLISH & LANGUAGES Year 11 and 12



- General English
- Literature
- Essential English
- Italian

English

General senior subject

PRE-REQUISITE

Minimum of B in Year 10 Foundation English

OR

Minimum or C in Year 10 General English

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

PATHWAYS

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

OBJECTIVES

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

- use patterns and

  conventions of genres to achieve particular purposes in cultural contexts and social situations

- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions,

  attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes

  and analyse their effects in texts

- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Issues of Contemporary Social Relevance	Representations of War	Detective Fiction – *Sherlock Holmes*	Novel Study
Assessment Task	Extended response — persuasive spoken response (25%)	Extended response — written response for a public audience (25%)	Examination — imaginative written response (25%)	Examination — analytical written response (25%)
Assessment Conditions	5-7 minutes Recorded or Live spoken/signed	1000-1200 words	15 minutes planning time 2 hours working time 1 week notice of the question.	15 minutes planning time 2 hours working time 1 week notice of the broad exam topic.

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Conformity – *Little Miss Sunshine*	Novel Study – *The Great Gatsby*	Play Study – *The Crucible*	William Shakespeare's *Othello*
Assessment Task	Extended response — persuasive spoken response (25%)	Extended response — written response for a public audience (25%)	Examination — imaginative written response (25%)	External Examination — analytical written response (25%)
Assessment Conditions	5-8 minutes Recorded or Live spoken/signed	1000-1500 words	15 minutes planning time 2 hours working time 1 week notice of the question.	15 minutes planning time 2 hours working time Unseen question.

*For General subjects Units 3 and 4 contribute to ATAR calculations.

Literature

General senior subject

General

PRE-REQUISITE
Minimum of B in Year 10 General English

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.
Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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

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

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

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit Title	Introduction to Literary Studies		Intertextuality	
Assessment Task	Examination – Extended Response (25%)	Imaginative Response (25%)	Imaginative Response (25%)	Examination – Extended Response (25%)
Assessment Conditions	15 minutes planning time 2 hours working time 1 week notice of the question.	Spoken Up to 8 minutes Multimodal elements required	Up to 2000 words	15 minutes planning time 2 hours working time

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit Title	Literature and Identity		Independent Explorations	
Assessment Task	Examination – Extended Response (25%)	Imaginative Response (25%)	Imaginative Response (25%)	External Examination – Extended Response (25%)
Assessment Conditions	15 minutes planning time2 hours working time 1 week notice of the question.	Spoken Up to 8 minutes Multimodal elements required	Up to 2000 words	15 minutes planning time 2 hours working time

*For General subjects Units 3 and 4 contribute to ATAR calculations.

Essential English

Applied senior subject

Applied

PRE-REQUISITE

No pre requisite required

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non- literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

PATHWAYS

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

OBJECTIVES

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

- use patterns and conventions of genres to suit

  particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	You Better Work	Language that Influences	True Crime	Memoirs - *Lion*
Assessment Task	Extended Spoken Response – Workplaces in TV Media	CIA – Common Internal Assessment - short response exam	Extended Spoken Multimodal Response - VLOG	Extended Imaginative Written – short story or journal entries
Assessment Conditions	Individual Task Up to 6 minutes Filmed or Live performance Spoken or signed	15 minutes planning time 1.5 hours working time	Individual Task Up to 6 minutes Filmed or Live performance Spoken or signed	800 words

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Community, Local and Global Issues	Texts that Influence	Australian Pop Culture	*Tomorrow When The War Began*
Assessment Task	Extended Spoken Response – Persuasive Speech	CIA – Common Internal Assessment - short response exam	Extended Spoken Multimodal Response – respond to a Pop Culture text (*Bluey*)	Extended Imaginative Written – Australian Social Groups
Assessment Conditions	Individual Task Up to 6 minutes Filmed or Live performance Spoken or signed	15 minutes planning time 1.5 hours working time	Individual Task Up to 6 minutes Filmed or Live performance Spoken or signed	800 words

Italian

General senior subject

General

PRE-REQUISITE
Minimum of C in Year 10 Italian

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.
Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Italian-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.
Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.
Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.
For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience. The ability to communicate in an additional language such as Italian is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

PATHWAYS

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

OBJECTIVES

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

- comprehend Italian to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Italian to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Italian.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit Title	La mia vita — My world		Esplorando il mondo — Exploring our world	
Assessment Task	Exam: Short Response (20%)	Exam: Extended Response (25%)	Multimodal Presentation and Interview (30%)	Exam: Combination Response (25%)
Assessment Conditions	5 minutes perusal time 90 minutes working time Unseen Stimulus Responses in both English and Italian	Extended Response: 10 minutes planning time 80 minutes working time Conversation: 10 minutes planning time 7 minutes speaking time	Presentation: Up to 7 minutes Delivered in Italian Interview: Up to 7 minutes Unprepared, in Italian	5 minutes perusal time 120 minutes working time

	Unit 3		Unit 4 –	
	3.1	**3.2**	**4.1**	**4.2**
Unit Title	La nostra società; cultura e identità - Our society; culture and identity		Il mio presente; il mio futuro — My present; my future	
Assessment Task	Exam: Short Response (20%)	Exam: Extended Response (25%)	Multimodal Presentation and Interview (30%)	Exam: Combination Response (25%)
Assessment Conditions	5 minutes perusal time 90 minutes working time Unseen Stimulus Responses in both English and Italian	Extended Response: 10 minutes planning time 80 minutes working time Conversation: 10 minutes planning time 7 minutes speaking time	Presentation: Up to 7 minutes Delivered in Italian Interview: Up to 7 minutes Unprepared, in Italian	5 minutes perusal time 120 minutes working time

*For General subjects Units 3 and 4 contribute to ATAR calculations.





HEALTH & PHYSICAL EDUCATION

Year 11 and 12



- Physical Education
- Early Childhood
- Certificate III Fitness
- Certificate III Health Services
- Sport & Recreation

Physical Education

General senior subject

General

PRE-REQUISITE

B in Year 10 Physical Education AND

C in Year 10 General English

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

PATHWAYS

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

OBJECTIVES

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

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

Subject Overview

	Unit 1		Unit 2	
Unit title	Unit 1: Motor learning, functional anatomy and biomechanics in physical activity		Unit 2: Sport psychology and equity in physical activity	
Topics	Topic 1: Motor learning in physical activity	Topic 2: Functional anatomy and biomechanics in physical activity	Topic 1: Sport psychology in physical activity	Topic 2: Equity — barriers and enablers
Assessment Task	**Internal Assessment: Project – folio (25%):** Students devise a constraints-led approach to provide opportunity for the emergence of a personal tactical strategy, focusing on the specialised movement sequences for one movement strategy. The project focuses on concepts and principles about tactical awareness and one selected physical activity. Students will apply concepts and principles about tactical awareness to body and movement concepts, specialised movement sequences for one movement strategy for a position or event in a selected physical activity context. Individual student performance within the selected authentic performance environment will be supported by visual evidence.		**Internal Assessment: Investigation – Report (25%):** Students research an ethical dilemma through collection, analysis and synthesis of primary data and secondary data. This investigation will focus on Unit 3 Topic 2. The investigation uses research or investigative practices to assess a range of cognitions in a class, school or community physical activity context.	
Assessment Conditions	**Presentation** Multimodal (at least two modes (visual, written, spoken) delivered at the same time and integrated so that each mode contributes significantly to the response: up to 11 minutes **Demonstrating and applying** Visual evidence: up to 3 minutes		**Written:** up to 2000 words	

	Unit 3		Unit 4
Unit title	Unit 3: Tactical awareness and ethics in physical activity		Unit 4: Energy, fitness and training in physical activity
Topic	Topic 1: Tactical awareness in physical activity	Topic 2: Ethics and integrity in physical activity	Topic 1: Energy, fitness and training integrated in physical activity
Assessment Task	**Internal Assessment: Project – folio (25%):** Students focus on the specialised movement sequences for one movement strategy to devise a personal training strategy. The project focuses on concepts and principles about energy, fitness and training, and one selected physical activity. They document the iterative process of demonstrating and applying conceptual understandings through the psychomotor domain to devise a personal training strategy. Students evaluate the effectiveness of the personal training strategy and movement strategies and justify using primary and secondary data. Individual student performance within the selected authentic performance environment will be supported by visual evidence.		**External Assessment: Examination – Combination Response (25%)** External assessment is developed and marked by the QCAA. The external assessment in Physical Education is common to all schools and administered under the same conditions, at the same time, on the same day.
Assessment Conditions	**Presentation** Multimodal (at least two modes (visual, written, spoken) delivered at the same time and integrated so that each mode contributes significantly to the response: up to 11 minutes **Demonstrating and applying** Visual evidence: up to 3 minutes		**Mode:** written **Time allowed** ▪ Perusal time: 5 minutes ▪ Working time: 120 minutes

Early Childhood Studies

Applied senior subject

Applied

PRE-REQUISITE

No pre requisite required

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

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Unit C: Children's Development (Physical)	Unit C: Children's Development (Intellectual, Emotional, Social)	Unit A: Play	Unit A: Creativity
Assessment Task	**Investigation:** Students investigate fundamentals and practices to devise a learning activity related to children's physical development. They evaluate the effectiveness of the play-based learning activity.	**Project:** Students investigate fundamentals and practices to devise a learning activity related to children's intellectual, social or emotional development. They implement and evaluate the effectiveness of the play-based learning activity.	**Investigation** - Students investigate fundamentals and practices to devise a play learning activity. They evaluate the effectiveness of the play-based learning activity.	**Project -** Students investigate fundamentals and practices to devise a play or creativity learning activity. They implement and evaluate the effectiveness of the play-based learning activity.
Assessment Conditions	**Investigate, Plan and Evaluate:** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	**Investigate, Plan and Evaluate:** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Implement:** Implementation of activity: up to 5 minutes	**Investigate, Plan and Evaluate:** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	I**nvestigate, Plan and Evaluate:** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Implement:** Implementation of activity: up to 5 minutes

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Unit B: Literacy	Unit B: Numeracy	Unit D: Children's Wellbeing (Physical)	Unit D: Children's Wellbeing (Mental)
Assessment Task	**Project:** Students investigate fundamentals and practices to devise a literacy learning activity. They implement and evaluate the effectiveness of the play-based learning activity.	**Investigation:** Students investigate fundamentals and practices to devise a play-based numeracy learning activity. They evaluate the effectiveness of the play-based learning activity.	**Project:** Students investigate fundamentals and practices to devise a learning activity related to children's Physical wellbeing. They evaluate the effectiveness of the play-based learning activity.	**Investigation:** Students investigate fundamentals and practices to devise a learning activity related to children's wellbeing. They implement and evaluate the effectiveness of the play-based learning activity.
Assessment Conditions	**Investigate, Plan and Evaluate:** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Implement:** Implementation of activity: up to 5 minutes	**Investigate, Plan and Evaluate:** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	**Investigate, Plan and Evaluate:** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Implement:** Implementation of activity: up to 5 minutes	**Investigate, Plan and Evaluate:** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Sport & Recreation

Applied senior subject

Applied

PRE-REQUISITE

No pre requisite required

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

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

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Unit B: Athlete Wellbeing	Unit B: Athlete Development	Unit G: Event Management	Unit G: Tournament Organisation
Assessment Task	**Project:** Students investigate, plan, perform and evaluate activities and strategies to enhance athlete wellbeing.	**Performance:** Students plan, perform and evaluate activities and strategies to enhance athlete development.	**Performance:** Students plan, perform and evaluate event management activities and strategies to enhance outcomes.	**Project:** Students investigate, plan, perform and evaluate tournament organisation activities and strategies to enhance outcomes.
Assessment Conditions	**Investigation and session plan** Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** Written: up to 500 words	**Plan and Evaluation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media **Performance** Performance: up to 4 minutes	**Plan and Evaluation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media **Performance** Performance: up to 4 minutes	**Investigation and session plan** Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** Written: up to 500 words

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Unit D: Coaching	Unit D: Officiating	Unit J: Injury Risk Reduction	Unit J: First Aid
Assessment Task	**Project:** Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in coaching.	**Performance:** Students plan, perform and evaluate activities and strategies to enhance outcomes in officiating.	**Project:** Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes.	**Performance:** Students plan, perform and evaluate activities and strategies to enhance outcomes
Assessment Conditions	**Investigation and session plan** Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** Written: up to 500 words	**Plan and Evaluation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media **Performance** Performance: up to 4 minutes	**Investigation and session plan** Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** Written: up to 500 words	**Plan and Evaluation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media **Performance** Performance: up to 4 minutes

Delivered in Partnership with
Connect 'n' Grow® RTO number: 40518

HLT33115 Certificate III in Health Services Assistance
(including HLT23221 Certificate II in Health Support Services)

Qualification description
Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.
Refer to training.gov.au for specific information about the qualification.

Entry requirements
There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location
This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- face-to-face training
- practicals and scenarios
- online learning

Fees
The cost of this course is $1198 and is correct at the time of printing. Students may be able to access funding to help subsidise the cost of their training.
Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Credits
Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).

Course units Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services *
HLTWHS001	Participate in workplace health and safety *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention and control *
CHCCCS010	Maintain a high standard of Service *
HLTHSS011	Maintain stock inventory
BSBPEF202B	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
BSBOPS203	Deliver a service to customers
CHCPRP005	Engage with health professionals and the health system *

***units Credit Transferred from Cert II into the Cert III**

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301* BSBPEF301	Organise personal work priorities and development Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment
Assessment is competency based.
Assessment techniques include:
- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience
Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.
Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways
Potential options may include:
- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

Obligation
Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivered in Partnership with
Connect 'n' Grow® RTO number: 40518

CHC32015 Certificate III in Community Services
(including CHC22015 Certificate II in Community Services)

Qualification description
Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the community services sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, personal time management, managing personal stress in the workplace, working with diverse people, responding to client needs and providing individualised support.
Refer to training.gov.au for specific information about the qualification.

Entry requirements
There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Community Services is required to continue into the Certificate III coursework.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location
This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- face-to-face training
- practicals and scenarios
- online learning

Fees The cost of this course is $1198 and is correct at the time of printing. Students may be able to access funding to help subsidise the cost of their training.
Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Credits Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE Credits for completion of the Certificate III).

Course units Year 1 (Certificate II units)

Unit code	Title
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
CHCCOM005	Communicate and work in health or community services *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention an control
CHCCOM001	Provide first point of contact *
CHCINM002	Meet community information needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety*
*HLTWHS006	Manage personal work stressors in the work environment*

***units Credit Transferred from Cert II into the Cert III**

Course units Year 2 (Certificate III units)

Unit code	Title
HLTWHS002	Follow safe work practices for direct client care
HLTAAP001	Recognise healthy body systems
CHCCCS016	Respond to client needs
CHCCCS009	Facilitate responsible behaviour
BSBWOR301*	Organise personal work priorities and development
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid
HLTAID009	Provide cardiopulmonary resuscitation

Assessment
Assessment is competency based. Assessment techniques include:
- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience.
Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.
Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways
Potential options may include:
- Various Certificate IV qualifications in Aged Care
- Bachelor's degrees
- entry level employment within the health industry.

Obligation
Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

2027 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20321 CERTIFICATE II IN SPORT COACHING

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

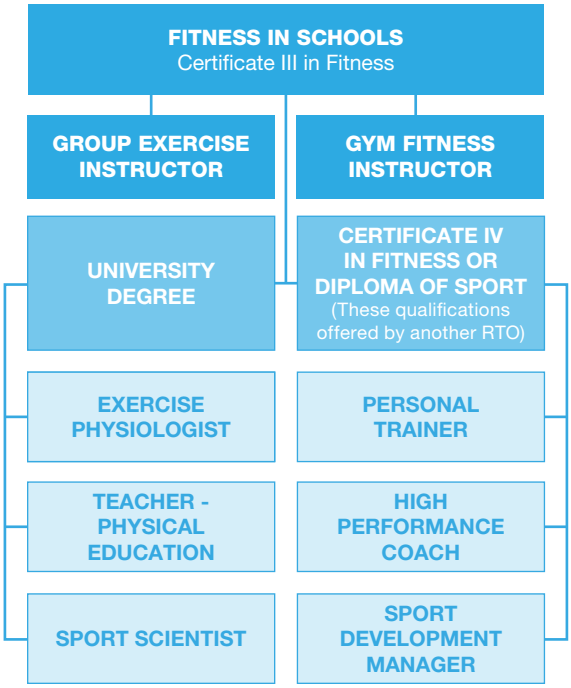
Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20321 Certificate II in Sport Coaching
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS



SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

FLEXIBLE PROGRAMS | **PRACTICAL-BASED LEARNING** | **RESOURCES PROVIDED**

Binnacle Training
RTO CODE 31319

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

SIS30321 CERTIFICATE III IN FITNESS + SIS20321 CERTIFICATE II IN SPORT COACHING

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
18 Units

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$495.00 per person (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00) **(+ First Aid $75.00)**

QCE Outcome:
Maximum 8 QCE Credits

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

TERM 1	**TOPICS** › Introduction to the Sport, Fitness and Recreation (SFR) Industry **PROGRAMS** › Assist with SFR Programs (Supervisor Delivery)
TERM 2	**TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	**TOPICS** › Working in the SFR Industry - Coaching Foundation Level Participants › Introduction to Anatomy and Physiology - The Cardiovascular System **PROGRAMS** › Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	**TOPICS** › Sport-Specific Coaching Sessions › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Sport-Specific Coaching Program
QUALIFICATION SCHEDULED FOR FINALISATION **SIS20321 CERTIFICATE II IN SPORT COACHING**	
TERM 5	**TOPICS** › Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	**TOPICS** › Screening and Health Assessments › Specific Population Clients (including Older Adults) **PROGRAMS** › Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Instruct a Group Session
TERM 7	**TOPICS** › N/A (Practical Term) **PROGRAMS** Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	BSBOPS304	Deliver and monitor a service to customers
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXEMR003	Respond to emergency situations	SISFFIT035	Plan group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT036	Instruct group exercise sessions
SIRXWHS001	Work safely	SISFFIT032	Complete pre-exercise screening and service orientation
BSBSUS211	Participate in sustainable work practices	SISFFIT033	Complete client fitness assessments
SISSPAR009	Participate in conditioning for sport	SISFFIT052	Provide healthy eating information
SISSSCO001	Conduct sport coaching sessions with foundation level participants	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISSSCO002	Work in a community coaching role	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
ADDITIONAL UNITS OF COMPETENCY COMPLETED **(TO BE REPORTED ON THE STATEMENT OF ATTAINMENT)**			
BSBPEF202	Plan and apply time management		

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement here.





HUMANITIES
Year 11 and 12



- Ancient History
- Modern History
- Business
- Cert IV Justice Studies
- Cert III Business
- Geography
- Legal Studies
- Social & Community Studies
- Tourism

Ancient History

General senior subject

General

PRE-REQUISITE

Minimum of B in Year 10 History

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion.

Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

PATHWAYS

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

OBJECTIVES

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Archaeology	Ancient Egypt	Alexander the Great	Boudicca – Celtic Warrior Queen
Assessment Task	Exam – short response to sources	Independent Source Investigation	Historical Essay based on research	Essay Exam in response to sources
Assessment Conditions	2 hrs + 15 mins Seen and unseen sources	Up to 2000 words 15 hours of class time	Up to 2000 words 15 hours of class time	2 hrs + 15 mins Seen and unseen sources

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Pompeii & Herculaneum	Fifth Century Athens	Ancient Rome – Civil War & the breakdown of the Republic	Julius Caesar
Assessment Task	Essay Exam in response to sources	Independent Source Investigation	Historical Essay based on research	External Exam – short response to sources
Assessment Conditions	2 hrs + 15 mins Seen and unseen sources	Up to 2000 words 15 hours of class time	Up to 2000 words 15 hours of class time	2 hrs + 15 mins All unseen sources Topic: reasons for the end of the Soviet Union

*For General subjects Units 3 and 4 contribute to ATAR calculations.

Modern History

General senior subject

General

PRE-REQUISITE

Minimum of B in Year 10 History

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened.

Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined.

The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

PATHWAYS

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

OBJECTIVES

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	French Revolution	Australian Frontier Wars	Protest Movements	African-American Civil Rights movement
Assessment Task	Exam – short response to sources	Independent Source Investigation	Historical Essay based on research	Essay Exam in response to sources
Assessment Conditions	2 hrs + 15 mins Seen and unseen sources	Up to 2000 words 15 hours of class time	Up to 2000 words 15 hours of class time	2 hrs + 15 mins Seen and unseen sources

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Germany in WW2	China under Mao Zedong	Vietnam War	Cold War
Assessment Task	Essay Exam in response to sources	Independent Source Investigation	Historical Essay based on research	External Exam – short response to sources
Assessment Conditions	2 hrs + 15 mins Seen and unseen sources	Up to 2000 words 15 hours of class time	Up to 2000 words 15 hours of class time	2 hrs + 15 mins All unseen sources Topic: reasons for the end of the Soviet Union

*For General subjects Units 3 and 4 contribute to ATAR calculations.

Business

General senior subject

General

PRE-REQUISITE

Minimum of B in Year 10 Economics and Business

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government.

Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world.

Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored.

Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies.

Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities.

Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

PATHWAYS

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

OBJECTIVES

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

- Describe business situations and environments
- Explain business concepts and strategies
- Analyse and interpret business situations
- Evaluate business strategies
- Create responses that communicate meaning to suit audience, context and purpose

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Fundamentals of Business	Creation of Business Ideas	Business growth: Establishment of a business	Business growth: Entering markets
Assessment Task	Exam – combination response	Business report	Feasibility report – response to stimulus	Exam – combination response
Assessment Conditions	Short & extended response 2 hrs + 15 mins Unseen stimulus	Up to 1500 words 15 hours of class time	Up to 1500 words 15 hours of class time	Short & extended response 2 hrs + 15 mins Unseen stimulus

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Diversification: Competitive Markets	Diversification: Strategic Development	Evolution: Repositioning a business	Evolution: transformation of a business
Assessment Task	Exam – combination response	Business report	Feasibility report – response to stimulus	External Exam – combination response
Assessment Conditions	Short & extended response 2 hrs + 15 mins Unseen stimulus	Up to 2000 words 15 hours of class time	Up to 2000 words 15 hours of class time	Short & extended response 2 hrs + 15 mins Unseen stimulus

*For General subjects Units 3 and 4 contribute to ATAR calculations

Geography

General senior subject

General

PRE-REQUISITE

Minimum of C in Year 10 History, Civics and Citizenship or Business

Geography teaches us about the significance of 'place' and 'space' in understanding our world. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real- world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales.

These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

PATHWAYS

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

OBJECTIVES

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Propose action
- Communicate geographical understanding using appropriate forms of geographical communication .

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Natural Hazard Zones	Ecological Hazard Zones	Sustainability challenges in Australia	Sustainability challenges in megacities
Assessment Task	Exam – combination response	Data report	Field report - mandatory excursion	Exam – combination response
Assessment Conditions	2 hrs + 15 mins Unseen stimulus Short & extended response items	Up to 2000 words 15 hours of class time	Up to 2000 words 15 hours of class time	2 hrs + 15 mins Unseen stimulus Short & extended response items

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Climate change – land cover transformations	Local land cover transformation issues	Population challenges in Australia	Global Population change
Assessment Task	Exam – combination response	Field report - mandatory excursion	Data report	External Exam – combination response
Assessment Conditions	2 hrs + 15 mins Unseen stimulus Short & extended response items	Up to 2000 words 15 hours of class time	Up to 2000 words 15 hours of class time	2 hrs + 15 mins Unseen stimulus Short & extended response items

*For General subjects Units 3 and 4 contribute to ATAR calculation

Legal Studies

General senior subject

General

PRE-REQUISITE

Minimum of B in Year 10 Civics and Citizenship

Legal Studies focuses on the interaction between society and the discipline of law. 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

Legal Studies explores the role and development of law in response to current issues. The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning.

Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

PATHWAYS

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

OBJECTIVES

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Legal Foundations – criminal law & courts	Criminal investigations, trials, punishment & sentencing	Negligence & Duty of care	Civil Law & Contracts
Assessment Task	Exam – combination response	Inquiry Report	Analytical Essay	Exam – combination response
Assessment Conditions	2 hrs + 15 mins Unseen stimulus Short & extended response	Up to 2000 words 15 hrs of class time	Up to 2000 words 15 hrs of class time	2 hrs + 15 mins Unseen stimulus Short & extended response

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Governance in Australia – the constitution & High Courts	Law Reform	Human Rights & International Law	Australia's response to human rights
Assessment Task	Exam – combination response	Inquiry Report	Analytical Essay	External Exam – combination response
Assessment Conditions	2 hrs + 15 mins Unseen stimulus Short & extended response	Up to 2000 words 15 hrs of class time	Up to 2000 words 15 hrs of class time	2 hrs + 15 mins Unseen stimulus Short & extended response

*For General subjects Units 3 and 4 contribute to ATAR calculation

2027 EDITION

BSB30120 CERTIFICATE III IN BUSINESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

SKILLS ACQUIRED

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

CAREER PATHWAYS



WHAT DO STUDENTS ACHIEVE?

- BSB30120 Certificate III in Business (max. 8 QCE Credits)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

FLEXIBLE PROGRAMS | **PROJECT-BASED LEARNING** | **RESOURCES PROVIDED**

Binnacle Training
RTO CODE 31319

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Please consult Binnacle Training to discuss Fast-Track options.

Units of Competency:
13 (6 Core Units, 7 Elective Units) plus 2 Optional Additional Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$395.00 per person

QCE Outcome:
Maximum 8 QCE Credits

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

TERM 1	**TOPICS** › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances **PROJECTS** › Research Business Topics
TERM 2	**TOPICS** › Research Topics and Create a Group Presentation › Workplace Health and Safety › Sustainable Work Practices **PROJECTS** › Group Presentation › WHS Processes at the 'Go! Regional' Travel Expo
TERM 3	**TOPICS** › Working in a Business Environment › Time Management **PROJECTS** › Developing Teamwork in the Workplace
TERM 4	**TOPICS** › Inclusive Work Practices › Engage in Workplace Communication **PROJECTS** › Inclusivity and Communication in the Workplace
TERM 5	**TOPICS** › Personal Finances **PROJECTS** › Personal Budget for the Future
TERM 6	**TOPICS** › Working in a Team › Critical Thinking Skills **PROJECTS** › Critical Thinking at Go! Travel
TERM 7 PART 1	**TOPICS** › Producing Simple Documents **PROJECTS** › Binnacle Boss - Business Proposal
TERM 7 PART 2 (OPTIONAL)	**TOPICS** › Designing and Producing Presentations **PROJECTS** › Deliver a Focus Group Presentation

UNITS OF COMPETENCY			
BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement here.

10971NAT Certificate IV in Justice Studies

Maximum QCE Points = 8 QCE Points
Potential Equivalent ATAR = 74

Qualification Description

The course provides learners with the specialist skills and knowledge required to perform duties and functions in the law and justice industries and systems of government.

The purpose of this course is to provide learners with the skills and knowledge to perform or provide a pathway to legal and justice-related administrative and operational roles including youth justice roles; Police Officer (State or Federal); Corrections Officer; Legal Administration; Court Services Officer; Protective Services Officer; Australian Border Force Officer; Private investigator; Local/State Government Investigator; Government administrator.

Entry Requirements:

This online course is delivered by Morayfield State High school who hold the license and permissions for this course, and will provide all learning materials, training and assessment in an online capacity. Therefore, students must have access to a capable laptop and internet services and have achieved a grade level of "C" or above in English to be enrolled in this course.

To achieve this qualification, you must demonstrate competency in:
10 Units of Competency: 6 Core Units + 4 Elective Units

Unit Code	Unit Title	Core/Elective
BSBLEG421	Apply understanding of the Australian legal system	Core
NAT10971003	Analyse social justice issues	Core
NAT10971002	Prepare documentation for court proceedings	Core
NAT10971001	Provide information and referral advice on justice related issues	Core
BSBXCM401	Apply communication strategies in the workplace	Core
PSPREG033	Apply regulatory powers	Core
PSPETH007	Uphold and support the values and principles of public service	Elective
BSBPEF402	Develop personal work priorities	Elective
PSPINV001	Plan and initiate an investigation	Elective
PSPREG039	Gather information through interviews	Elective

Assessments might include:

- Online quizzes
- Online readings
- Recorded Observational tasks
- Downloaded/uploaded Assignments
- Recorded Oral presentations
- Workplace excursions/experiences

Nationally Recognised Training

Fees: $450 per student **Expenses:** Excursion opportunities (optional) locations, dates and costs to be confirmed

RTO Obligation:

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 10 Units of Competency will be awarded a Qualification and a record of results. Students will be awarded a maximum of 8 QCE Points, and an equivalent selection ranking (ATAR) of 74 upon successful completion of this course.*

**Subject to individual University entrance ranks and assumed knowledge requirements.*

Social & Community Studies

Applied senior subject

Applied

PRE-REQUISITE

No pre requisite required

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject.

Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

PATHWAYS

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

OBJECTIVES

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Contemporary society	Australia as a global citizen	The Arts & the community	Identity
Assessment Task	Written report	Project - informative text	Project - informative text	Investigation
Assessment Conditions	Up to 1000 words	Up to 1000 words	Up to 1000 words	Up to 1000 words

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Sustainability	Money Management	Law Matters	Digital technology & wellbeing
Assessment Task	Project – item of communication	Extended response	Extended response	Educational resource
Assessment Conditions	Up to 1000 words	Up to 1000 words	Up to 1000 words	Up to 1000 words

Tourism

Applied senior subject

Applied

PRE-REQUISITE

No pre requisite required

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

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

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

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

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

PATHWAYS

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

and transport and travel.

OBJECTIVES

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

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

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Tourism & Travel Impacts	International tourism destinations	Tourism Marketing	Tourism promotion – Australian destinations
Assessment Task	Investigation – international destinations	Project – Traveller information package	Investigation – marketing campaign evaluation	Investigation – promotion product and evaluation
Assessment Conditions	Up to 1000 words	Up to 1000 words	Up to 1000 words	Up to 1000 words

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Tourism Trends	Sustainable Tourism	Tourism Industry	Careers in Tourism
Assessment Task	Investigation	Project – guide	Investigation – tourist regions	Project – promotional product
Assessment Conditions	Up to 1000 words	Up to 1000 words	Up to 1000 words	Up to 1000 words





MATHEMATICS Year 11 and 12



- Specialist Mathematics
- Mathematical Methods
- General Mathematics
- Essential Mathematics

Specialist Mathematics

General senior subject

General

PRE-REQUISITE
Minimum of B in Year 10 Extension Mathematics

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

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

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

PATHWAYS

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

OBJECTIVES

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problem

Subject Overview

	Unit 1	Unit 2
Unit title	Combinatorics, proof, vectors and matrices	Complex numbers, further proof, trigonometry, functions and transformations
Assessment Task	Examination	Examination
Assessment Conditions	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Further complex numbers, proof, vectors and matrices	Further complex numbers, proof, vectors and matrices	Further calculus and statistical inference	
Assessment Task	PSMT	Examination	Examination	External Examination
Assessment Conditions	Written: up to 10 A4 pages, up to 2000 words	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes	50% Weighting Assesses Unit 3 and 4 Content 2 Papers: Tech Free and Tech Active. Each Exam: Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes

*For General subjects Units 3 and 4 contribute to ATAR calculation

Mathematical Methods

General senior subject

General

PRE-REQUISITE
Minimum of B in Year 10 Extension

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods 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 from the P– 10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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, becoming critical thinkers, innovators and problem- solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

PATHWAYS

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

OBJECTIVES

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Subject Overview

	Unit 1		Unit 2
	1.1	**1.2**	**2.1**
Unit title	Surds, algebra, functions and probability		Calculus and further functions
Assessment Task	PSMT	Examination	Examination
Assessment Conditions	Written: up to 10 A4 pages, up to 2000 words	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Further calculus and introduction to statistics		Further calculus, trigonometry and statistics	
Assessment Task	PSMT	Examination	Examination	External Examination
Assessment Conditions	Written: up to 10 A4 pages, up to 2000 words	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes	50% Weighting Assesses Unit 3 and 4 Content 2 Papers: (Tech Free and Tech Active). Each Exam: Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes

*For General subjects Units 3 and 4 contribute to ATAR calculation

General Mathematics

General senior subject

General

PRE-REQUISITE

Minimum of C in Year 10 General Mathematics

or

Minimum of C in Year 10 Extension Mathematics

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices. Students will further develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

PATHWAYS

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

OBJECTIVES

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Subject Overview

	Unit 1		Unit 2
	1.1	**1.2**	**2.1**
Unit title	Money, measurement, algebra and linear equations		Applications of linear equations and trigonometry, matrices and univariate data analysis
Assessment Task	PSMT	Examination	Examination
Assessment Conditions	Written: up to 10 A4 pages, up to 2000 words	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Bivariate data and time series analysis, sequences and Earth geometry		Investing and networking	
Assessment Task	PSMT	Examination	Examination	External Examination
Assessment Conditions	Written: up to 10 A4 pages, up to 2000 words	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes	Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes	50% Weighting Assesses Unit 3 and 4 Content 2 Papers Each Exam: Short Response Time allowed - Perusal time: 5 minutes - Working time: 90 minutes

*For General subjects Units 3 and 4 contribute to ATAR calculation

Essential Mathematics

Applied senior subject

Applied

PRE-REQUISITE

No pre requisite required

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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, which develops students into 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, and develop leadership skills through self-direction and productive engagement in their learning.

They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

PATHWAYS

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

OBJECTIVES

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Number, data and money		Data and travel	
Assessment Task	Problem Solving and Modelling Task	Examination	Problem Solving and Modelling Task	Examination
Assessment Conditions	Students use class and own time to complete task Individual task Maximum 8 A4 pages, up to 1000 words	Perusal time: 5 mins Working time: 60 mins Student to provide calculator Formula book provided	Students use class and own time to complete task Individual task Maximum 8 A4 pages, up to 1000 words	Perusal time: 5 mins Working time: 60 mins Student to provide calculator Formula book provided

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Measurement, Scales and Chance		Graphs, data and loans	
Assessment Task	Problem Solving and Modelling Task	Examination	Problem Solving and Modelling Task	Examination
Assessment Conditions	Students use class and own time to complete task Individual task Maximum 8 A4 pages, up to 1000 words	Common Internal Assessment (CIA) set by QCAA Perusal time: 5 mins Working time: 60 mins Student to provide calculator Formula book provided	Students use class and own time to complete task Individual task Maximum 8 A4 pages, up to 1000 words	Perusal time: 5 mins Working time: 60 mins Student to provide calculator Formula book provided





SCIENCE

Year 11 and 12



- Biology
- Psychology
- Chemistry
- Physics
- Science in Practice

Biology

General senior subject

PRE-REQUISITE

Minimum of C in Life or Physical Science or A in Foundation Science

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

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

OBJECTIVES

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Cells and multicellular organisms		Maintaining the internal environment	
Assessment Task	Data Test	Student Experiment	Research Investigation	Examination
Assessment Conditions	Time allowed Perusal time: 5 minutes Working time: 60 minutes This is an individual supervised task. Students are permitted an approved calculator.	Students can develop their responses in class and own time. This is an individual task. Some aspects of the task may be completed as a group Students use a practical or simulation performed in class as the basis for their methodology and research question.	Students can develop their responses in class and own time. This is an individual task. Some research aspects can be completed as a group.	Mode: written Time allowed Perusal time: 5 minutes Working time: 90 minutes Students may use an approved calculator

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Biodiversity and the interconnectedness of life		Heredity and continuity of life	
Assessment Task	Data Test	Student Experiment	Research Investigation	Examination
Assessment Conditions	Time allowed Perusal time: 5 minutes Working time: 60 minutes This is an individual supervised task. Students are permitted an approved calculator.	Students can develop their responses in class and own time. This is an individual task. Some aspects of the task may be completed as a group Students use a practical or simulation performed in class as the basis for their methodology and research question.	Students can develop their responses in class and own time. This is an individual task. Some research aspects can be completed as a group.	*For each exam:* Mode: written Time allowed Perusal time: 5 minutes Working time: 90 minutes Students may use an approved calculator

*For General subjects Units 3 and 4 contribute to ATAR calculation

Psychology

General senior subject

PRE-REQUISITE

Minimum of C in Life or Physical Science or A in Foundation Science

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

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

OBJECTIVES

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Individual Development		Individual Behaviour	
Assessment Task	Data Test	Student Experiment	Research Investigation	Examination
Assessment Conditions	Time allowed Perusal time: 5 minutes Working time: 60 minutes This is an individual supervised task. Students are permitted an approved calculator.	Students can develop their responses in class and own time. This is an individual task. Some aspects of the task may be completed as a group Students use a practical or simulation performed in class as the basis for their methodology and research question.	Students can develop their responses in class and own time. This is an individual task. Some research aspects can be completed as a group.	Mode: written Time allowed Perusal time: 5 minutes Working time: 90 minutes Students may use an approved calculator

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Individual Thinking		The influence of others	
Assessment Task	Data Test	Student Experiment	Research Investigation	Examination
Assessment Conditions	Time allowed Perusal time: 5 minutes Working time: 60 minutes This is an individual supervised task. Students are permitted an approved calculator.	Students can develop their responses in class and own time. This is an individual task. Some aspects of the task may be completed as a group Students use a practical or simulation performed in class as the basis for their methodology and research question.	Students can develop their responses in class and own time. This is an individual task. Some research aspects can be completed as a group.	*For each exam:* Mode: written Time allowed Perusal time: 5 minutes Working time: 90 minutes Students may use an approved calculator

*For General subjects Units 3 and 4 contribute to ATAR calculation

Chemistry

General senior subject

PRE-REQUISITE
Minimum of C in Life or Physical Science or A in Foundation Science

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

PATHWAYS

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

OBJECTIVES

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Chemical Fundamentals – structure, properties and reactions		Molecular interactions and reactions	
Assessment Task	Data Test	Research Investigation	Student Experiment	Examination
Assessment Conditions	Time allowed Perusal time: 5 minutes Working time: 60 minutes This is an individual supervised task. Students are permitted an approved calculator.	Students can develop their responses in class and own time. This an individual task. Some aspects of the task may be completed as a group.	Students can develop their responses in class and own time. This is an individual task. Some research aspects can be completed as a group. Students use a practical or simulation performed in class as the basis for their methodology and research question.	Mode: written Time allowed Perusal time: 5 minutes Working time: 90 minutes Students may use an approved calculator

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Equilibrium, acids and redox reactions		Structure, synthesis and design	
Assessment Task	Data Test	Student Experiment	Research Investigation	Examination
Assessment Conditions	Time allowed Perusal time: 5 minutes Working time: 60 minutes This is an individual supervised task. Students are permitted an approved calculator.	Students can develop their responses in class and own time. This is an individual task. Some aspects of the task may be completed as a group Students use a practical or simulation performed in class as the basis for their methodology and research question.	Students can develop their responses in class and own time. This is an individual task. Some research aspects can be completed as a group.	*For each exam:* Mode: written Time allowed Perusal time: 5 minutes Working time: 90 minutes Students may use an approved calculator

*For General subjects Units 3 and 4 contribute to ATAR calculation

Physics

General senior subject

General

PRE-REQUISITE

Minimum of C in Life or Physical Science or A in Foundation Science

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects.

Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

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

OBJECTIVES

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Thermal, nuclear and electrical physics		Linear motion waves	
Assessment Task	Data Test	Research Investigation	Student Experiment	Examination
Assessment Conditions	Time allowed Perusal time: 5 minutes Working time: 60 minutes This is an individual supervised task. Students are permitted an approved calculator.	Students can develop their responses in class and own time. This an individual task. Some aspects of the task may be completed as a group.	Students can develop their responses in class and own time. This is an individual task. Some research aspects can be completed as a group. Students use a practical or simulation performed in class as the basis for their methodology and research question.	Mode: written Time allowed Perusal time: 5 minutes Working time: 90 minutes Students may use an approved calculator

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Gravity and electromagnetism		Revolutions in modern physics	
Assessment Task	Data Test	Student Experiment	Research Investigation	Examination
Assessment Conditions	Time allowed Perusal time: 5 minutes Working time: 60 minutes This is an individual supervised task. Students are permitted an approved calculator.	Students can develop their responses in class and own time. This is an individual task. Some aspects of the task may be completed as a group. Students use a practical or simulation performed in class as the basis for their methodology and research question.	Students can develop their responses in class and own time. This is an individual task. Some research aspects can be completed as a group.	*For each exam:* Mode: written Time allowed Perusal time: 5 minutes Working time: 90 minutes Students may use an approved calculator

*For General subjects Units 3 and 4 contribute to ATAR calculation

Science in Practice

Applied senior subject

Applied

PRE REQUISITE
No pre-requisite required

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

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

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes.

Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

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

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

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

PATHWAYS

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

OBJECTIVES

By the conclusion of the course of study students should:

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

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Forensic Science		Consumer Science	
Assessment Task	Practical Project	Applied Investigation	Applied Investigation	Practical Project
Assessment Conditions	Students can develop their responses in class and own time. This is an individual task. The following aspects of the task may be completed as a group • analysing and interpreting the scenario • selecting a procedure to follow. • executing the procedure.	Students can develop their responses in class and own time. This is an individual task. If students are using primary information, the following aspects of the task may be completed as a group • selecting methodology • collecting primary information.	Students can develop their responses in class and own time. This is an individual task. If students are using primary information, the following aspects of the task may be completed as a group • selecting methodology • collecting primary information.	Students can develop their responses in class and own time. This is an individual task. The following aspects of the task may be completed as a group • analysing and interpreting the scenario • selecting a procedure to follow. • executing the procedure.

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Ecology		Transport and Motion	
Assessment Task	Practical Project	Applied Investigation	Practical Project	Applied Investigation
Assessment Conditions	Students can develop their responses in class and own time. This is an individual task. The following aspects of the task may be completed as a group • analysing and interpreting the scenario • selecting a procedure to follow. • executing the procedure.	Students can develop their responses in class and own time. This is an individual task. If students are using primary information, the following aspects of the task may be completed as a group • selecting methodology • collecting primary information.	Students can develop their responses in class and own time. This is an individual task. The following aspects of the task may be completed as a group • analysing and interpreting the scenario • selecting a procedure to follow. • executing the procedure.	Students can develop their responses in class time and their own time. This is an individual task. If students are using primary information, the following aspects of the task may be completed as a group • selecting methodology • collecting primary information.





THE ARTS

Year 11 and 12



- Dance in Practice
- Film, Television & Media
- Music
- Music in Practice
- Visual Art
- Visual Art in Practice

Music

General senior subject

General

PRE-REQUISITE
Minimum

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.
The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.
Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.
Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.
In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.
In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

PATHWAYS
A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces**.**

OBJECTIVES

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

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

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Designs		Identities	
Assessment Task	Performance Students perform repertoire. Their response will show a demonstration of technical, interpretative and communication skills.	Students create a composition and devise a statement of intent. Their response will demonstrate technical, creative and expressive skills, and theoretical and conceptual understandings.	Students complete two responses connected to the same topic: • musicological response • create a composition or perform repertoire informed by the findings of musicological response.	Extended written response in exam conditions Planning time: 20 minutes Working time: 120 minutes
Assessment Conditions	Class time and student's own time. Individual task. Performance: up to 5 mins Audiovisual recording should be continuous with no pausing or editing.	Composition Composition: at least 1 minute Statement of intent One of the following: Written: up to 500 words Spoken (live or recorded): up to 3 mins, or signed equivalent	Musicology One of the following: Written: up to 1000 words Spoken (live or recorded): up to 8 mins, or signed equivalent Composition or performance One of the following: Composition: at least 1 min Performance: up to 5 mins	Mode: written Time allowed Planning time: 20 minutes Working time: 120 minutes

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Innovations		Narratives	
Assessment Task	Performance (20%) Students perform repertoire. Their response demonstrate technical, interpretative and communication skills.	Composition (20%) Students create a composition and devise a statement of intent. Their response will demonstrate technical, creative and expressive skills, and theoretical and conceptual understandings.	Project (35%) Students complete two responses connected to the same topic: • musicological response • create a composition or perform repertoire informed by the findings of musicological response.	Examination — extended response (25%)
Assessment Conditions	Class time and student's own time. Individual task. Performance: up to 5 minutes For the audiovisual recording of the student performance, the recording should be continuous with no pausing or editing.	Class time and student's own time. Individual task. Composition Composition: at least 1 minute Statement of intent One of the following: Written: up to 500 words Spoken (live or recorded): up to 3 minutes, or signed equivalent	Class time and student's own time. Individual task. Audiovisual recording should be continuous with no pausing or editing. Musicology One of the following: Written: up to 1000 words Spoken (live or recorded): up to 8 mins, or signed equivalent Composition or performance One of the following: Composition: at least 1 min Performance: up to 5 mins	Mode: written Time allowed Planning time: 20 minut Working time: 120 minutes

Film, Television & New Media

General senior subject

General

PRE-REQUISITE

Minimum of C in Year 10 Media Arts AND Year 10 English

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

PATHWAYS

The processes and practices of Film, Television & New Media, such as project- based learning and creative problem- solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work- related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

OBJECTIVES

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Foundation		Stories	
Assessment Task	Case study investigation	Foundation project	Genre project	Examination
Assessment Conditions	Up to 1500 words (written report). Students can develop their responses in class time and their own time. Individual task. Students - may support their responses with digital elements appropriate to the type of publication - must have open access to resources.	Up to 5 mins (production) and up to 1200 words (treatment). Students can develop their responses in class time and their own time. At least 70% of footage in final production must be filmed, recorded or created by the student. Individual task.	Up to 500 words (written statement of intent) Up to 5 mins (production) Date Script designed for length of production (max 5 mins) or storyboard (up to 24 shots) as negotiated with teacher Students can develop their responses in class and own time. At least 70% of footage in final production must be filmed, recorded or created by student. Individual task.	Unseen stimulus with contextual information Planning time: 20 minutes Working time: 120 minutes

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Participation		Artistry	
Assessment Task	Case study investigation Students research and report on how the institutional and technological characteristics of film, television or new media engage and sustain audience participation.	Multi-platform content project Students design interconnected, participatory media content across two platforms and create a moving-image media product for one of these platforms. T	Stylistic production Students use technologies, representations and languages to develop production practices. They use an emerging aesthetic to design and make a stylistic moving-image media product.	External Examination — extended response (25%) respond to an unseen question and unseen stimulus respond in the form of an analytical essay that expresses a viewpoint.
Assessment Conditions	Students can develop their responses in class time and their own time. Individual task Students - may support their responses with digital elements appropriate to type of publication Open access to resources. Written: up to 1500 words	Pre-production Treatment: up to 1200 words Production Moving-image media product: up to 5 minutes Students can develop their responses in class and own time. At least 70% of footage in the final production must be filmed, recorded or created by the student. Individual task.	Students develop responses in class and own time. At least 70% of footage in final production must be filmed, recorded or created by student. Individual task. Statement of intent Written: max. 500 words Pre-production one of the following: Storyboard: max. 24 frames Script (three-column script or screenplay): designed for length of production, max. 5 mins	Mode: written Time allowed - Planning time: 20 minutes Working time: 120 minutes

*For General subjects Units 3 and 4 contribute to ATAR calculation

Music in Practice

Applied senior subject

Applied

PRE-REQUISITE
No pre requisite required

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

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

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills.

They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

PATHWAYS

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills.

Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project- based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

OBJECTIVES

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

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

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Music of Today	Music of Today	Building your brand	Building your brand
Assessment Task	Performance of contemporary music with a connection to community	Composing project Plan, compose and evaluate a contemporary song	Performing Project Plan and perform a cover for a live event or platform. Evaluate performance of a current song.	Composition Original composition that reflects their brand for a chosen streaming platform
Assessment Conditions	The performance may be completed individually or in groups. Students are assessed individually. Performance (live or recorded): up to 4 minutes	Composition: up to 3 mins, or equivalent section of a larger work. Planning and evaluation of composition- options: • Multimodal (at least two modes delivered at same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 mins, or signed equivalent	Performance (live or recorded) up to 4 mins Planning and evaluation of performance One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	Composition: up to 3 minutes, or equivalent section of a larger work

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	The Cutting Edge	The Cutting Edge	'Live' on Stage!	'Live' on Stage!
Assessment Task	Performance Project Plan and perform a cover song using music technology. Evaluate performance	Composition using music technology that has a connection to school community	Composing Project Plan, make and evaluate a composition for a commercial context	Perform commercial music with a visual component that is connected to school or local community
Assessment Conditions	Performance (live or recorded): up to 4 mins Planning and evaluation of performance – options: • Multimodal (at least two modes delivered at the same time): up to 5 mins, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 mins, or signed equivalent	This is an individual task. Composition: up to 3 minutes, or equivalent section of a larger work	Composition: up to 3 mins, or equivalent section of a larger work. Planning and evaluation of composition - options: • Multimodal (at least two modes delivered at the same time): up to 5 mins, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 mins, or signed equivalent	Performance (live or recorded): up to 4 minutes

Visual Art

General senior subject

General

PRE-REQUISITE

Minimum of C in Year 10 Visual Art AND Year 10 English

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

PATHWAYS

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

OBJECTIVES

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Art as lens	Art as lens	Art as code	Art as code
Assessment Task	Reverse chronology investigation – Inquiry phase	Project – Inquiry phase	Project – Inquiry phase	Extended written response in form of an analytical essay that expresses a viewpoint to unseen stimulus.
Assessment Conditions	Student choice of one of the following - Written: up to 2000 words - Multimodal (at least two modes delivered at the same time): up to 10 mins (up to 2000 words or up to 12 presentation slides) - Digital presentation (e.g.video, digital book): up to 12 presentation slides (up to 2000 words or up to 10 minutes) • Visual support, including relevant annotated artworks, images, diagrams and/or experimental representations.	Evidence of FA1 (not for reassessment) Written: inquiry question and focus from Inquiry phase 1 Resolved artwork/s • Student-selected media • Resolved artwork: unlimited pages/slides of photographic documentation— one of the following - single resolved artwork - a collection of related, resolved artworks Artist's statement/s Written: up to 150 words per statement - one of following: • one artist's statement for a single artwork or a collection of artworks • multiple statements for individual artworks in a collection Annotations Multimodal (at least two modes delivered at the same time): 1 page/slide with images of all resolved works in the submission and up to 200 words — one of the following: • annotations for a single artwork • annotations for a collection of artworks presented together on one page/slide • Supporting evidence Multimodal (at least two modes delivered at the same time): up to 4 pages, slides, or similar, containing experimental artwork/s, sketches, diagrams, graphic organisers, images, photographs and/or collections of stimulus with notes, annotations and/or reflective commentary	Evidence of FA1 and FA2 inquiry (not for reassessment) Multimodal (at least two modes delivered at the same time): • inquiry question and focus from Investigation — inquiry phase 1 • evidence of Project — inquiry phase 2 sufficient to demonstrate the realisation of the body of work in FA3; up to 3 existing IA2 slides - FA2 artist statement and/or - photographic documentation of FA2 resolved work Resolved artwork/s • Student-selected media • Resolved artwork: unlimited pages/slides of photographic documentation, - a collection of resolved artworks Artist's statement/s Written: up to 150 words per statement One of the following: • one artist's statement for a single artwork or a collection of artworks • multiple statements for individual artworks in a collection Annotations Multimodal (at least two modes delivered at the same time): 1 page/slide with images of all resolved works in the submission and up to 200 words — one of the following: • annotations for a single artwork • annotations for a collection of artworks presented together on 1 page/slide Supporting evidence Multimodal (at least two modes delivered at the same time): up to 4 pages, slides, or similar, containing experimental artwork/s, sketches, diagrams, graphic organisers, images, photographs and/or collections of stimulus with notes, annotations and/or • reflective commentary	Extended response Time: 2 hours plus 20 minutes working time Mode: Written

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Body of work - Art as knowledge	Body of work - Art as knowledge	Body of work - Art as alternate	Body of work - Art as alternate
Assessment Task	Reverse chronology investigation – Inquiry phase	Project – Inquiry phase	Project – Inquiry phase	External Examination
Assessment Conditions	This is an individual task. Response requirements • Visual evidence, including experimental artworks, relevant annotated artworks, images and/or diagrams • Student-selected media • Student choice of one of the following - Written: up to 2000 words - Multimodal (at least two modes delivered at the same time): up to 10 minutes (up to 2000 words or up to 12 presentation slides) - Digital presentation (e.g. video, digital book): up to 12 presentation slides (up to 2000 words or up to 10 minutes)	Evidence of FA1 (not for reassessment) Written: inquiry question and focus from Inquiry phase 1 Resolved artwork/s • Student-selected media • Resolved artwork: unlimited pages/slides of photographic documentation, including images of detail and/or display; text to specify title, media and size only — one of the following - single resolved artwork - a collection of related, resolved artworks Artist's statement/s Written: up to 150 words per statement (name, title, media and size are not included in word count) — one of the following: • one artist's statement for a single artwork or a collection of artworks • multiple statements for individual artworks in a collection Annotations Multimodal (at least two modes delivered at the same time): 1 page/slide with images of all resolved works in the submission and up to 200 words — one of the following: • annotations for a single artwork annotations for a collection of artworks presented together on one page/slide Supporting evidence Multimodal (at least two modes delivered at the same time): up to 4 pages, slides, or similar, containing experimental artwork/s, sketches, diagrams, graphic organisers, images, photographs and/or collections of stimulus with notes, annotations and/or reflective commentary	Evidence of FA1 and FA2 inquiry (not for reassessment) Multimodal (at least two modes delivered at the same time): • inquiry question and focus from Investigation inquiry phase 1 • evidence of Project — inquiry phase 2 sufficient to demonstrate realisation of body of work in IA3; up to 3 existing IA2 slides, • Student-selected media Resolved artwork: unlimited pages/slides of photographic documentation, including images of detail and/or display; text to specify title, media and size only — one of the following - single resolved work - a collection of resolved artworks Artist's statement/s Written: up to 150 words per statement (name, title, media and size are not included in word count) — one of the following: • one artist's statement for a single artwork or a collection of artworks • multiple statements for individual artworks in a collection Annotations Multimodal (at least two modes delivered at the same time): 1 page/slide with images of all resolved works in the submission and up to 200 words — one of the following: • annotations for a single artwork • annotations for a collection of artworks presented together on 1 page/slide Supporting evidence Multimodal (at least two modes delivered at the same time): up to 4 pages, slides, or similar, containing experimental artwork/s, sketches, diagrams, graphic organisers, images, photographs and/or collections of stimulus with notes, annotations and/or reflective commentary	Mode: written Time allowed, Planning time: 20 minutes Working time: 120 minutes requires students to respond to an unseen question in the form of an analytical essay selected from various options and unseen stimulus

*For General subjects Units 3 and 4 contribute to ATAR calculation

Visual Arts in Practice

Applied senior subject

Applied

PRE-REQUISITE
No pre-requisite required

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

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' art- making. 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.

PATHWAYS

Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

OBJECTIVES

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Looking Inwards	Looking Inwards	Looking Outwards	Looking Outwards
Assessment Task	Make and evaluate an experimental folio that explore representation of self. Plan a resolved artwork	Make a resolved artwork that communicates representation of self from A1	Make a prototype artwork that explores a local, national or global issue. Evaluate other's artworks and plan for a resolved artwork	Make a resolved artwork that communicates a local, national or global issue in a social space
Assessment Conditions	Experimental Folio Written evaluation 600 words	Up to 4 artworks – 2D	Protype artwork Multimodal – up to 5 min, 8 A4 pages, or equivalent digital media	Up to 4 artworks – 3D

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Clients	Clients	Transform and extend	Transform and extend
Assessment Task	Make and evaluate a design proposal for a commissioned artwork in response to a client brief. Plan a resolved artwork	Make a resolved artwork that addresses client needs and specifications from assessment C1	Make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Plan a resolved artwork	Resolved artwork that communicates a developed style and/or practice, and takes inspiration from an artist or artisan from assessment D1
Assessment Conditions	Prototype artwork Multimodal – up to 5 min, 8 A4 pages, or equivalent digital media	Up to 4 artworks – 3D	Experimental Folio Written evaluation 600 words	Up to 4 artworks – 2D





TECHNOLOGIES Year 11 and 12



- Cert II Engineering Pathways
- Cert II Electrotechnology
- Engineering
- Cert II Hospitality
- Information & Communication Technology
- Industrial Technology Skills

Engineering

General senior subject

General

PRE-REQUISITE
Minimum of B in Y10 Engineering Principles and minimum of B in Y10 Maths

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem- based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision- making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem- based learning framework in Engineering encourages students to become self- directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

PATHWAYS

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems.

The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

OBJECTIVES

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Engineering Fundamentals	Engineering Fundamentals	Emerging Technologies	Emerging Technologies
Assessment Task	Examination — combination response	Engineered solution	Engineered solution	Examination — combination response
Assessment Conditions	Individual supervised task Perusal time: 5 mins Working time: 120 mins The teacher must provide the QCAA Engineering formula book Students may use a non-programmable scientific calculator, a protractor and a ruler.	In class time and their own time Individual task Written and visual (including images, graphs, calculations and diagrams): up to 10 A4 pages, up to 2000 words	In class time and their own time Individual task Written and visual (including images, graphs, calculations and diagrams): up to 10 A4 pages, up to 2000 words	Individual supervised task Perusal time: 5 mins Working time: 120 mins The teacher must provide the QCAA Engineering formula book Students may use a non-programmable scientific calculator, a protractor and a ruler.

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Civil Structures	Civil Structures	Machines and Mechanisms	Machines and Mechanisms
Assessment Task	Engineered solution (25%)	Examination — combination response (25%)	Engineered solution (25%)	External Examination — combination response (25%)
Assessment Conditions	In class time and their own time Individual task Written and visual (including images, graphs, calculations and diagrams): up to 10 A4 pages, up to 2000 words	Individual supervised task Perusal time:5 mins Working time:120 mins The teacher must provide the QCAA Engineering formula book Students may use a non-programmable scientific calculator, a protractor and a ruler.	In class time and their own time Individual task Written and visual (including images, graphs, calculations and diagrams): up to 10 A4 pages, up to 2000 words	Written Perusal time: 5 mins Working time: 120 mins The QCAA provides the QCAA Engineering formula book. Students may use a non-programmable scientific calculator, a protractor and a ruler.

*For General subjects Units 3 and 4 contribute to ATAR calculation

Information & Communication Technology

Applied senior subject

Applied

PRE-REQUISITE
No pre-requisite required

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high- quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

PATHWAYS

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

OBJECTIVES

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

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

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Robotics	Robotics	App Development	App Development
Assessment Task	Product Proposal	Project	Product Proposal	Project
Assessment Conditions	In class and own time. Access to hardware and software as required Individual task. Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	In class and own time Access to hardware and software as required Individual or group task Assessed individually Multimodal (at least two modes delivered at the same time): up to 5 mins, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity robot or drone product prototype	In class and own time Access to hardware and software as required Individual task. Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	In class and own time Access to hardware and software as required Individual or group task Assessed individually Multimodal (at least two modes delivered at the same time): up to 5 mins, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity robot or drone product prototype

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Audio/Video Production	Audio/Video Production	Web Development	Web Development
Assessment Task	Product Proposal	Project	Product Proposal	Project
Assessment Conditions	In class and own time Access to hardware and software as required Individual task. Multimodal (at least two modes delivered at the same time): up to 3 mins, 6 A4 pages, or equivalent digital media	In class and own time Access to hardware and software as required Individual or group task Assessed individually Multimodal (at least two modes delivered at the same time): up to 5 mins, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of production	In class and own time Access to hardware and software as required Individual task. Multimodal (at least two modes delivered at the same time): up to 3 mins, 6 A4 pages, or equivalent digital media	In class and own time Access to hardware and software as required Individual or group task Assessed individually Multimodal (at least two modes delivered at the same time): up to 5 mins, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of webpage

Industrial Technology Skills

Applied senior subject

Applied

PRE-REQUISITE
No pre-requisite required

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

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products.

Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production

processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry.

Students work with each other to solve problems and complete practical work.

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

OBJECTIVES

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

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

Subject Overview

	Unit 1		Unit 2	
	1.1	**1.2**	**2.1**	**2.2**
Unit title	Furniture Making	Furniture Making	Site Preparation and Foundations	Site Preparations and Foundations
Assessment Task	Practical Demonstration	Project	Practical Demonstration	Project
Assessment Conditions	**Individual Task** - skills and procedures 3-5 production processes **Multimodal** 2 modes at the same time 6 A4 pages	**Individual Project** - 1 Multi-material furniture product 5-7 production processes **Multimodal** 2 modes at the same time 8 A4 pages	**Individual Task** Skills and procedures 3–5 production processes **Multimodal** 2 modes at the same time 6 A4 pages	**Individual or Groups Structure** 1 site preparation and foundations structure 5–7 production processes **Multimodal** 2 modes at the same time 8 A4 pages

	Unit 3		Unit 4	
	3.1	**3.2**	**4.1**	**4.2**
Unit title	Construction in the domestic building industry	Construction in the domestic building industry	Cabinet making	Cabinet Making
Assessment Task	Practical Demonstration	Project	Practical Demonstration	Project
Assessment Conditions	**Individual Task** **Practical Demonstration** skills and procedures 3–5 production processes **Multimodal** 2 modes at the same time 6 A4 pages	**Individual or Group Structure** 1 domestic building structure constructed 5–7 production processes **Multimodal** 2 modes at the same time 8 A4 pages	**Individual Task** - skills and procedures 3–5 production processes **Multimodal** 2 modes at the same time 6 A4 pages	**Individual Project** 1 cabinet product 5–7 production processes **Multimodal** 2 modes at the same time 8 A4 pages

MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004
QCE Credits: 4 Core Credits

Description

The MEM20422 qualification introduces students to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification. Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200.
For eligibility requirements, refer to the Blue Dog Training website:
https://bluedogtraining.com.au/en-au/for-schools
For information on the refund policy, visit:
https://bluedogtraining.com.au/en-au/company-policies#level-3

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
Elective	
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:
- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422



Mango Hill State Secondary College

SIT20322 Certificate II in Hospitality

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

Job Prospects

- Café attendant
- Catering assistant
- Food & beverage attendant

Units of Competency

BSBTWK201	Work effectively with others	Core
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND007	Use hospitality skills effectively	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygienic practices for food safety	Elective
SITHCCC024	Prepare and present simple dishes	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHFAB021	Provide responsible service of alcohol	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective

To achieve SIT20322 Certificate II in Hospitality 12 units of competency must be completed.

For eligible applicants, the Queensland Department of Trade, Employment and Training can fund this training.

For more information on VETiS, visit https://desbt.qld.gov.au/training/providers/funded/vetis

For eligibility and more information on this program speak to a Training Direct Australia representative.

Nationally Recognised Training

Training Direct Australia

RTO 32355
1800 685 988
admin@trainingdirectaust.com.au
trainingdirect.net.au

Skills Assure

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Mango Hill State Secondary College

SIT30622 Certificate III in Hospitality

with

SIT20322 Certificate II in Hospitality

embedded

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

Job Prospects

- Café attendant
- Waiter
- Food & beverage attendant

SIT30622 Certificate III in Hospitality Units of Competency		
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND008	Work effectively in hospitality service	Core
SITXCCS014	Provide service to customers	Core
SITXCOM07	Show social and cultural sensitivity	Core
SITXHRM007	Coach others in job skills	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygienic practices for food safety	Elective
SITXFSA006	Participate in safe food handling practices	Elective
SITHCCC024	Prepare and present simple dishes	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHFAB021	Provide responsible service of alcohol	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective
SITHKOP009	Clean kitchen premises and equipment	Elective
BSBTWK201	Work effectively with others	Elective
SIT20322 Certificate II in Hospitality additional Units of Competency		
SITXCCS011	Interact with customers	Core
SITHIND007	Use hospitality skills effectively	Core

To achieve SIT30622 Certificate III in Hospitality 15 units of competency must be completed.

For eligible applicants, the Queensland Department of Trade, Employment and Training can fund the training for the SIT20322 Certificate II in Hospitality component of the qualification through VETiS (12 units of competency). If using VETiS funding for SIT20322 Certificate II in Hospitality, the additional 2 units listed above must be completed.

For more information on the VETiS, visit https://desbt.qld.gov.au/training/providers/funded/vetis

The remaining units will be charged on a Fee-For-Service basis.

For eligibility and more information on this program speak to a Training Direct Australia representative.

Nationally Recognised Training

Training Direct Australia

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trainingdirect.net.au

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STATE SECONDARY COLLEGE

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