2024
SENIOR PATHWAYS GUIDE

COOMBABAH STATE HIGH SCHOOL

Contents

Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selections. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

Senior Education Profile

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

- Senior Statement

- Queensland Certificate of Education (QCE)

- Queensland Certificate of Individual Achievement (QCIA).

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school

- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement

- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

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

For more information about the ACSF see www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework.

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General syllabuses and Short Course syllabuses

In addition to literacy and numeracy, General syllabuses and Short Course syllabuses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five scaled General subject results or

- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

Applied and Applied (Essential) syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

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

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver

- how and when the subject matter of the units will be delivered

- how, when and why learning experiences are developed, and the context in which the learning will occur

- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills

- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus

- assessment contexts to suit available resources

- how the assessment task will be integrated with teaching and learning activities

- how authentic the task will be.

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.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

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.

Summative internal assessment — instrument-specific standards

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

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Assessment

Units 3 and 4 assessments

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

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

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

General (Senior External Examination) syllabuses

Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

Students

School

These are students who are:

- in the **final year of senior secondary schooling** (Year 12)
- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

Non-school

These are candidates who:

- are **less than 17 years** of age
- are Queensland residents
- are not enrolled in a Queensland secondary school
- have not completed Year 12, and
- do not hold a Queensland Certificate of Education (QCE) or Senior Statement.

Adults

These are candidates who:

- will be **at least 17 years** by the end of the year in which they propose to take the examination
- are Queensland residents
- are not enrolled in a Queensland secondary school.

Eligibility — school students

Eligible Year 12 students can sit a maximum of *two* SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**

Eligibility — candidates less than 17 years

Candidates less than 17 years of age wishing to register for SEEs:

- must reside in Queensland
- must be less than 17 years by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- must apply to establish their eligibility.

If eligible, candidates may register for a maximum of *three* SEE subjects in one calendar year.

Tuition

Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Non-school candidates can study at an examination teaching centre, with a private tutor or independently.

Eligibility — adult candidates 17 years and older

Adult candidates wishing to register for SEEs:

- must reside in Queensland
- must be 17 years or older by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- do not have to satisfy any other eligibility requirements.

Adult candidates may register for as many SEE subjects as they wish.

Tuition

Although adult candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Adult candidates can study at an examination teaching centre, with a private tutor or independently.

Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar,

available at www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

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

Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

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

Short Course syllabuses

Course overview

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

Short Courses are available in:

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

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

QCAA senior syllabus

English

Applied

- Essential English

General

- English

Short Course

- Literacy

Health and Physical Education

Applied

- Sport & Recreation

General

- Physical Education

Humanities and Social

Applied

- Social & Community Studies
- Tourism

General

- Accounting
- Business
- Geography
- Modern History

Languages

General

- Italian
- Japanese

Mathematics

Applied

- Essential Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Short Course

- Numeracy

Sciences

Applied

- Science in Practice

General

- Biology
- Chemistry
- Physics

Technologies

Applied

- Building & Construction Skills
- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills

The Arts

Applied

- Arts in Practice
- Dance in Practice
- Drama in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

General

- Film, Television & New Media
- Music
- Visual Art

Essential English – Applied subject

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

FURTHER INFORMATION:

Head of Department – English, Ms Joni Cameron

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English - General senior subject

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

Head of Department – English, Ms Joni Cameron

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Sport & Recreation - Applied senior subject

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

What will I learn in Sport and Recreation?

Students will learn how to:-
- improve the performance of individuals and groups in a physical environment
- promote, officiate and coach in a range of sport and recreation environments
- plan how to engage other members of the community in sport and recreation

How will I learn in Sport and Recreation?

Students will participate in both practical and classroom based activities related to the sport and recreation industry. There is a substantial practical component in this subject. Students will complete 1-2 theory lessons a week and 2-3 practical lessons a week. Students will use technology in most lessons to capture evidence of how they are progressing in units.

What career pathways can I follow?

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.

Assessment

Students complete two assessment tasks for each unit. Each unit requires the students to do the same two types of assessment, a two part performance and a three part project

Performance (2 parts)	Project (3 Parts)

a) **Performance video** of up to 4 minutes
 plus one of the following
 	
 b) **Multimodal** (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media **or**
 	
   Spoken: up to 3 minutes, or signed equivalent **or**
 	
   Written: up to 500 words
	a) **Investigation and session plan**
	 One of the following:
	 Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media **or**
	
	 Spoken: up to 3 minutes, or signed equivalent **or**
	 Written: up to 500 words
	 b) **Performance video** up to 4 minutes of video
	
	 Evaluation
	 One of the following:
	 Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media **or**
	
	 Spoken: up to 3 minutes, or signed equivalent **or**
	 Written: up to 500 words

Course overview

Sport & Recreation is a four-unit course of study. There are 2 assessments for each unit.

Unit Description	Unit Assessment
Unit 1 Optimising Performance Optimising athletic performance requires a range of specialist knowledge that includes training in mental skills; nutrition; and sports medicine and first aid, specifically in managing and recovering from training and injuries. In this unit, you will investigate a range of activities and strategies to optimise athletic performance.	FIA1 Performance FIA2 Project
Unit 2 – Coaching and Officiating This unit will assist you to develop individual character traits such as integrity, honesty, trustworthiness and respect which are integral to the roles of coaches and officials. You will investigate best practice in coaching and officiating and analyse contextual factors, including resources, barriers and enablers, that affect outcomes.	FIA3 Performance FIA4 Project
Unit 3 Emerging trends in sport and recreation (General Strand) In this unit, you wll investigate the key drivers of emerging trends in sport and recreation. These trends are resulting in traditional sports competing with less organised activities and the emergence of modified versions of traditional sports and eSports. You will analyse contextual factors, including resources, barriers and enablers that affect outcomes. You will participate in a range of these emerging sport and recreation activities.	IA1 Performance IA2 Project
Unit 3 – Athlete Development and Wellbeing (Rugby League Program Strand) In this unit, students investigate holistic athlete development and wellbeing and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves as emerging elite athletes. Students specifically look at interacting with others, appropriate social media usage, and job readiness.	IA1 Performance IA2 Project
Unit 4 - Fitness for Sport and Recreation Fitness and training require a range of specific skills and specialist knowledge about how to organise, structure and schedule programs in sport and recreation activities. In this unit, students investigate a range of fitness and training activities and strategies including resistance work in the school gym, strength and conditioning testing and cardiovascular fitness based programs. Students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups.	IA1 Performance IA2 Project

Other important information

You are required to actively participate in all aspects of the course. You will perform tasks in a variety of settings including sporting carnivals and sports days. You will be required to wear appropriate footwear suitable for participating in sport.

FURTHER INFORMATION:

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Physical Education - General senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

FURTHER INFORMATION:
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Social & Community Studies - Applied senior subject

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.

What will I learn in Social and Community Studies?

You will learn:

- skills and knowledge associated with participating effectively as members of society; in a family, within the workplace, and in the community;
- to develop your own skills for building and maintaining personal and social relationships. This will include learning about self-awareness and self-management;
- that all problems or situations can be considered from a range of perspectives and how peoples personal characteristics, behaviours and values shape their response to these situations;
- that personal health and wellbeing is an important aspect of your life. You will acquire knowledge and skills to help you recognise your own attributes and develop strategies maintain your wellbeing;
- the choices we make regarding how to use our time, money, other knowledge, skills and resources will all impact the lifestyle we live.

How will I learn?

Learning in Social and Community Studies involves:

- solve real world issues relevant to young adults using creative and critical thinking
- practicing the skills of communication; collaborate and work in teams
- develop personal and social skills that will be useful in a variety of settings in senior and post school
- using digital technologies to locate, analyse, manipulate and present data and information
- responsible use of digital technologies (being safe, positive and responsible online)

Key aspects of assessment in Social and Community Studies are projects, extended responses and investigations:

- Projects require the application of a range of cognitive skills, and communicate of findings, relating to real-world situations.
- Extended responses require students to respond to a real-life stimulus, relating to a contemporary issue, and provide a response aim at young adults
- Investigations require students to research contemporary issues, relevant to being a young adult, and produce a response communicating their findings in realistic forms, such as podcasts, multimodal, and other communication forms.

By the conclusion of the course of study you will have developed the ability to:

- explain personal and social concepts and skills as they relate to family, social, work and other settings
- examine how you can actively participate in society
- apply personal and social knowledge to real life situations preparing you for the known and unknown
- communicate responses and present information in a range of forms
- self evaluate your work or performance in given situations.

What career pathways can I follow?

Social and Community Studies can establish a basis for further education and employment in any industry, as it promotes self-reflection and develops student's ability to understand their place in the community and how they can actively participate.

Other important information:

- A laptop is required to complete classwork

Course overview

Social and Community Studies is a four-unit course of study. There are 2 assessments for each unit.

Unit Description	Unit Assessment
Unit 1 – Lifestyle and financial choices You will investigate making choices for their lifestyles, and how to enact positive change for the present and the future. You will explore the money management knowledge and skills they will need to follow their lifestyle choices.	**FIA1 – Project – Contemporary lifestyles** You will **individually** develop recommendations to address a social issue related to a contemporary lifestyle. **FIA2 – Extended response – Money management** You will **individually** respond to stimulus related to a money management issue that is related to a young Australian.
Unit 2 – Relationships and work environments You will investigate the pathways into work environments, and the continued learning that occurs in workplaces. You will also examine the skills needed to establish productive working relationships, and how to deal with issues within the workplace, both personal and with colleagues.	**FIA3 -Project - Relationships** You will **individually** develop an instructional text to provide advice on strategies for conducting effective relationships. **FIA4 – Investigation – World of Work** You will **individually** investigate an issue related to the work environment or employment by collecting and examining information to form a response.
Unit 3 – Legal and digital citizenship You will investigate Australia's legal system, and how it operates, in order to develop the understanding of how to become an active and informed citizen. You will also look at the use of digital technology, and the positive and negatives impacts and implications it can have on families, school communities and the greater community.	**IA1 – Extended response – Law matters** You will **individually** respond to stimulus related to a legal issue that is relevant to young Australians. **IA2 – Project – Digital technology and wellbeing** You will **individually** develop an educational resource to promote a digital technology and wellbeing initiative suitable for a specific audience.
Unit 4 – Australian and its place in the world How is Australia viewed throughout the world? How can our young adults become involved in the international community? You will explore the features of contemporary Australian society, and how Australia's involvement in the world continually changes, and how this will shape our future outlook.	**IA3 – Extended response – Contemporary society** You will **individually** respond to stimulus related to potential barriers to inclusion, equity, and/or connectedness for a specific group in Australia. **IA4 – Project- Australian as a global citizen** You will **individually** produce an informative text that makes a considered judgement on Australia's contribution as a member of the international community.

NOTE: Please note, the order and units may change, due to teacher and resource availability

Assessment Types

The assessment techniques used in Social and Community Studies are:
- Project – There are 2 components to projects. The project portion and an evaluation of your learning.
- Investigation
- Extended response

Format for each of these can be – multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media), spoken (up to 7 minutes) or written (up to 1000 words).

FURTHER INFORMATION:
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Tourism - Applied senior subject

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

What will I learn in Tourism?

You will learn to:

- understand the diverse nature of the tourism industry and the different sectors that make up this exciting industry;
- apply knowledge of the industry to examine the sociocultural, environmental and economic aspects of the tourism industry, across the Gold Coast; nationally across Australia and also around the world;
- analysing the social, environmental, cultural and economic impacts the tourism industry has, and how the industry needs to be mindful of these when looking at new and exciting tourism trends;
- examine the different career pathways the tourism industry offers, and apply the skills and knowledge acquired to determine what pathway would best suit you when you leave school.

How will I learn?

Learning in Tourism involves:

- creative and critical thinking
- the ability to communication, collaboration and teamwork
- development of personal and social skills
- using digital technologies to produce and present data and information, research and interrogate information and manipulate data

Key aspects of learning in Tourism are projects and investigations:

- Projects require the application of a range of cognitive skills, and communicate of findings, relating to travel industry situations.
- Investigations require students to research contemporary tourism issues, from both Australian and International destinations.

By the conclusion of the course of study you will have developed the ability to:

- explain principles, concepts and practices relevant to working in the tourism industry
- examine tourism data and information to identify features of tourism situations
- apply tourism knowledge to determine options, looking at positive and negative impacts of tourism
- communicate responses to present your findings
- evaluate projects.

What career pathways can I follow?

Tourism offers many different career and employment opportunities across the sectors, from entry level positions through to management, including:

- travel and traveller services, eg travel agents, tour operators, airline staff, cruise ship staff
- accommodation sector, eg front office, kitchen, housekeeping, marketing, food and beverages, guest services
- catering and hospitality, eg chefs and kitchen staff, bar staff, front of house staff, functions and events staff
- events, eg functions, entertainment, catering, multimedia, marketing.

Other important information:

- A laptop is required to complete classwork

Course overview

Tourism is a four-unit course of study. There are 2 assessments for each unit.

Unit Description	Unit Assessment
Unit 1 – Tourism and Travel You will consider the different types of tourism, the reasons for travel and why people choose destinations. You will look into the factors that influence people's travel choices. These factors influence both the choice of destination and the travel itinerary.	**FIA1 – Investigation – The impacts of tourism** You will **individually** investigate an international tourist destination, collecting data and information, to propose a management strategy for an opportunity or challenge. **FIA2 – Project – Traveller information** You will **individually** develop a traveller information package for an international tourist destination.
Unit 2 – Tourism marketing You will develop an understanding of the promotional strategies that tourism businesses use to attract tourists to a specific destination. You will use this knowledge to create a promotion for an Australian tourism destination. You will also evaluate the effectiveness of an existing marketing campaign for an Australian tourism product.	**FIA3 - Investigation – Marketing campaign evaluation** You will **individually** investigate a current marketing campaign for an Australian tourism product. **FIA4 – Project – Tourism promotion** You will **individually** develop a tourism promotion to attract visitors to an Australian destination.
Unit 3 – Tourism trends and patterns You will consider differences between trends and seasonal patterns (eg school holidays) and the impact on traveller choices. You will investigate trends in tourism that may create broader patterns over time and long-term impacts on tourist destinations. Trends include preferences for types of tourism experiences, eg staycations, adventure tourism, medical tourism, ethical tourism and sustainable tourism.	**IA1 – Investigation – Tourism trends** You will **individually** investigate a tourism trend, considering relevant social, cultural, economic or environmental impacts, by collecting and examining information. **IA2 – Project – Sustainable tourism guide** You will **individually** develop a tourism guide about sustainable practices for a tourism destination or product.
Unit 4 – Tourism industry and careers You will explore tourism as an industry that involves a wide range of tourism businesses. You will look at career and employment opportunities that exist across the sectors, such as: - travel and traveller services - accommodation sector - catering and hospitality - events.	**IA3 – Investigation – Value of the tourism industry** You will **individually** investigate the economic value and opportunities of the tourism industry for a specific Australian tourism region. **IA4 – Project- Careers in tourism** You will **individually** develop a promotional product for different careers in the tourism industry.

NOTE: Please note, the order and units may change, due to teacher and resource availability.

Assessment Types

The assessment techniques used in Tourism are:
- Project – There are 2 components to each project. The project portion and an evaluation of the student's learning.

- Investigation

Format for each of these can be – multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media), spoken (up to 7 minutes) or written (up to 100 words).

FURTHER INFORMATION:

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Accounting - General senior subject

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, and make and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

- comprehend accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting - Accounting for a service business — cash, accounts receivable, accounts payable and no GST - End-of-month reporting for a service business — no GST	**Management effectiveness** - Accounting for a trading GST business - End-of-year reporting for a trading GST business	**Monitoring a business** - Managing resources for a trading GST business - Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** - Cash management - Complete accounting process for a trading GST business - Performance analysis of a public company

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Project — cash management	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — short response	25%

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Business - General senior subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation	**Business growth**	**Business diversification**	**Business evolution**
• Fundamentals of business • Creation of business ideas	• Establishment of a business • Entering markets	• Competitive markets • Strategic development	• Repositioning a business • Transformation of a business

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

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Geography - General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

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Modern History - General senior subject

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

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

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

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

Pathways

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893	**National experiences in the modern world** • Australia, 1914–1949 • England, 1756–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848

Unit 1	Unit 2	Unit 3	Unit 4
• French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	• May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962	• Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Information Age since 1936 • Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

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Italian - General senior subject

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

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

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

Pathways

A course of study in 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, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Italian.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La mia vita **My world** - Family/carers and friends - Lifestyle and leisure - Education	**Esplorando il mondo** **Exploring our world** - Travel - Technology and media - The contribution of Italian culture to the world	**La nostra societa** **Our society** - Roles and relationships - Socialising and connecting with my peers - Groups in society	**Il mio futuro** **My future** - Finishing secondary school, plans and reflections - Responsibilities and moving on

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

FURTHER INFORMATION:

Italian Language Coordinator: Ms Tania Malik

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Japanese - General senior subject

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

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

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

Pathways

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

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** - Family/carers and friends - Lifestyle and leisure - Education	私達のまわり **Exploring our world** - Travel - Technology and media - The contribution of Japanese culture to the world	私達の社会 **Our society** - Roles and relationships - Socialising and connecting with my peers - Groups in society	私の将来 **My future** - Finishing secondary school, plans and reflections - Responsibilities and moving on

Assessment

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

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

FURTHER INFORMATION:

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Essential Mathematics - Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

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

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General Mathematics - General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

Head of Department - Mathematics, Ms Holly Cotugno
Phone 5552 3862
Email hmcot0@eq.edu.au

Mathematical Methods - General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

Head of Department - Mathematics, Ms Holly Cotugno
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Specialist Mathematics - General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

Head of Department - Mathematics, Ms Holly Cotugno

Phone 5552 3862

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Science in Practice - Applied senior subject

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings.

What will I learn in Science in Practice?
You will learn to:

- Apply scientific knowledge and skills in situations to produce practical outcomes
- Build understanding of expectations for work in scientific settings and develop an understanding of career pathways and other opportunities to contribute to scientific activities
- Develop an awareness and understanding of life beyond school through authentic real-world interactions to become responsible and informed citizens
- Develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty
- Work effectively and respectfully with others while exercising flexibility, cultural awareness and willingness to compromise to accomplish common goals
- Communicate effectively and efficiently in Scientific contexts using appropriate language, terminology, symbols and diagrams
- Apply workplace health and safety practices in order to work safely and effectively in practical scientific situations

How will I learn?

Learning in Science in Practice involves:

- creative and critical thinking
- accessing, capturing and analysing information and data
- using digital technologies to undertake research, evaluate information and present data

Key aspects of learning in Science in Practice are projects and investigations

- 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 the conclusion of the course of study you will have developed the ability to:

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

What career pathways can I follow?

Science in Practice 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, eg animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Course overview

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

Each Unit consists of 5 hours field work (some additional costs associated).

Unit descriptions	Assessment tasks (examples only)
Unit 1 - Forensic Science Students will undertake investigations of crime scenes including fingerprinting, blood spatter analysis, DNA analysis, hair and fibre, and other trace evidence. Students will also critique forensic science methods and compare to those portrayed in film and media.	**FIA1** Demonstrate the correct finger print analysis procedure to a new work college and evaluate your performance. **FIA2** Research question: "are forensic techniques accurately portrayed in film and media?"
Unit 2 – Ecology Is your water really safe to drink? How can you accurately measure water quality at home? We will develop and evaluate our own water quality testing kit and practice skills in determining safe water standards. Students will also journey to our neighbouring Coombabah Wetlands to investigate whether humans are having an impact on the native wild life in the area.	**FIA3** Develop a water testing kit and evaluate its ability to test water purity **FIA4** Research question: "are the walking paths at Coombabah Lakelands Reserve having a negative impact on the native species?"
Unit 3 – Consumer Science Students will have the opportunity to brew the "perfect" Ginger Beer recipe whilst learning about food chemistry and microbes in food. They will also analyse the psychology used behind different advertisements to sell their products and test different advertised claims….is your 99.9% disinfectant spray really doing its job?	**IA1** Create a procedure for the perfect ginger beer and evaluate your product. **IA2** Research question: "Does your 99.9% antibacterial spray really kill that many germs?"
Unit 4 – Transport Why are there road rules around seat belts, mobile phone use and drugs and alcohol while driving? Students will examine the forces and motion experienced in various transport related scenarios. They will also investigate the safety features of various vehicles including, cars, bikes, planes, skateboards and rollercoasters.	**IA3** Design an effective vehicle safety feature then test and report on its effectiveness. **IA4** Research question: "Does texting while driving actually impact reaction time?"

Assessment

Each Unit will have 2 assessment tasks completed in approximately 10-15 hours of class time.

Task 1 is a practical project in response to a scenario. Performance or Product (up to 4mins) and Multimodal Presentation (up to 5mins, or 8 A4 pages, or equivalent digital media)

Task 2 is an applied investigation to investigate a research question by collecting, analysing and interpreting primary and secondary information. Written response: up to 1000 words or Multimodal response: up to 7 minutes or 10 A4 pages

FURTHER INFORMATION:

Head of Department – Science, Mrs Erin Bolger

Phone 55523842

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Biology - General senior subject

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

Head of Department – Science, Mrs Erin Bolger
Phone 55523842
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Chemistry - General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

Head of Department – Science, Mrs Erin Bolger
Phone 55523842
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Physics - General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

Head of Department – Science, Mrs Erin Bolger
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Building & Construction Skills - Applied senior subject (Application 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 building and construction industries to construct structures.

Building & Construction Skills is the study of the industry practices used to transform raw materials into structures to meet customer needs and expectations. This adds value for both businesses and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

What will I learn in Building & Construction Skills?

You will learn industry specific skills and knowledge relating to the safe use of hand and power tools, machinery, equipment and materials for trades such as surveying, landscaping, formwork, steel fixing, concreting, brick laying, carpentry, plastering, waterproofing, tiling and painting.

You will need to communicate using correct oral, written and graphical modes and organise, calculate, plan, evaluate and adapt as you complete each unit.

By the conclusion of the course of study, you should be able to:
- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures.

How will I learn?

You will learn content, knowledge, skills and processes through an equal balance of theory lessons and hands-on practical activities which simulate real-world trade practices. Through working both independently and as part of a team, you must meet customer expectations of high-quality structures (which will be your criteria) and within defined deadlines. You will be required to complete a *multimodal written folio* for each assessment item *in your own time* which is *weighted equally* with your in-class practical work.

What career pathways can I follow?

This subject can establish a basis for further education and employment in the Building & Construction Industry including the civil, residential or commercial building and construction fields. These may include, but are not limited to, roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Other important information

Personal Safety

Students must provide and wear their own safety glasses and steel-toed, high ankle work boots. Steel toed volleys are not acceptable.

Subject Levies (must be paid in advance at time of subject selections or on a payment plan)
Yr11 = $95.00
Yr12 = $175.00

Course overview

Building & Construction Skills is a four-unit course of study. Each unit is assessed with 2 assessment tasks. Please note that assessment items/artefacts are subject to change at any time, due to availability of resources, staff and materials, however the learning content and skills will remain the same irrespective of the artefacts listed.

Unit description	Unit assessment
Unit 1: Site preparation and foundations	FIA1 Site set out & preparation - surveying, excavation and levelling FIA2 Construct formwork, reinforcing and concrete pour
Unit 2: Framing and cladding	FIA3 Carpentry & cladding – Scaled wall frame, weatherboard cladding and brick veneer FIA4 Carpentry & cladding – Subfloor framing and brick piers
Unit 3: Construction in the domestic building industry	IA1 Domestic Dwelling structure - scaled house frame with brick veneer and weatherboard cladding IA2 Domestic Dwelling structure – Full sized Granny flat with brick veneer and weatherboard cladding
Unit 4: Fixing and finishing	IA3 Plastering, Waterproofing, Tiling & Painting – Tiling display board IA4 Plastering, Waterproofing, Tiling & Painting – Granny flat

Assessment

There are 2 types of assessment in this subject. Each task has 2 parts as outlined below.

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

Further advice: Head of Department – Industrial Technology & Design, Mr Mika Heinemann, Phone 55523836, Email mhein2@eq.edu.au

Industrial Graphics Skills - Applied senior subject

Industrial Graphics Skills involves students learning how to read, interpret, create and present technical and working drawings for a variety of audiences. Skills and procedure required to produce industry-specific technical drawings and graphical representations, such as 2D, 3D, virtual and printed formats are used by construction and manufacturing professions to create structures and products as well as promotional materials for consumer audiences. The majority of learning is done through drafting tasks that relate to commercial and construction industries. Students will work with each other to solve problems and complete practical work in the form of folios.

What will I learn in Industrial Graphics Skills?

Students will learn how to successfully operate CAD (computer aided design) software packages in order to create 3D models and 2D plans. They will also experience CAM (computer aided manufacturing) technologies such as 3D printing and laser cutting in order to create scale models of their virtual part models. They will learn how to read and interpret plans and how to reverse engineer existing items and produce compliant plans for house extensions.

By the conclusion of the course of study, students should:
- demonstrate practices, skills and procedures
- interpret client briefs and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and products.

How will I learn?

Students participate in knowledge and skill building lessons throughout each unit to develop the skillsets required to complete each of the assessment tasks. They are expected to complete work outside of classes in order to reach high standard results. Assessment is always presented in multimodal folios which students must be *continually* compiling throughout each unit.

What career pathways can I follow?

Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter. It is also highly recommended for those students with a trade-future focus as all trades need to read and interpret plans.

Other important information

If you will have your own laptop for this subject, you will be greatly advantaged as the software used is free for students and you will be able to work on your assessment tasks at home.

Course overview

Industrial Graphics Skills is a four-unit course of study. Each unit is assessed with 2 assessment tasks.

Unit description	Unit assessment
Unit 1 CAM Computer-aided manufacturing	FIA1 – Use CAM to manufacture a single-component object from a digital drawing (eg 3D printing, laser) FIA2 - Reproduce (reverse engineer) a multi component object using CAM (eg household object)
Unit 2 CAD Computer-aided drafting	FIA3 - Present CAD models of single-component objects (eg household object) FIA4 - Create animations of multi-component CAD models (eg furniture flat pack item)
Unit 3 Drafting for Residential building	IA1 - Create plans for a variation to a standard project house design (eg container home or granny flat) IA2 - Create plans for a renovation or extension to an existing house (eg deck, ensuite on main bedroom)
Unit 4 Graphics for the Furnishing Industry	IA3 – Produce technical drawings for mass produced furnishings IA4 - Produce technical drawings for bespoke furniture

Assessment

There are 2 types of assessment in Industrial Graphics Skills: Practical Demonstration and Project. The elements of each type of task are very similar.

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

FURTHER INFORMATION:

Head of Department – Industrial Technology & Design, Mr Mika Heinemann

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Furnishing Skills - Applied senior subject (Application 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 to produce products.

Furnishing Skills is the study of furnishing industry practices and processes used to manage the manufacture of products from raw materials. Students will use skills and procedures to create products. Students engage in hands-on learning to demonstrate knowledge and skills that meet our local needs, available resources and teacher expertise. Students will learn to meet customer expectations of product quality and timelines.

What will I learn in Furnishing Skills?

You will learn industry specific skills and knowledge relating to the safe use of hand and power tools, machinery, equipment and materials for trades such as furniture making, cabinet making, computer aided manufacturing, interior furnishings and upholstery and basic glazing and framing.

You will need to communicate using correct oral, written and graphical modes and organise, calculate, plan, evaluate and adapt as you complete each unit.

By the conclusion of the course of study, you should be able to:
- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures.

How will I learn?

You will learn content, knowledge, skills and processes through an equal balance of theory lessons and hands-on practical activities which simulate real-world trade practices. Through working both independently and as part of a team, you must meet customer expectations of high-quality products (which will be your criteria) and within defined deadlines. You will be required to complete a *multimodal written folio* for each assessment item *in your own time* which is *weighted equally* with your in-class practical work.

What career pathways can I follow?

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

Other important information

Personal Safety

Students must provide and wear their own safety glasses and steel-toed, high ankle work boots. Steel toed volleys are not acceptable.

Subject Levies (must be paid in advance at time of subject selections or on a payment plan)

Year 11 = $175.00

Year 12 = $200.00

Course overview

Furnishing Skills is a four-unit course of study. Each unit is assessed with 2 assessment tasks.

Please note that assessment items/artefacts are subject to change at any time, due to availability of resources, staff and materials, however the learning content and skills will remain the same irrespective of the artefacts listed.

Unit description	Unit assessment
Unit 1: Interior Furnishings	FIA1 - A product that requires framing and glazing (eg picture frame) FIA2 - A multi-material product that contains glazing and framing (eg display cabinet)
Unit 2: Production in the domestic furniture industry	FIA3- A product with multiple machined components which may include composites, polymers, metals and timber sources (eg concrete or tiled top occasional table) FIA4 – A multi-material domestic furniture product that includes interconnected materials and hardware (eg Eskie with upholstered seat)
Unit 3: Cabinet-making	IA1 - A sheet board material product that requires cabinetry joinery (eg small cabinet or stand) IA2 – A composite sheet material manufactured product that contains knockdown fittings (eg flat pack style furniture)
Unit 4: Furniture-making	IA3 - A solid timber product featuring multiple joints (eg ukulele stand) IA4 – A multi-material product featuring multiple forms of joinery and hardware (eg ukulele)

Assessment

There are 2 types of assessment in this subject. Each task has 2 parts as outlined below.

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

FURTHER INFORMATION:

Head of Department – Industrial Technology & Design, Mr Mika Heinemann

Phone 55523836, Email mhein2@eq.edu.au

Hospitality Practices - Applied senior subject (Application required)

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

What will I learn in Hospitality Practices?

You will learn to:
- recognise and apply industry practices to provide a high quality of product or service;
- work with customers and clients to provide products and services that meet their needs;
- understand and demonstrate the importance of safety and hygiene in kitchen operations and other settings;
- communicate using oral, written and spoken modes;
- develop personal attributes that contribute to employability in the hospitality and other sectors;
- organise, plan, evaluate and adapt food design production and service processes for a range of events.
- Work individually or as part of a team to contribute to success of a hospitality event.

How will I learn?

The Hospitality Practices subject emphasises
- Classroom learning – focuses on the industry knowledge required to design and deliver hospitality events
- Practical learning focuses on the skills need to demonstrate safety; produce food and beverages; and provide a high standard of hospitality service
- Develop the knowledge and skills required to design, plan, implement and evaluate, for a range of hospitality events.
- Through both individual and collaborative learning experiences, you will develop food and beverage production and service skills, to an industry standard

- The majority of learning is done through tasks that you would typically see in the hospitality industry. You will be required to work individually and in teams. By the end of the course, you will be able to demonstrate adaptability, confidence, be self-motivated and work safely with colleagues to solve problems and produce high quality service.

What career pathways can I follow?

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

Other important information:

- An additional fee of $150 per year is charged for this subject
- Fully enclosed leather shoes are required for all practical lessons and events
- Long black pants are required for events
- A laptop is required to complete classwork

Course overview

Hospitality Practices is a four-unit course of study. There are 2 assessments for each unit.

Unit Description	Unit Assessment
Unit 1 - Culinary trends **Exploring the hospitality industry through the context of Culinary Trends.** Investigating factors that influence culinary trends in food and beverages such as media, marketing, available ingredients, fusion of foods. You will design and make a range of current "on trend" foods and drinks.	**FIA1 – Practical Demonstration** Students **individually produce** and present a menu item that reflects a current culinary trend. For example, a finger food that is a fusion of cultural foods, a dish that satisfies dietary requirements or a meal using new ingredients. **FIA2 - Project** Students plan and deliver an event incorporating culinary trends. Students make an item individually contributing to **working in a team** to satisfy customer needs.
Unit 2 - Bar and barista basics **Exploring the hospitality industry through the context of bar and barista basics.** This unit identifies customers' needs and wants relating to food and beverages in bars and café setting. You will learn how to produce different styles of coffee and make a range of products to serve in a café environment such as slices, muffins, scones etc.	**FIA3 -Practical Demonstration** Students will **individually produce** and present a menu item for serving in a bar, they will individually create a mocktail that represents the Gold Coast. **FIA4 – Project** Students **as a team** will plan and deliver a coffee shop using barista and café skills.
Unit 3 - Casual dining In this unit you investigate casual dining options to produce suitable dishes to serve to your clients. Food produced would be suitable to be served and presented in cafes, bistros etc. Food will vary from finger foods to plated meals.	**IA1 – Practical Demonstration** Students will **individually produce** and present a casual dining menu item. This item could include, creating a Parmigiana with a twist or incorporate a food trend. **IA2 – Project** Students will **work as a team** to plan and deliver a casual dining event. A 2-course meal typically found on menus at café's, bistros, buffets, food trucks.
Unit 4 – Formal Dining In this unit you will investigate what formal dining examples are and produce menu items for different celebrations. You will create foods for all courses of dining, entrees, mains and desserts for formal celebrations.	**IA3 – Practical Demonstration** Students **individually produce** and present a formal dining menu item such as: a meal suitable to serve to parents at a graduation dinner, canapes for a cocktail party. **IA4 – Project** Students, **as a team**, plan and deliver a formal dining event using the items in the practical demonstration assessment.

Assessment Types

The assessment techniques used in Hospitality Practices are:

Practical demonstration – students produce and present an item related to the unit in response to a brief

Project – There are 2 components to each project.

Part A: Students plan and deliver an event incorporating the unit context in response to a brief

Part B: Planning and evaluation - a multimodal response (at last 2 modes delivered at the same time) up to 5 minutes, 8 A4 pages, or equivalent digital media.

FURTHER INFORMATION:

Head of Department – Enterprise, Mrs Liz Bailey

Phone – 55523835, Email - ebail40@eq.edu.au

Arts in Practice - Applied senior subject

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

What will I learn in Arts in Practice?

You will learn:

- knowledge and skills in and across the visual, performing and media arts —(dance, drama, media arts, music, and visual arts)

- different approaches and ways of working to create and stage artworks

- to evaluate the quality of your own work as well as works created by peers and industry professionals

- processes to identify problems and develop plans or designs for arts works

- how artistic styles, movements and cultures shape the art making process

How will I learn?

The Learning in Arts in Practice involves:

- selecting art-making tools and features to realise your own vision

- engage in safe work practices and work collaboratively in a team environment

- solve problems and complete project-based work in various contexts

By the conclusion of the course of study you will have developed the ability to:
- communicate ideas to audiences that are to lead action on an issue personal or cultural

- use arts practices to demonstrates a unique artistic style

- plan arts work using a variety of tools and formats

- communicate meaningful personal and cultural ideas to selected audiences

- evaluate the quality and context of a range of arts works and styles

What career pathways can I follow?

This subject can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

Course overview

Arts in Practice is a four-unit course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Unit Description	Unit Assessment
Unit 1 – Issue You will respond to current issues to create and present arts works that comment on an issue for a specified audience. You will respond in an engaged and informed manner to issues at a local, state, national or global level.	**FIA1 - Project** Students plan, make and evaluate an arts work to communicate a personal viewpoint about a selected issue. **FIA2 – Product/Performance** Students make an arts work in response to the selected issue explored in Assessment A1 and communicate the impact on a specified community
Unit 2- Celebration You will consider cultural perspectives and identities to create and present arts works that respond to community events. Students respond make works that celebrate cultural and community identity	**FIA1 – Project** Students plan, make and evaluate an arts work to communicate experiences of identity and belonging in relation to a selected celebration or event. **FIA2 - Product/Performance** Students make an arts work in response to the selected celebration or event explored in Assessment B1 and communicate ideas about celebrating cultural identity.
Unit 3 - Clients You will work collaboratively with clients in the local community to develop concepts for arts works that meet clients' needs and expectations. Students demonstrate creative thinking and leadership skills to manage resources and timelines and identify alternative approaches in response to client feedback.	**FIA1 – Project** Students plan, make and evaluate an arts work in response to a brief (conditions, rules or directions) for a recognised, aspirational or authentic opportunity in the arts. **FIA2 - Product/Performance** Students make an arts work for the school community in response to a client brief.
Unit 4 - Showcase You respond to the works of professional artists to generate and present their own arts works that reflect their artistic identity. Students explore the arts through authentic real-world interactions, including ethical understanding of the role of copyright and intellectual property.	**FIA1 - Project** Students plan, make and evaluate an arts work in response to exploration of an inspirational arts practitioner. **FIA2 - Product/Performance** Students make an arts work compilation, such as a portfolio, showreel, or showcase performance, that highlights their influences and artistic identity.

Assessment

The assessment techniques used in Arts in Practice are:

1. Product or Performance. You will **make** an **arts work** in response to the selected issue, celebration, event, opportunity explored in the project and communicate ideas about the unit focus. You

2. Project. You will **plan**, **make** and **evaluate** an **arts work** to communicate the unit focus about a selected issue, celebration, event, opportunity or exploration.

Making Arts Work is a product or performance using either: 2D, 3D, digital (static), time-based audio, moving image, written response, a composition, choreography, or multimodal
Planning and Evaluation can be completed either using a multimodal, written or spoken format.

Further Advice:

Head of Department, Jason Marquet, Ph: 5552 3876, Email: jmarq15@eq.edu.au

Dance in Practice - Applied senior subject

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles.

What will I learn in Dance in Practice?

You will be provided with opportunities to experience and build your understanding of the role of dance in and across communities. In particular you will:

- making (choreographing and performing) and responding to dance works in class, school and the community.

- respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

- develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

- explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts

- gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others;

- identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance.

How will I learn?

You will actively engage in dance in school and community contexts such as:

- engaging in diverse dance genres and styles as you shape and share dance ideas, emotions and experiences.

- developing an understanding of the key requirements of working in the dance industry and explore these through choreography and performance

- demonstrate critical and creative thinking skills as you work with others, including industry professionals to innovate and problem-solve to make and perform dances

- Learn relevant industry practice and opportunities for future employment

- collaborate to solve problems and complete project-based work in various contexts.

What career pathways can I follow?

his subject can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production. promoting future employment and preparing students as agile, competent, innovative and safe workers who can

Other important information

Note: when taking part in this subject, performing on Dance Night and Ovation is a requirement.

Course overview

Dance in Practice is a four-unit course of study. Each unit is assessed with 2 assessment tasks.

Unit description	Unit assessment
Unit 1 – Celebration In this unit, you explore dance used for celebration through choreographing, performing and responding experiences. Celebrations can be an opportunity to acknowledge, honour, remember, show respect, entertain or express something special and enjoyable.	**FIA1: Choreographic Project** — Students plan, choreograph and evaluate a dance for a celebration event connected to their community FIA2: Performance - Students perform a teacher- or student-devised celebration dance.
Unit 2 - Industry In this unit you explore different sectors of the dance industry including professional and amateur). You will develop industry skills by exploring a variety of dance styles and genres relevant to different sectors of the dance industry.	**FIA3: Choreographic Project**- Students plan, choreograph and evaluate a dance work for a selected sector of the dance industry in a genre or style of their choice. **FIA4: Performance** - Students perform dance work/s to showcase skills connected to a selected sector of the dance industry.
Unit 3 – Health In this unit you explore you choreographing, performing and responding in dance through the concept of health-related dance. develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences.	**IA1: Performance Project** - Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography. **1A2: Choreography** - Students choreograph a dance for an identified group by adapting the choreography from IA1 to be suitable for a new group.
Unit 4 – Technology In this unit, you explore the use of technology in dance and investigate how technology can affect a choreographer's creative process. You will also examine how a performer's use of dance skills differs in these contexts.	**IA3: Choreography Project** - Students plan, choreograph and evaluate a dance video for a selected artist or audience. **IA4: Performance** - Students perform a dance video connected to choreography in Assessment IA3.

Assessment

There are four types of assessment – choreography, choreographic project, performance and performance project. The elements that make up these tasks are:

Choreography	Performance	Planning and Evaluation (all projects have this component)
Choreography (live or recorded): up to 4 minutes	Performance (live or recorded): up to 4 minutes	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

Further advice:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876   Email jmarq15@eq.edu.au

Drama in Practice - Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

What will I learn in Arts in Practice?

You will learn to:

- explore real contexts, such as local theatre companies or working with an artist to consider how production elements may be used in imagining a performance work on stage

- examine published texts, working collaboratively to realise new interpretations of staged and/or scripted performance works.

- evaluate the quality of your own work as well as works created by peers and industry professional

- engage with and respond to feedback from others, e.g. peers, teachers, guest artists

How will I learn?

The Learning in Arts in Practice involves:

- using dramatic languages to devise, direct and perform drama works.

- analysing key features of purpose and context in which to plan drama

- making decisions, exploring solutions and selecting strategies to achieve goals

- using the skills of acting to interpret, manipulate and express ideas.

  By the conclusion of the course of study you will have developed the ability to:

  - Use drama practices

  - Plan drama works

  - Communicate ideas

  - Evaluate drama works

What career pathways can I follow?

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

Course overview

Arts in Practice is a four-unit course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Unit Description	Unit Assessment
Unit 1 – Collaboration You will respond to current issues to create and present arts works that comment on an issue for a specified audience. You will respond in an engaged and informed manner to issues at a local, state, national or global level.	**FIA1 - Directorial project** Students plan, make and evaluate a director's brief for an excerpt of a published script. **FIA2 – Performance** Students perform the excerpt of the published script from Assessment FIA 1 in an ensemble.
Unit 2- Community You will work in the role of theatre-maker as devisor and actor, identifying a community context, exploring stories and personal narratives. You will then realise the potential of these stimulus materials to create original devised drama works for a school or community event.	**FIA3 – Devising Project** Students plan, devise and evaluate a scene for an identified community issue, story or person of interest. **FIA4 - Performance** Students perform a devised scene from Assessment FIA3.
Unit 3 - Clients You will explore innovations in contemporary performance-making in the modern era and apply this knowledge to your own works, through working in ensembles and undertaking theatre-making processes.	**IA1 – Directorial project** Students plan, make and evaluate a director's brief for an excerpt of a published script for a contemporary performance **IA2 - Performance** Students act in a scene for a contemporary performance from Assessment IA1.
Unit 4 - Commentary You will explore theatre practitioners and the commentary made in their works through viewing live or recorded live productions. Through the study of the work of real-world practitioners, students explore theatre-making processes to build understanding of how drama comments on contemporary issues.	**IA3 – Devising Project** Students plan, devise and evaluate a scene that comments on a selected social issue that affects the community. **IA4 - Performance** Students perform a student-devised and teacher-directed collage drama from Assessment IA3.

Assessment

The assessment techniques used in Arts in Practice are:

1. Devised or Scripted Performance. You will **make** or **manipulate** an **arts work** in response to the selected issue, celebration, event, opportunity explored in the project and communicate ideas about the unit focus (2-4 min)

2. Project. You will **plan**, **make** and **evaluate** an **arts work** to communicate the unit focus

Note: Planning and Evaluation can be completed either using a multimodal, written or spoken format.

Further advice:

Head of Department – The Arts, Mr Jason Marquet

Phone 55523876   Email jmarq15@eq.edu.au

Media Arts in Practice - Applied senior subject

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

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media 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 media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

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

Objectives

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

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

Structure

Media Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	**Design product** Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s **Planning and evaluation of design product** 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
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

FURTHER INFORMATION:
Head of Department – The Arts, Mr Jason Marquet
Phone 55523876
Email jmarq15@eq.edu.au

Music in Practice - Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

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

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or 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

FURTHER INFORMATION:
Head of Department – The Arts, Mr Jason Marquet
Phone 55523876
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Visual Arts in Practice - Applied senior subject

In Visual Arts in Practice, students respond to authentic, real-world stimulus (eg. 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. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making.

What will I learn in Visual Art in Practice?

You will learn to:

- celebrate, inform or educate about identity, eg. communicate cultural or social identity,

- document real, imagined or fantastical physical appearance, eg. a true likeness, future self, superhero or avatar

- highlight or promote artistic skill, eg. to apply for arts industry opportunities.

- work collaboratively to solve problems and complete project-based work in various contexts.

- connected to relevant industry practice and opportunities

How will I learn?

In this subject you will:

- use art-making modes, media, technologies and skills to create artworks.

- plan and make decisions, explore solutions and choose strategies to achieve goals.

- communicate ideas and interpret existing stimulus (eg. problems, events, stories, places, objects, the work of artists or artisans) and generate and express individualised ideas

- evaluate and make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations

What career pathways can I follow?

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Course overview

Visual Arts in Practice is a four-unit course of study. Each unit has 2 items of assessment

Unit option	Unit title
Unit 1 Looking inwards (self) In this unit, students explore and respond to ideas about self. Students identify figurative and non-figurative ways to create representations of self.	**FIA1: Project** - Students make and evaluate an experimental folio that explores representation of self. Students plan a resolved artwork **FIA2: Resolved Art Work** - Students make a resolved artwork that communicates representation of self from Assessment FIA1.
Unit 2 Looking outwards (others) In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.	**FIA2: Project** –Students make a resolved artwork that communicates representation of self from Assessment A1. **FIA4: Resolved Work** - Students make a resolved artwork that communicates about a local, national or global issue in a social space.
Unit 3 option Clients In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations.	**IA1 Project** - Students make and evaluate a design proposal for a commissioned artwork in response to a client brief. Students plan a resolved artwork. **IA2: Resolved Work -** Students make a resolved artwork that addresses client needs and specifications from Assessment IA1.
Unit 4 Transform & Extend In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner.	**IA3: Project** – Students make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Students plan a resolved artwork. **IA4: Resolved Work** - Students make a resolved artwork that communicates a developed style and/or practice, and takes inspiration from an artist or artisan from Assessment IA3.

Assessment

The assessment techniques used in Arts in Practice are:

1. Resolved Works. You will **make** an **arts work** in response to the selected issue, celebration, event, opportunity explored in the project and communicate ideas about the unit focus.

2. Project. You will **plan**, **make** and **evaluate** an **arts work** to communicate the unit focus about a selected issue, celebration, event, opportunity or exploration.

Making Arts Work is a product using either: 2D, 3D, digital (static), time-based audio, moving image, written response, and can include up to 4 pieces

Planning and Evaluation can be completed either using a multimodal, written or spoken formats.

FURTHER ADVICE:

Head of Department – The Arts, Mr Jason Marquet
Phone 55523876, Email **jmarq15@eq.edu.au**

Visual Art Coordinator - Ms Alison Worthington
Phone 55523841, Email awort18@eq.edu.au

Film, Television & New Media - General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation	**Story forms**	**Participation**	**Identity**
• Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	• Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	• Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	• Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

Head of Department – The Arts, Mr Jason Marquet
Phone 55523876
Email jmarq15@eq.edu.au

Music – General senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:

Head of Department – The Arts, Mr Jason Marquet
Phone 55523876
Email jmarq15@eq.edu.au

Visual Art - General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

FURTHER INFORMATION:
Head of Department – The Arts, Mr Jason Marquet
Phone 55523876
Email jmarq15@eq.edu.au

Art Coordinator - Ms Alison Worthington
Phone 55523841
Email awort18@eq.edu.au

AQF Certificate Courses

Certificate I in Construction (My Industry Training) (Application required)

CPC10111 - CERTIFICATE I IN CONSTRUCTION	
RTO number – 32452 *ADAPT Education (My Industry Training) is responsible for training and assessment.* *The following information was correct at time of publication but subject to change.*	
FACULTY:	**INDUSTRIAL TECHNOLOGY & DESIGN**

WHY STUDY?

This is a certificated industry course that gives students a nationally recognised credential. The course would be beneficial to students wishing to enter construction fields such as Bricklaying, Carpentry, Plastering, Painting and Decorating, Tiling and Landscaping or similar.

ENTRY REQUIREMENTS

It is expected that students have well developed written and verbal communication skills, basic numeracy skills and basic computer operating skills. Only VETiS eligible students may apply.

COURSE OUTLINE

Construction is a VETiS funded certificate course which is delivered over one half-day/week for one year. This course will be a **seventh subject**. Students may gain the credential in Certificate I in Construction and a possible 3 QCE points. This Nationally Recognised course consists of 11 units:

CODE	DESCRIPTION: C = core E = elective
CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCA2002B	Use carpentry tools and equipment
CPCCCA2011A	Handle carpentry materials
CPCCSP2001A	Handle solid plastering materials
CPCCSP2002A	Use solid plastering tools and equipment
CPCCCM2004A	Handle construction materials
CPCCCA2011A	Handle carpentry materials

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

Students participate in real and simulated construction projects in a developmental approach. Students must adhere to strict safety practices as reflected in industry.

ASSESSMENT

Your assessment consists of two key areas: Written Components that may include: text activities, written questions, true/false, yes/no and multiple choice. Practical Components that includes demonstration of your skills in the workplace. Recorded as observations by your trainer.

PATHWAYS

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting as well as carpentry, bricklaying and other occupations in general construction. Coombabah State High School does not guarantee a particular employment outcome.

EXPENSES

As this course is only available to students who are VETiS funded, there is no fee. Students must provide their own safety (steel toed) boots and safety glasses (AS1337).

FURTHER INFORMATION: Head of Department, Mr Mika Heinemann, phone 55523836 or email mhein2@eq.edu.au

Certificate I in Construction – Excellence (Hutchies Training)

CPC10120 - CERTIFICATE I IN CONSTRUCTION – EXCELLENCE PROGRAM

GCSC

*RTO: Course is conducted by the **Gold Coast School of Construction***
The following information was correct at time of publication but subject to change.

HUTCHIES TRAINING

FACULTY:	INDUSTRIAL TECHNOLOGY & DESIGN

WHY STUDY?

This qualification covers essential workplace health and safety requirements, information about working in the industry, communication skills, planning and preparing for projects, working individually and in teams and basic use of tools and materials used in construction.

PREFERRED PREREQUISITES

This is an *EXCELLENCE COURSE* for **SELECTED YEAR 11/12 STUDENTS ONLY**.

To be eligible for this program students apply during year 10/11 with a supporting reference of an ITD teacher along with a proven mature attitude and passion for a career in the construction industry.

Students must be **VETiS eligible,** which means they **CANNOT COMPLETE ANY OTHER CERTIFICATE I OR II QUALIFICATION**. The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet OHS regulatory authority requirements for OHS. The completion of this competency facilitates the issuing of a 'White Card.'

COURSE OUTLINE

Training is delivered face-to-face in a workshop and classroom environment and supported with a Learning Management System (LMS).

CODE	DESCRIPTION:
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurement and calculations
CPCCOM2001	Read and interpret plans and specifications
CPCCCM1011	Undertake basic estimation and costings
CPCCCM2004	Handle construction materials
CPCCCM2005	Use construction tools and equipment
CPCCCM2006	Apply basic levelling procedures
CPCCVE1011	Undertake a basic computer design project

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

We currently have campuses in the following locations: GCSC Yatala – Modular Construction Yard and GCSC The Lanes, Mermaid Waters. All training is conducted 1 day/fortnight on one of these chosen sites.

ASSESSMENT

Your assessment consists of two key areas: <u>Written Components</u> that may include: text activities, written questions, true/false, yes/no and multiple choice. <u>Practical Components</u> that includes demonstration of your skills in the workplace. Recorded as observations by your trainer.

PATHWAYS

There are no specific job outcomes requiring this qualification, but the skills achieved will assist in successfully undertaking a Certificate III apprenticeship or traineeship.

EXPENSES

Participants attending the course will be provided with access to online learning resources and all materials for practical units.

Certificate III in Early Childhood Education and Care (Propel Learning) (Application required)

CHC30121 - CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

RTO: This course is conducted by Propel Learning is the RTO and presented by CSHS teachers.
The following information was correct at time of publication but subject to change.

FACULTY:	ENTERPRISE

WHY STUDY?

Throughout the course, students learn about the responsibilities involved in engaging with groups of children and individuals, how children grow and develop and observing children to learn about their interests and needs. Gain hands-on practical experience by undertaking vocational placement in an Early Childhood Education and Care setting. This course has an ideal balance of theory and practical learning to ensure your confidence when entering the workforce.

PREFERRED PREREQUISITES

Minimum result of a Sound in English

COURSE OUTLINE

Certificate III in Early Childhood Education and Care is a certificate course taking up to 2 years for students to gain the credential and **8 points** towards their QCE (upon successful completion only). The following table shows the Units of Competency that will be delivered and assessed. The course includes the completion of 17 units – 15 core and two electives.

CODE	DESCRIPTION – CORE	ELECTIVE
CHCECE030	Support inclusion and diversity	
CHCECE031	Support children's health, safety and wellbeing	
CHCECE032	Nurture babies and toddlers	
CHCECE033	Develop positive and respectful relationships with children	
CHCECE034	Use an approved learning framework to guide practice	
CHCECE35	Support the holistic learning and development of children	
CHCECE036	Provide experiences to support children's play and learning	
CHCECE037	Support children to connect with the natural environment	
CHCECE038	Observe children to inform practice	
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	
CHCECE055	Meet legal and ethical obligations in children's education and care	
CHCECE056	Work effectively in children's education and care	
CHCPRT001	Identify and respond to children and young people at risk	
HLTAID012	Provide First Aid in an education and care setting	

HLTWHS001	Participate in workplace health and safety	
CHCPRP003		Reflect on and improve own professional practice
CHCDIV001		Work with diverse people

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

Industry placement is a **mandatory** part of the course, one full day per week and a total of over one hundred and sixty (160) hours of practical visits over the two year course or until deemed competent to be completed at local childcare centre. **Students need to apply for a blue card to work with young children and a CRN from the Department of Transport.**

ASSESSMENT

Students will be required to complete seventeen (17) units including a Senior First Aid Certificate (**which is an additional cost**). All course work is on line so a **computer is essential**.

PATHWAYS

Early childhood Educator, Inclusion Support Worker, Family Day care Operator, Relieve Childcare Educator, Vacation Care/OSHC Worker, Private Nanny or Babysitter.

EXPENSES

A levy of **$675** will be charged for all students undertaking the Certificate III course to cover enrolment fees and workbooks supplied by *Propel*. An **additional cost** will need to be paid in Year 12 to cover a compulsory first aid course.

FURTHER INFORMATION: Head of Department – Enterprise and Vocational Pathways, Mrs Liz Bailey
Phone 55523835 or email ebail40@eq.edu.au

Certificate II Health Support Services/Certificate III in Health Services Assistance (TAFE)

HLT23215 - CERTIFICATE II IN HEALTH SUPPORT SERVICES HLT33115 - CERTIFICATE III IN HEALTH SERVICES ASSISTANCE		
RTO: TAFE Queensland Gold Coast. Classes will be held one afternoon per week at Coombabah SHS. *The following information was correct at time of publication but subject to change.*		
WHY STUDY?		
This course will provide you with the knowledge and skills to work as a Health Service Assistant in nursing occupations. This course provides successful students a nationally recognised credential as an AIN Nurse (Assistant in Nursing) or carer/Health Assistant/ Porter Orderly.		
PREFERRED PREREQUISITES		
Essential Skills • Be able to maintain focus and concentration for an entire day on one subject area • Be self-motivated, punctual and display a high level of maturity at all times **Please also note that students require a laptop with internet/school network as a MANDATORY COMPONENT to taking this course.**		
COURSE OUTLINE		
Health Services is a course offered to Year 11 students, taking 18 months to gain the credential and 8 points towards their QCE (upon successful completion only). Units of competency included are:		

CODE	DESCRIPTION – CORE	ELECTIVE
CHCCOM005	Communicate and work in health or community Services	
CHCDIV001	Work with diverse people	
HLTINF001	Comply with infection prevention and control policies and procedures	
HLTWHS001	Participate in workplace health and safety	
HLTAAP001	Recognise healthy body systems	
BSBMED301	Interpret and apply medical terminology appropriately	
BSBWOR301	Organise personal work priorities and development	
CHCCCS020		Respond effectively to behaviours of concern
CHCCCS012		Prepare and maintain beds
CHCCCS026		Transport individuals
BSBFLM312		Contribute to team effectiveness
BSBWOR203		Work effectively with others
CHCCCS015		Provide individualised support
HLTAID003		Provide First Aid
CHCDIV002		Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCCCS010		Maintain high standard of service
HLTAID001		Provide cardiopulmonary resuscitation
CHCMHS001		Work with people with mental health issues

CHCAGE001		Facilitate the empowerment of older people
CHCCCS011		Meet personal support needs

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

ASSESSMENT

Most assessment will be competency based with online multiple-choice questions and short answer questions to submit. *Students must attend practical experience in a simulated work environment at Coombabah SHS and TAFE (prac rooms) and complete 80 hours of placement over the course at a selected nursing home. This maybe in the form of 2 x 1-week blocks in which students will need to be present for five (5) full days/week, and this will occur in the school holidays. At times students will need to complete practical training days at the Southport Campus of TAFE. It is the student's responsibility to find their own transport to the venue.*

HOMEWORK/STUDY

Is expected that students will need to complete approximately 4 hours of homework/study each week due to the demands of this subject.

PATHWAYS

Job opportunities include: mainly nursing homes, therapy assistant, physiotherapy assistant, occupational therapy assistant, podiatry assistant, speech pathology assistant, and general health assistant in a range of settings such as aged care facilities and hospitals. Coombabah State High School does not guarantee that a student will obtain a particular employment outcome.

EXPENSES

$750 course fees (to be confirmed by TAFE) plus purchase a TAFE uniform (polo shirt) $35.00, black pants, black leather upper shoes, obtain a Blue Card, undertake an Australian Federal check $42.00 and produce evidence of immunisations and Serology that immunisation are still effective.

NB: TQGC reserves the right to negotiate new contract terms if minimum numbers for the Northern Collegiate cohort are not maintained throughout the course duration / Work Experience of 80-120 hours recommended. Course fee could also increase.

FURTHER INFORMATION: Head of Department – Enterprise and Vocational Pathways, Mrs Liz Bailey Phone 55523835 or email ebail40@eq.edu.au

Certificate II in Hospitality/ Certificate III in Hospitality (Blueprint Career Development) (Application required)

SIT20322 - CERTIFICATE II IN HOSPITALITY SIT306122 - CERTIFICATE III IN HOSPITALITY		
RTO: Blueprint Career Development is the RTO and presented by CSHS teachers. *The following information was correct at time of publication but subject to change.*		

FACULTY:	ENTERPRISE	

WHY STUDY?

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment with the hospitality industry.

PREFERRED PREREQUISITES

- There are no pre-requisites for this qualification but a genuine interest in hospitality is required.
- **Compulsory - Laptop as course is on line.**
- Black leather shoes and black pants/knee length skirt for functions.
- Leather shoes for practical cooking lessons.

COURSE OUTLINE

SIT20322 Certificate II in Hospitality: 12 units must be completed (6 core units and 6 elective units). Elective units will be selected by teacher presenting course. On successful completion of this certificate course the students will gain 4 points.

For an additional cost students can elect to complete a SIT30622 Certificate III in Hospitality: (15 units) is a combination of 7 core and 8 elective units from both certificates.
Hospitality courses are offered to Year 11 students, taking 18 months to gain the credential and up to 8 points towards their QCE (upon successful completion only).

Units of competency included are:

CODE	DESCRIPTION – CORE	ELECTIVE
BSBTWK201	Work effectively with others (Cert II/III)	
SITHIND006	Source and use information on the hospitality industry (Cert II/III)	
SITHIND007	Use hospitality skills effectively (Cert II)	
SITHIND008	Work effectively in hospitality service (Cert III)	
SITXCOM007	Show social and cultural sensitivity (Cert II/III)	
SITXCCS011	Interact with customers (Cert II)	
SITXCCS014	Provide service to customers (Cert III)	
SITXHRM007	Coach others in job skills (Cert III)	
SITXWHS005	Participate in safe work practices (Cert II/III)	
SITXFSA005		Use hygienic practices for food safety (Cert II/III)
SITHFAB025		Prepare and serve espresso coffee (Cert II/III)
SITHFAB021		Provide responsible service of alcohol (Cert II/III)
SITHFAB027		Serve food and beverages (Cert III)

SITHGAM022		Provide responsible gambling services (Cert III)
SITHFAB024		Prepare and serve non-alcoholic beverages (Cert II/III)
SITHCCC024		Prepare and present simple dishes (Cert II)
SITXFIN007		Process financial transactions (Cert III)
HLTAID011		Provide cardiopulmonary resuscitation (Cert III)

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

- Hotel School – students have the opportunity to "live in" at a leading Gold Coast or Brisbane hotel and complete work experience in different sectors of the hotel and complete work experience in different sectors of the hotel (3 days and 2 nights).
- **Students must complete a mandatory 12 shifts of hospitality industry placement for Certificate II.**
- **Students must complete a mandatory 36 shifts of hospitality industry placement for Certificate III.**

It is a requirement that students participate in at least two (2) School functions **each year** held **AFTER HOURS** that are catered for by the Hospitality Department.

ASSESSMENT

- Students are required to complete ALL modules including theory and practical exercises.
- Theory needs to be completed on-line and submitted to Blueprint Career development on set due dates.
- Practical cookery is a requirement of this course.
- Involvement in school functions is COMPULSORY.

PATHWAYS

Career opportunities include: café attendant, catering assistant, food and beverage attendant or apprentice chef

EXPENSES

Certificate II free if accessing VETiS funding or a full service fee of $1,200.00.
Certificate III additional cost of $100.00 per unit if using VETiS funding or full service fee of $1,500.00.
VETiS funding is available to all students BUT can only be used **ONCE** to complete a certificate course.

FURTHER INFORMATION: Head of Department – Enterprise and Vocational Pathways, Mrs Liz Bailey
Phone 55523835 or email ebail40@eq.edu.au

Certificate II in Horticulture (LT Training Enterprises)

AHC20416 - CERTIFICATE II IN HORTICULTURE	
RTO number – 45726 *LT Training Enterprises is responsible for training and assessment.* The following information was correct at time of publication but subject to change.	

FACULTY:	INCLUSION

WHY STUDY?

This is a certificated industry course that gives students a nationally recognised credential. The course would be beneficial to students wishing to begin a career as a Nursery Assistant, Landscape Gardener, Horticulturalist Assistant, Gardener or Crop Worker.

ENTRY REQUIREMENTS

It is expected that students have well developed written and verbal communication skills, basic numeracy skills and basic computer operating skills. Only VETiS eligible students may apply.

COURSE OUTLINE

Horticulture is a VETiS funded certificate course which is delivered over 4 x one hour lessons/week for one year. Students may gain the credential in Certificate II in Horticulture and a possible 4 QCE points. This Nationally Recognised course consists of 15 units: 5 core units and 10 elective units.

CODE	DESCRIPTION – CORE	ELECTIVE
AHCWHS201	Participate in work health and safety processes	
AHCPCM201	Recognise plants	
AHCPMG201	Treat weeds	
AHCPMG202	Treat plant pests, diseases and disorders	
AHCSOL202	Assist with soil or growing media sampling and testing	
AHCCHM201		Apply chemicals under supervision
AHCINF203		Maintain properties and structures
AHCMOM203		Operate basic machinery and equipment
AHCMOM204		Undertake operational maintenance of machinery
AHCLSC201		Assist with landscape construction work
AHCPGD201		Plant trees and shrubs
AHCWRK205		Participate in workplace communications
AHCWRK209		Participate in environmentally sustainable work practices
TLID1001		Shift materials safely using manual handling methods
AHCBIO201		Inspect and clean machinery (Weed and Seed)

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

Students participate in online and practical assessments. Students must adhere to strict safety practices as reflected in industry.

ASSESSMENT

Your assessment consists of two key areas: Written Components that may include: text activities, written questions, true/false, yes/no and multiple choice. Practical Components that includes demonstration of your skills in the workplace. Recorded as observations by your trainer.

PATHWAYS

This qualification is suitable for home gardeners and sole traders, including handypersons and landscapers. It teaches students the fundamentals of planting, potting and maintaining trees, shrubs and plants. Students also learn effective methods of soil testing and how to treat weeds, pests and diseases, including safe handling of chemicals. There is instruction about hard landscaping such as the construction of raised garden beds. Information is also given about the use and maintenance of a variety of tools and machinery. Coombabah State High School does not guarantee a particular employment outcome.

EXPENSES

As this course is only available to students who are VETiS funded, there is no fee. Students must provide their own safety (steel toed) boots and safety glasses (AS1337).

FURTHER INFORMATION: Deputy Principal – Inclusion Mrs Peta Purdon
Phone 55523874
Email ppurd1@eq.edu.au

Certificate III in Business (Blueprint Career Development) (Application required)

ATAR SUBJECT	BSB30120 - CERTIFICATE III IN BUSINESS

RTO: Blueprint Career Development is the RTO and presented by CSHS teachers.
The following information was correct at time of publication but subject to change.

FACULTY:	VOCATIONAL PATHWAYS

WHY STUDY?

The world in which we live in is dominated by businesses both big and small. There is a strong argument that in the future, everyone will need to have had a business education as whatever you do in your professional life, the chances are that it will involve some form of business. From customer service and occupational health and safety, to a number of specialty areas including administration, finance, marketing and management, modern businesses are not just about boring paper jobs! Use this Certificate III in Business to gain knowledge about the engine that drives the world, and then take your skills off the page and put them towards an exciting career.

PREFERRED PREREQUISITES

Nil

COURSE OUTLINE

Certificate III in Business is a certificate course taking up to 2 years for students to gain the accreditation and 8 points towards their QCE (upon successful completion only). The following list shows the Units of Competency that will be delivered and assessed. To achieve a Certificate III in Business 12 units must be completed including 1 core unit and 11 elective units.

CODE	DESCRIPTION – CORE	ELECTIVE
BSBPEF201	Support personal wellbeing in the workplace	
BSBTWK301	Use inclusive work practices	
BSBCRT311	Apply critical thinking skills in a team environment	
BSBSUS211	Participate in sustainable work practices	
BSBWHS311	Assist with maintaining workplace safely	
BSBXCM301	Engage in workplace communication	
BSBTEC301		Design and produce business documents
BSBTEC302		Design and produce spreadsheets
BSBTEC303		Create electronic presentations
BSBPEF301		Organise personal work priorities
BSBCMM211		Apply communication skills
BSBPEF101		Plan and prepare for work readiness

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

This program has been designed for students to study at school or home:
- This course will be a blended delivery with online projects, activities and skill-based training.
- No mandatory service periods but students are encouraged to gain work experience in a business environment.
- Webinar and tutorial support offered.
- Credit transfer and RPL options available.

ASSESSMENT
• Students are required to complete ALL modules including theory and practical exercises.
• Theory needs to be completed on-line and submitted to Blueprint Career development on set due dates.

PATHWAYS
Career opportunities include: Customer Service advisor, Data entry operator, General clerk, Word processing operator.

EXPENSES
Course is $320.00.
FURTHER INFORMATION: Head of Department – Enterprise and Vocational Pathways, Mrs Liz Bailey Phone 55523835 or email ebail40@eq.edu.au

Certificate II in Skills for Work and Vocational Pathways

FSK20119 - CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS		
RTO: Coombabah SHS. *The following information was correct at time of publication but subject to change.*		
FACULTY:	**HUMANITIES + VOCATIONAL PATHWAYS**	
WHY STUDY?		
Todays' society is ever changing and the job market is evolving faster than many can keep up with. Having a broad range of skills in preparation for entering the job market will set students up for success, and enable them to have entry level skills many others wouldn't have. The Certificate II in Skills for Work and Vocational Pathways focuses on improving digital literacy, reading, writing, numeracy, oral communication, learning and employability skills, and will help students to be confident with the skills required for daily workplace tasks. This qualification is designed for individuals who require skills development to prepare for workforce entry or vocational training pathways.		
PREFERRED PREREQUISITES		
Nil		
COURSE OUTLINE		
Certificate II in Skills for Work and Vocational Pathways is a certificate course taking up to 2 years for students to gain the accreditation and 4 credits towards their QCE (upon successful completion only). The following list shows the Units of Competency that will be delivered and assessed. To achieve a Certificate II in Skills for Work and Vocational Pathways 14 units must be completed including 1 core unit and 13 elective units.		

CODE	DESCRIPTION – CORE	ELECTIVE
FSKLRG011	Use routine strategies for work-related learning	
FSKNUM014		Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015		Estimate, measure and calculate with routine metric measurements for work
FSKRDG010		Read and respond to routine workplace information
FSKOCM007		Interact effectively with others at work
FSKWTG009		Write routine workplace texts
FSKLRG009		Use strategies to respond to routine workplace problems
FSKLRG010		Use routine strategies for career planning
SIRXHWB001		Maintain personal health and wellbeing
AUMAFA001		Apply for jobs and undertake job interviews
SIRXWHS002		Contribute to workplace health and safety
FSKDIG002		Use digital technology for routine and simple workplace tasks
FSKLRG007		Use strategies to identify job opportunities
FSKWTG001		Complete personal details on extremely simple and short workplace forms

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

This program has been designed for students to study at school:
- This course will be a blended delivery with projects, activities and skill-based training.
- No mandatory service periods but students are encouraged to gain work experience in a business environment.
- Credit transfer and RPL options available.

ASSESSMENT

Students are required to complete ALL modules including theory and practical exercises.

PATHWAYS

This qualification provides students with skills and knowledge to undertake additional vocational training, or basic skills to begin working.

EXPENSES

No cost involved.

FURTHER INFORMATION: Head of Department – Humanities, Olivia Morrissey
Phone: 55523846 or email omorr15@eq.edu.au

Head of Department - Enterprise and Vocational Pathways, Mrs Liz Bailey
Phone 55523835 or email ebail40@eq.edu.au

Certificate II in Workplace Skills

<table>
<tr><td colspan="3" align="center">BSB20120 - CERTIFICATE II IN WORKPLACE SKILLS
(formerly Certificate II in Business)</td></tr>
<tr><td colspan="3">RTO: Coombabah SHS.
Please note: This qualification has been renamed, and was originally called the Certificate II in Business.
The following information was correct at time of publication but subject to change</td></tr>
<tr><td>FACULTY:</td><td colspan="2">HUMANITIES VOCATIONAL PATHWAYS</td></tr>
</table>

WHY STUDY?

The world in which we live in is dominated by businesses both big and small. There is a strong argument that in the future, everyone will need to have had a business education as whatever you do in your professional life, the chances are that it will involve some form of business. The Certificate II in Workplace skills qualification provides foundational skills and knowledge needed to start your career in the Business world. Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

PREFERRED PREREQUISITES

Nil

COURSE OUTLINE

Certificate II in Workplace Skills is a certificate course taking up to 2 years for students to gain the accreditation and 4 credits towards their QCE (upon successful completion only). The following list shows the Units of Competency that will be delivered and assessed. To achieve a Certificate II in Business 10 units must be completed including 5 core unit and 5elective units

CODE	DESCRIPTION – CORE	ELECTIVE
BSBCMM211	Apply communication skills	
BSBOPS201	Work effectively in business environments	
BSBPEF202	Plan and apply time management	
BSBSUS211	Participate in sustainable work practices	
BSBWHS211	Contribute to the health and safety of self and others	
BSBPEF201		Support personal wellbeing in the workplace
BSBTEC201		Use business software applications
BSBTEC202		Use digital technologies to communicate in a work environment
BSBTWK201		Work effectively with others
BSBTEC303		Create Electronic Presentations – Certificate III

Students are graded WTC (Working Toward Competency) or C (Competent). Coombabah State High School does not guarantee that a student will successfully complete the qualification or units of competency.

COURSE FEATURES

This program has been designed for students to study at school
- This course will be a blended delivery with projects, activities and skill-based training.
- No mandatory service periods but students are encouraged to gain work experience in a business environment.
- Credit transfer and RPL options available.

ASSESSMENT

Students are required to complete ALL modules including theory and practical exercises.

PATHWAYS
Career opportunities include: Office administration assistant, Customer Service, General clerk, Word processing operator.
EXPENSES
No cost involved.
FURTHER INFORMATION: Head of Department – Humanities, Mrs Olivia Morrissey Phone: 55523846 or email omorr15@eq.edu.au Head of Department - Enterprise and Vocational Pathways, Mrs Liz Bailey Phone 55523835 or email ebail40@eq.edu.au

TAFE AT SCHOOL

Current Courses (2024 courses to be confirmed)

QUALIFICATIONS	DELIVERY	CAMPUS	DURATION	VETiS FUNDING	FEES	QCE CREDITS	YEAR LEVELS	ATAR
Animal Studies								
ACM20121 Certificate II in Animal Care	Mixed Mode with weekly classes	Ashmore	4 terms	Yes	No	4	11,12	
Beauty and Hairdressing								
SHB20216 Certificate II in Salon Assistant	Fri	Robina	4 terms	Yes	No	4	10,11,12	
Community Services								
CHC22015 Certificate II in Community Services	Mixed Mode delivery Online with weekly classes	Southport	4 terms	Yes	No	4	10,11,12	
Creative								
CUA30720 Certificate III in Design Fundamentals	Mon	Coomera	4 terms	No	$3336	8	10,11,12	Yes
CUA30920 Certificate III in Music	Mon	Coomera	4 terms	No	$2904	7	10,11,12	Yes
CUA31020 Certificate III in Screen and Media	Fri	Coomera	4 terms	No	$2772	6	10,11,12	Yes
Health and Nursing								
HLT2315 Certificate II in Health Support Services/HLT33115 Certificate in Health Services Assistance (Dual award)	Mixed Mode Online with scheduled tutorials and practical sessions	Southport	8 terms	Yes (HLT23215 only)	$931 Uniform requested	8	11	Yes
Partial completion of HLT5411 Diploma of Nursing (6 units)	Mixed Mode Online wit 5 practical lab sessions	Southport	4 terms	No	$5015	6	12	
Partial completion of HLT54121 Diploma of Nursing (10 units)	Mixed Mode Online with 12 practical sessions	Southport	8 terms	No	$8907	8	10,11	
Hospitality and Cookery								
SIT20322 Certificate II in Hospitality	Tue	Robina	4 terms	Yes	No		10,11,12	
SIT20421 Certificate II in Kitchen Operations	Tue	Robina	4 terms	Yes	No		10,11,12	
Information Technology								
ICT30120 Certificate III in Information Technology	Fri	Coomera	4 terms	No	$3624	8	10,11,12	Yes
Justice Studies								

10971 NAT Certificate IV in Justice Studies	Tue	Robina	4 terms	Yes	$2900	8	10,11,12	Yes
Sports and Fitness								
SIS20321 Certificate II in Sport Coaching/SIS30321 Certificate III in Fitness (Dual Award)	Fri	Robina	8 terms	Yes – SIS20321 only	$820	8	10,11	Yes
Contact TAFE 1300 308 233 / tafeqld.edu.au								

SCHOOL SENIOR PATHWAYS

In deciding your pathway, consider the subjects that you are good at and you enjoy.

NOTE: All pathways will require you to select the equivalent of 6 subjects. You must include an English and Mathematics Subject.

VOCATIONAL PATHWAY **Full School Program**	VOCATIONAL PATHWAY **Blended Program**	UNIVERSITY PATHWAY **ATAR Program**
Students study 6 subjects at school across 5 days	**Students study 5 Applied subjects at school across 4 days and 1 external program on the 5ᵗʰ day**	**We recommend a minimum of 5 General Subjects within the 6 subjects students will select.**
A maximum of two (2) General subjects can be included. The inclusion of these subjects should align to the student SET Plan. The inclusion of these subjects is subject to approval by the Deputy Principal. VET Certificate Courses that are timetabled during school-time can be included. No alternate program such as TAFE, Traineeship or other program. **Example** Essential English Essential Maths Building and Construction Social & Community Studies Certificate II in Automotive & Horticulture Cert II in Workplace Skills & Vocational Pathways	The study of General Subjects is not recommended due to the time students will miss when off campus undertaking their external program. One (1) general subject may be approved if there is no impact on attendance resulting from the alternate program. A maximum of one (1) external program from either TAFE, Traineeship or other program approved by the Deputy Principal. **Example** Essential English Essential Maths (or General Maths) Tourism Studies Social and Community Studies Certificate II in Hospitality TAFE Schools Program or School Based Traineeship	One (1) Certificate III or IV course may be included if the inclusion of the course does not impact attendance in General subjects. A range of Certificate III and IV courses are available with no impact. Deputy Principal to approve. Traineeships are not viable. **NOTE:** Students MUST have satisfactorily completed an English subject (either General or Essential) to be eligible for an ATAR score. We recommend General English to start the ATAR course. A recommendation will be given at the end of Unit 2 for Unit 3 and 4 English. **Example** General English General Maths Biology Physical Education Modern History Certificate III in Health Services

Who to talk to?

There are many people available to assist you in making the right choices – your parents, class teachers, Heads of Department. In addition:

Mrs Jessica Reilly, Guidance Counsellor, phone 5552 3888

Mrs Louise Peters, Industry Liaison Officer, phone 5552 3888. Ms Peters can provide information and advice on School Based Traineeships, Apprenticeships and Work Experience.

Mrs Liz Bailey, HOD Enterprise and Vocational Pathways, phone 5552 3835. Mrs Bailey can provide information regarding TAFE at School programs, courses offered at other schools and use of VETiS funding.

Pathways – Subject Packages

The following combinations of subjects are provided to help students to select a suite of subjects that are complimentary and align in areas of interest, relevance and skills for success.

TRADE	SUBJECT COMBINATION
Trades – Building and Construction Trades Wet Trades Automotive Horticulture	**Essential English and Essential Maths (or General Maths)** Building & Construction (Application Required) Furnishing Skills (Application Required) Industrial Graphics (Application Required) Certificate II in Automotive and Certificate II in Horticulture Certificate II in Workplace Skills (formerly Cert II in Business) Social and Community Studies TAFE at School Course, eg Cert II Electrotechnology Gold Coast Trade College Program eg Cert 1 Construction Cert I Construction - Hutchinsons or MIT Program **Note** 1: There are limited spaces in Building and Construction and Furnishing Skills classes. Students will apply to Mr Heinemann for the opportunity to participate in these courses. Students will only be permitted to enrol in 1 of these subjects. **Note**: The Cert I Construction program is not selected on the subject selection form. It is additional to the 6 selections required. Students will apply to Mr Heinemann for these opportunities. See Miss Peters (Industry Liaison Officer) for information about Gold Coast Trade College opportunities. **NB**: Students are required to take a balanced approach to subject selection. Choosing between practical and classroom based learning.
Hospitality Tourism Business Justice Beautician Hairdressing Barbering	**Essential English and Essential Maths (or General Maths)** Certificate II in Hospitality or Hospitality Practices (Application Required) Certificate II in Workplace Skills Certificate III in Business Tourism Studies Social and Community Studies TAFE at School Course or Traineeship Certificate IV in Justice Studies (Helensvale SHS – Twilight Course) Diploma of Business (Gess Education) Approx. $2000
Performing and Creative Arts	**Essential English and Essential Maths (or General Maths)** Visual Art, Photography and Media, Film and Media, Dance in Practice, Drama in Practice, Music or Music in Practice TAFE at Schools Programs (Coomera Campus) Certificate II in Fashion (Helensvale SHS)
Sport & Recreation	**Essential English and Essential Maths (or General Maths)** Sport and Recreation Studies Social and Community Studies Certificate II in Workplace Skills Tourism Studies School Based Traineeship

Early Childhood Care	**Essential English and Essential Maths (or General Maths)**
	Certificate III in Early Childhood Education and Care. Includes 150 hours placement in a local Childcare Centre (Application Required)
	Visual Art in Practice; Drama in Practice; Dance in Practice; Sport and Recreation
	Certificate II Hospitality Includes 12 x 3 hour shifts placement (including school functions) (Application Required)
	Cert II Workplace Skills (4)
Health Care/Animal Care	**Essential English and Essential Maths (or General Maths)**
	Certificate II and Certificate III in Health Assistance (Includes 80 hours of placement in Local Health Settings, eg Gold Coast Hospital)
	TAFE in Schools Certificate II in Animal Studies
	Certificate II in Workplace Skills and Skills for Work and Vocational Pathways
	Social and Community Studies
	(This set of subjects if packaged together do not require students to study a 6th subject due to the QCE Points that will be accumulated)
	School based Traineeship

Subject Selection Rules and Conditions

The following rules must be followed when completing your subject selection form.

1. All students must select the equivalent of 6 subjects and at be eligible to earn at least 24 QCE Points. Refer to the QCE Point Guide.

2. The following subjects require students to apply for a place in the subject:
   Building and Construction Skills (40 spaces)
   Furnishing Skills (40 spaces)
   Certificate III in Early Childhood Education and Care
   Hospitality Practices
   Students must have their approved application attached to their subject selection form.

3. Students selecting subjects that are not recommended must have a signed Head of Department Subject Approval form. If the Head of Department has not recommended the subject, it can be chosen but caution should be taken as a change of subject later may not be able to be accommodated.

4. Students cannot select the following combinations of subjects:
   Certificate II in Hospitality **and** Hospitality Practices
   Rugby League **and** Sport and Recreation

5. Students wishing to select Specialist Mathematics **must** also select Mathematical Methods.

6. Some subjects carry additional fees payable either to Coombabah State High School or external training organisations, for example TAFE Queensland. Enrolment in these subjects is conditional upon payment of the course fees.

7. VETiS (VET in Schools) funding applies to some Certificate Courses. Please consult this guide as well as your subject selection form to identify these subjects. Students can only use VETiS funding once. This is important to know when selecting more than 1 Certificate course.

8. Subject fees will be invoiced in October of this year for payment as per the terms of the invoice. Fees must be paid (or payment plan up to date) to secure a place in the relevant subjects.

Subject QCE Points

General Subjects = 4 points	Applied Subjects = 4 points
General Mathematics	Essential Mathematics
Mathematics Methods	Essential English
Specialist Mathematics	Social & Community Studies
English	Tourism
Accounting	Building & Construction Skills
Modern History	Furnishing Skills
Business	Hospitality Practices
Geography	Industrial Graphics Skills
Physical Education	Sport & Recreation
Biology	Science in Practice
Chemistry	Arts in Practice
Physics	Dance in Practice
Japanese	Media Arts in Practice
Italian	Visual Arts in Practice
Film, Television & New Media	Drama in Practice
Music	Music in Practice
Visual Art	

VET Courses

Certificate I in Construction (MIT)	3 pts
Certificate I in Construction (Hutchinsons Excellence Program)	3 pts
Certificate III in Early Childhood Education and Care	8 pts
Dual Certificate III in Health Services Assistance/Certificate II in Health Support Services	8 pts
Certificate II in Hospitality	4 pts
Certificate II in Horticulture	4 pts
Certificate II in Automotive	4 pts
Certificate II in Active Volunteering	4 pts
Certificate II in Skills for Work and Vocational Pathways	4 pts
Certificate II in Workplace Skills	4 pts
Certificate II in Applied Fashion & Design & Technology	4 pts
Certificate IV in Justice Studies	8 pts
Certificate II in Sampling & Measurement	4 pts
Certificate III in Laboratory Skills	4 pts*
Certificate III in Business	8 pts

Others

Short course Literacy	1 pt
Short course Numeracy	1 pt
School Based Traineeship	6-8 pts

NB: Points are for completed courses. Partial points maybe awarded to partially completed courses.

NORTHERN COLLEGIATE SCHOOLS PROGRAM 2024

In the Northern Gold Coast District, Coombabah SHS, Helensvale SHS, Pacific Pines SHS and Upper Coomera State College have joined together to form the Northern Collegiate.

Under a shared campus arrangement each of the schools is offering Certificate III courses in which any Year 10 student is invited to enrol. Students are responsible for their own transport arrangements.

Courses are run either on a full day or part day basis. Each host school will have more details on the courses they offer.

Courses proposed for offer in 2023 (dependent on qualified staff being available) are:

- HLT32512/HLT21212   Certificate III in Health Services Assistance/Certificate II in Health Support Services
  (Coombabah SHS – Monday afternoon or Wednesday full day class)

- LMT21707   Certificate II in Applied Fashion Design & Technology
  (Helensvale SHS – Tuesday afternoon/evening class)

- 39292QLD   Certificate IV in Justice Studies
  (Helensvale SHS – Wednesday afternoon/evening class)

Students who are interested should see the Guidance Counsellor for more information regarding academic criteria, prerequisites etc.

Contact Person: Mrs Liz Bailey, Phone 5552 3835, email ebail40@eq.edu.au

LMT21707 - Certificate II in Applied Fashion Design & Technology

Course Code: LMT21707   **Course Name:** Certificate II in Applied Fashion Design & Technology

Subject Type: VET   **Duration:** Two Years

Contact
Ms Stephanie Wright
Home Economics Department
Staffroom: NSR1   Telephone: 5573 8553   Email: swrig35@eq.edu.au

Entry Requirements: There are no entry requirements for this qualification.

Qualification Packaging Rules: 11 Units must be completed

- *7 Core Units*
- *4 Elective Units*

QCE Points: 4 Points (on successful completion of all the units of competency in the full certificate).

Please Note: if you choose this subject, you must be prepared to attend a night class

Qualification Description: This qualification aims to give students an introductory overview of fashion design and the fashion industry environments. It also includes a series of units targeted at the unique

fashion and textile designs used in indigenous Australian culture. This qualification allows for the development of skills and knowledge to enter the fashion / clothing industry.

CORE UNITS			
LMTCL2001B	Use a sewing machine	LMTGN2002B	Apply quality standards
LMTCL2003B	Identify fibres and fabrics	MSAENV272B	Participate in environmentally sustainable work practices
LMTFD2001B	Design and produce a simple garment		
LMTFD2005B	Identify design process for fashion designs		
LMTGN2001B	Follow defined OH&S policies and procedures		

ELECTIVE UNITS			
LMTCL2004B	Sew components	LMTFD2002B	Apply printing techniques to produce indigenous textile designs
LMTCL2011B	Draw and interpret a basic sketch	LMTFD2003B	Apply dyeing techniques to produce indigenous textile designs

Electives are chosen to suit the pre-requisite units, the resources available and the potential job roles of the client.

Learning Experiences: A range of teaching and learning strategies will be used to deliver the competencies. These include: Practical skill sessions, teacher demonstrations, understanding and operating technology, designing for customer needs, planning and organising, fabric experiments, interpreting work instructions and pattern information, problem solving, working independently or as part of a team.

Assessment: Assessment is competency based and therefore no levels of achievement are awarded.   Assessment for this qualification is continuous during Year 11 and Year 12 and units of competency have been clustered into groups and assessed in this way. Assessment includes a folio of practical and design work, scenarios with problem solving, written tests, case studies and observations.

Pathways: Successful completion of this qualification allows students to directly enter the workforce and/or follow a path of further tertiary study at a higher level. Continuing studies could include: Certificate III, Certificate IV, Diploma or Advanced Diploma courses related to the Fashion Design and Textile Production Industries.

Fees: A materials charge of $50.00 for Year 11 and $50.00 for Year 12 students will cover basic costs of fabric and haberdashery items. *Please note:* Students will need to provide all resources for all personal practical assessment tasks

FURTHER INFORMATION: Stephanie Wright (HOD of Home Economics) or Nicola Brandis (HOD of Industry Pathways), Student VET Handbook.

Service Agreement: This is a two year course. Helensvale SHS guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving **all** qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit of competency (but not the full qualification), will receive a Statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

39292QLD - Certificate IV in Justice Studies

Course Code: 39292QLD **Course name:**   Certificate IV in Justice Studies
Subject Type: VET   **Duration:**   Two years

Head of Department
Mrs Lisa Campbell
Business and Enterprise Education Department
Staffroom: NSR1   Telephone: 5573 8559   Email: lcamp36@eq.edu.au

Course Cost: $600.00

Payment for all Certificate courses is required in full on application.

Qualification Packaging Rules: Total number of units = 10

6 core units plus *4 elective* units

QCE Points
Successful completion of the course gives students direct entry into the Bachelor of Justice and Legal Studies at the University of the Sunshine Coast with 4 credit points (equivalent to 6 months off the duration of the course). Completion also guarantees 8 QCE points.

Please Note: if you choose this subject, you must be prepared to attend a night class

Qualification Description: Are you interested in a career in a justice related profession? Students who show a keen interest seeking employment in law associated jobs would benefit from this course. Police Service, Justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigation are some like industries whereby the skill and knowledge acquired from the completion of this course would significantly advantage the students.

Course Outline

BSBLEG413A	Identify and apply the legal framework
QLD594JUS01A	Communicate with clients on justice related issues
QLD594JUS02A	Prepare documentation for court proceedings
QLD594JUS03A	Analyse social justice issues
PSPREG411A	Gather information through interviews
BSBWOR404A	Develop work priorities
BSBRES401A	Analyse and present research information
BSBWOR402A	Promote team effectiveness
PSPREG409B	Prepare a brief of evidence
BSBLEG416A	Apply the principles of the law of torts

Assessment: is competency based and therefore no levels of achievement are awarded. See page 47 for further information regarding competency and assessment in VET.

FURTHER INFORMATION: Lisa Campbell (HOD of Business), Nicola Brandis (HOD of Industry Pathways), Student VET handbook.

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Students who enrol late to this course may not be able to achieve the certificate.

Fees: The course cost is required upon application into the course and are paid directly to Unity College. Refunds for exiting the course are on a prorate bases (less $50.00 administration fee). Students must have evidence of reason why exit from the course is being sought with application for a refund made to the Principal. In the instance where the school cannot meet the human resources or physical required of the course (once commenced) the school will make alternative arrangements for student to complete the course. Please note this may incur an additional fee.

RTO Unity College #32123
Correct at time of publication but subject to change.

INCLUSIVE EDUCATION FACILITY

- Supplementary Programs

Coombabah Secondary Inclusion supports student with diagnosed or imputed disabilities as recognised under the Disability Discrimination Act (1992) and the Disability Standards for Education (Cth 2005). Students receive support in a variety of ways, including alternative programs, smaller class sizes, in-class support, modifications to content or assessment, assistance with assessment preparation and support with social or behavioural concerns. Support is tailored to meet each student's individual needs.

Students eligible for support through Inclusion may also choose from the specific subject list offered below. **Courses offered through Inclusion are available to all students.**
For further information regarding these subjects or adjustments/supports available please contact Peta Purdon, Deputy Principal - Inclusion.

Short Course Literacy
Short Course Numeracy
These alternative programs enable students to achieve competency in basic literacy and numeracy skills and satisfy the Literacy and Numeracy requirements for a QCE. Each course is worth 1 QCE point.

Additional subject offerings:

Subject Name and Description	Certificate Level	Year Level	RTO	Cost
Logistics Understandings and skills associated with the distribution and storage of stock.	TL120420 Certificate II in Supply Chain Operations (4 QCE points)	11/12 (2 Semesters)	Major Training	VETiS or $200 initial enrolment fee and additional $200 in instalments. Minimum enrolment number applies.
Engineering Pathways Introduction to engineering and related working environments, involving electric welding and heavy machinery for employment opportunities including boilermaker/welder, diesel fitter or sheet metal worker.	MEM20413 Certificate II in Engineering Pathways (4 QCE points)	11/12 (1 Semester)	Major Training	VETiS or $200 initial enrolment fee and additional $200 in instalments. Minimum enrolment number applies.
Automotive Servicing Introduces students to the systems and components of cars and motorcycles, identifying issues, servicing and repairs.	AUR20716 Certificate II in Automotive Vocational Preparation (4 QCE points)	11/12 (1 Semester)	Tactile Learning Centre	VETiS
Work Skills Preparing to enter the workforce including looking and applying for employment, health and safety, rights and responsibilities.	FS20113 Certificate II in Skills for Work and Vocational Pathways (4 QCE points)	11/12 (1 Semester)	Embark College c/o CSTC	No cost

Horticulture Landscaping, plant biology & some construction skills	AHC20416 Certificate II in Horticulture (4 QCE points)	11/12 (2 Semesters)	Embark College c/o CSTC	VETiS
Short Course – Literacy Everyday literacy skills	Complimentary (1 QCE point)	11/12 (2 Semesters)	N/A	No cost
Short Course – Numeracy Everyday numeracy skills	Complimentary (1 QCE point)	11/12 (2 Semesters)	N/A	No cost

Personal Futures Action Plan (PFAP)

All students will have a Personal Futures Action Plan written for them, developed collaboratively with their parents or carers, to map pathways to ensure they achieve personal academic, leisure and living goals. PFAPs are written in Semester 2, in Year 10 and are reviewed regularly. Goals might include: TAFE courses, work placements, school-based traineeships/ apprenticeships and sampling programs.

Literacy - Short Course

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

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

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

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

Objectives

By the conclusion of the course of study, students will:
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment

One assessment consisting of two parts:	One assessment consisting of two parts:
• an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	• an extended response — short response (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

Numeracy - Short Course

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

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

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

Objectives

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

- select and interpret mathematical information

- select from and use a variety of developing mathematical and problem-solving strategies

- use oral and written mathematical language and representation to communicate mathematically

- plan, implement and adjust processes to achieve learning outcomes

- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

FURTHER INFORMATION:

Head of Department – Inclusion, Mrs Peta Purdon
Phone 5552 3874
Email ppurd1@eq.edu.au