

Everton Park State High School



Senior Curriculum Guide 2022 - 2023

TABLE OF CONTENTS

PRINCIPAL'S MESSAGE	3
PREAMBLE	4
GUIDELINES FOR SUBJECT SELECTION IN YEARS 11 AND 12	5
TYPES OF SUBJECTS & ASSESSMENTS	7
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)	8
QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA) ..	10
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)	11
APPRENTICESHIPS AND TRAINEESHIPS (SAT)	12
CONSIDERATIONS WHEN SELECTING SUBJECTS	14
TIMETABLING OF SUBJECTS	15
QCAA GENERAL AND APPLIED SUBJECTS	15
VOCATIONAL EDUCATION AND TRAINING	63
EDUCATION ACRONYMS	67

PRINCIPAL'S MESSAGE

This booklet is for those of you who are about to complete Year 10, and for your parents/carers to understand the subjects the school will offer next year.

You are at the point where you must start making some plans for your future. It is important that you put a lot of thought into considering possible career options. You will need to base your career decisions on a good understanding of yourself, as well as on what you hope to gain from a career. Your decisions will affect the type of work you do, whether you find the work interesting, the hours you work, and how much money you will make from your work.

The subjects you study in Years 11 and 12 will provide one of the bases for your career and study directions after you leave school. The information provided in this book will help you in making this decision.

Choose your subjects according to the following:

- Subjects you **enjoy**.
- Subjects in which you **do well**.
- Subjects that keep your options open and are **aligned** to your career goals.

Do not choose your subjects for the following reasons:

1. *'Your friend is taking that subject.'* Your friends are different from you, with different interests, skills, and goals. Be yourself and trust your own judgement.
2. *'You do / don't like the teacher.'* There is no guarantee that you will have any particular teacher next year.
3. *'Someone told you that you do / do not need that subject for the course you want to take at uni.'* Check *Tertiary Prerequisites* or see the Guidance Officer.

Everton Park State High School creates a dynamic, contemporary and futures oriented learning environment where every student is empowered to become a responsible, global citizen. Your decisions will impact on your future pathways. Take the opportunities the school has to offer and speak with your parents/carers before you make your final decision in selecting your subjects for next year.

This collaborative partnership between students, parents/carers and the school is important in creating your own bright future.

Regards

Sue Wallace
Principal

PREAMBLE

Everton Park State High School is committed to providing a breadth of opportunities and programs for Senior school students to ensure they create their own bright future. The school will challenge students at all levels, support them in setting and attaining realistic personal academic goals, and remain committed to excellence at all times. It will also guide students in selecting and attaining credentials from a variety of pathways for a successful post-school transition.

Teachers and support staff will also support all students throughout their senior years at the school. They share the responsibility with parents/carers and students for assisting each student in attaining their educational goals.

Senior students need to be self-motivated and mature in the approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work as part of the year group and achieve their very best.

Policy

- The school will provide access to a range of high quality academic and vocational studies options to meet the needs of students.
- The school staff will assist with personal monitoring and goal setting for all students in its support of the students' academic and vocational pursuits.
- Students will be expected to approach their studies in a diligent manner, access available support services if needed, and be accountable for their actions and responsible for their learning.
- Parents and carers will be expected to support their children and work collaboratively with the school.
- Each Year 10 student will participate in a senior education and training planning process beginning with the submission of an individual Student Education and Training (SET) Plan. The plan will be endorsed by their parents/carers and will become operational for the student once approved by the school.
- There are recommended prerequisites for Senior subjects. These will be applied in a way:
 - a) that they do not unreasonably limit realistic future options for a student
 - b) which takes account of the needs and circumstances of each student.
- Teachers will implement, in consultation with the student and their parents/carers, a targeted support plan for students who achieve less than a 'C' grade (or VET equivalent) in any senior subject, at the end of a unit. If a student does not achieve the agreed outcomes of the plan, the school may require the student to amend or change subjects or course.

Failure to comply with the requirements of this policy will be considered a breach of the school's expectations. In addition, students whose behaviour amounts to a refusal to participate in the education program may have their enrolment cancelled.

GUIDELINES FOR SUBJECT SELECTION IN YEARS 11 AND 12

The transition into Year 11 is an exciting stage of a student's educational journey at Everton Park State High School. It is important that you have a clear and detailed understanding of what our school offers in this phase of learning. Our curriculum offerings are designed to meet a range of needs that create pathways to further study, training or employment. The offerings support your development as a person and a learner.

PATHWAYS

At the end of Year 10, all students face a range of options and choices. These options include:

- Continued enrolment at Everton Park State High School participating in senior studies which could include academic pathways, vocational pathways or a combination of both, including school-based Apprenticeships and Traineeships (SATs). At the successful completion of this study students will be awarded a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Attainment (QCIA). Eligible students will also be awarded an Australian Tertiary Admissions Rank (ATAR).
- Further studies at other institutions e.g. TAFE, other Registered Training Organisations (RTO)
- Fulltime apprenticeships/traineeships
- Working more than 25 hours per week in a permanent employment position.

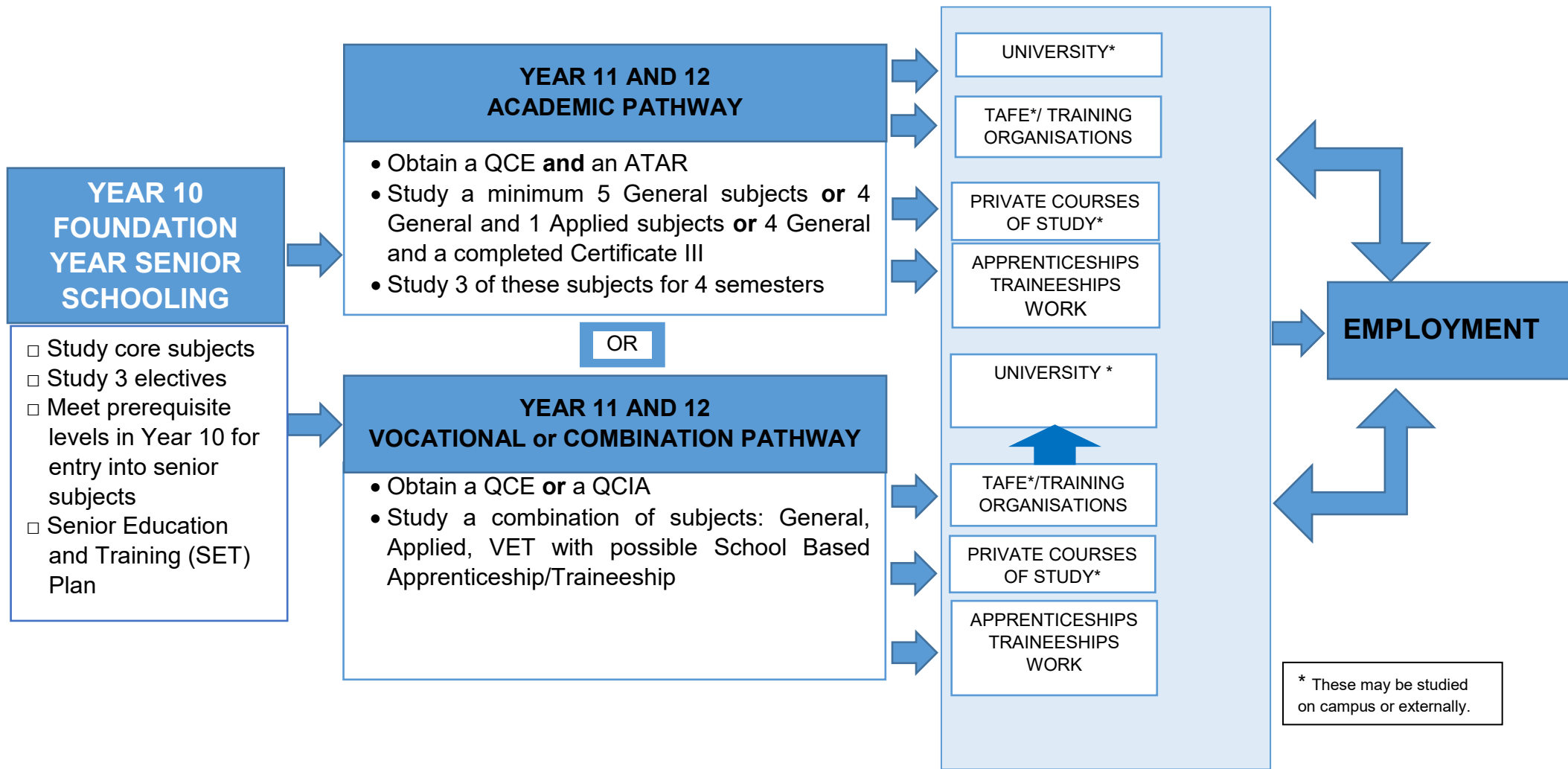
SUBJECT GUIDE

This booklet is a guide for students progressing to Year 11 at Everton Park State High School. It explains the senior phase of schooling and sets out the details of our potential Year 11 and 12 courses for 2022 - 2023. The program of learning offered to students is controlled by the Queensland Curriculum and Assessment Authority (QCAA) and other Registered Training Organisations.

Students will choose subjects for a two year period and it is important to carefully consider subject choices. The task of selecting a pathway and course of study in Senior is not easy, and we encourage parents/carers to be involved in this decision-making process. Please consult members of the school staff about these very important decisions.

The selection of subjects should be made only after careful research and consideration, as the decisions made will have a major influence on career pathways. They influence success at school and feelings about school. Even though there are many factors to consider, choosing a course of study can be made easier if the task is approached calmly and logically, and follow a set of planned steps.

EVERTON PARK STATE HIGH SCHOOL SENIOR SCHOOL PATHWAYS



TYPES OF SUBJECTS & ASSESSMENTS

What types of subjects are offered?

Everton Park State High School offers *three* types of subjects:

- General subjects
- Applied subjects
- Vocational Education and Training (VET) certificate courses
-

	For those interested in:	Subject organisation	Assessment
General subjects	Tertiary studies; vocational education and training; employment	Units 1 to 4 contribute to QCE Units 3 & 4 are summative and contribute to ATAR calculation if eligible	Year 12 assessed by a mix of internal and external assessments. The contribution of external assessment is detailed in the individual subject advice.
Applied subjects*	Vocational education and training; employment	Units 1 to 4 contribute to QCE	Essential English and Essential Mathematics each have a state-wide common assessment instrument during Year 12. Other Applied subjects have no external assessment.
Vocational Education and Training (VET) Certificate* ‡	Vocational education and training; employment	Composed of a number of competencies Completion of competencies contribute to QCE	Progressive assessment of each competency

* One Applied subject **or** a completed Certificate III may contribute towards an ATAR calculation if students have completed at least 4 General subjects.

‡ **Federal** Government VETIS funding supports the delivery of some certificate courses. This funding has certain restrictions; students may only access this funding **ONCE**. Access to Certificate courses as a VETIS or self-funded student must be discussed with the school during any VET enrolment process.

MODES OF DELIVERY

General and Applied subjects are offered face-to-face on our school campus. Students may also study VET certificate courses through:

- TAFE
- external Registered Training Organisations (RTO)
- completion of a school-based apprenticeship or traineeship.

Senior students at Everton Park State High School have the opportunity to study subjects via distance education through Brisbane School of Distance Education (BSDE).

BSDE offers subjects studied by correspondence. Study of BSDE subjects involves a commitment to study (in school time and at home) units of work sent or e-mailed to the student. These units may be in print, video or audio format or computer based. Online lessons allow students from any school in Queensland to log in and attend 'real time' classes using an Internet connection, computer, telephone and the 'Collaborate' program. Students have regular email contact with their BSDE teacher and complete assignments and exams. There may be additional costs associated with these subjects. Information for BSDE may be found at <https://brisbanesde.eq.edu.au/Pages/default.aspx>

Students study subjects offered through BSDE independently under school supervision and must have demonstrated their likely success in this delivery mode by their effort and behaviour in class. The scheduled delivery times of the subject may impact negatively on a student's learning time for other subjects. Consequently, students will require school permission before any enrolment in a BSDE subject is confirmed.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

What is the QCE?

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The QCE is a qualification based on achievement. It will only be awarded to students who achieve an amount of learning at a set standard and in a set pattern. In addition, students must meet literacy and numeracy standards. Consequently, it is very important that students and parents/carers become knowledgeable about the QCE and its requirements.

How does the QCE work?

Students must have at least 20 credits in the required pattern and fulfil other requirements to be awarded a QCE. A wide range of learning, including General and Applied subjects, and VET certificates contribute credits towards a QCE.

General and Applied subjects may contribute 2, 3, or 4 credits to a QCE depending upon the achievement in Year 11. See Table below

General and Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4 (combined)	Grade of C or better	2
Maximum credit available		4

VET certificate courses contribute to the QCE. The number of credits depends upon the length and complexity of the course with:

- Certificate I courses usually contributing 2 credits each
- Certificate II courses contributing 4 credits each
- Certificate III, IV and Diploma courses contribute between 5 to 8 credits.

There are QCE rules governing the compatibility of some VET certificate courses in accruing QCE credits. Before enrolling in additional certificate courses, students must contact the Head of Department Senior School to determine impact on QCE eligibility.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.3-additional-vet-qce-credit-rules>

To be eligible for a QCE, students must ensure they gain at least 12 of their 20 credits from subjects they have studied for the full two years and achieve a C standard or better in Year 12 for each of those subjects. Completed VET certificate II courses (or higher) may contribute to the 12 credits.

The QCE has literacy and numeracy requirements which must be met. These may be achieved by gaining a Satisfactory in Units 1 or 2 or a C in Units 3 and 4 combined across any General or Essential English or Mathematics subject.

The QCE recognises the value of a wider range of learning options and there is more flexibility in what, where and when learning may occur, allowing students to design a program of study to match their career goals. The additional learning that contributes to a QCE may be found at

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/lists-recognised-studies>

If there are less than 20 credits in the student's learning account at the end of Year 12, it will remain open and continue to bank credits for up to 9 years after a student learning account is opened in Year 10.

How do I plan for the QCE?

Planning for the QCE commences in Year 10 when all students are required to develop a Senior Education and Training (SET) Plan. A SET Plan works as a 'road map' structuring learning around a student's interests, abilities and ambitions. The SET Plan is reviewed at key junctures during Years 11 and 12. Students in Year 10 have commenced this SET Plan during their Everton Park Leadership and Futures subject.

What is a Learning Account?

In order to monitor progress towards the QCE, all senior students have a Learning Account. The Learning Account is web-based and records all relevant learning as well as what, where and when this occurred. The Learning Account (like a bank account) should increase as results are recorded. All Year 10 students are registered with the Queensland Curriculum and Assessment Authority (QCAA). This registration generates a Learner Unique Identifier (LUI) and opens Student Learning Accounts. Students use their LUI and a password to access their Learning Account in the Student Portal found on the myQCE section of the QCAA website at <https://myqce.qcaa.qld.edu.au/>

What is a Senior Statement?

Every student will receive a Senior Statement at the end of Year 12. This statement will be a transcript of their Learning Account, recording all relevant learning undertaken, the standard achieved and where and when the learning took place.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

What is the QCIA?

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program. The certificate is an official record for students who have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

Students with an identified disability may elect to participate in a course of study that enables the awarding of the QCE and an ATAR. For other students, Queensland Certificate of Individual Achievement (QCIA) is the preferred pathway.

At the end of senior schooling, eligible students are issued with a QCIA. These students have the option of continuing to work towards a QCE through further education and training provided through TAFE or other Registered Training Organisations.

Students eligible for a QCIA pathway have a history of completing a highly individualised learning program throughout their secondary schooling. An individual learning program for senior schooling leading to a QCIA:

- is developed for students who have a disability, as defined in Queensland's Disability Discrimination Act 1992, that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors
- is a school-developed program of study using curriculum organisers, learning focuses and learning goals

Students cannot receive both a QCE and a QCIA upon completion of Year 12; however, a student may be issued with the QCIA and have learning recorded as credit towards the QCE. Students undertaking a QCIA pathway cannot complete more than a total of three General or Applied subjects or Certificate II courses as part of their learning.

If a student is undertaking QCIA pathway, it is essential that their parent/carer discuss any enrolment in an external course, school-based traineeship or apprenticeship with their case manager before undertaking as this may impact QCIA eligibility.

How does the QCIA work?

The certificate covers two areas:

- **Statement of Achievement:** a statement providing achievement information related to a maximum of five curriculum organisers:
 - Communication and technologies (CT)
 - Community, citizenship and the environment (CCE)
 - Leisure and recreation (LR)
 - Personal and living dimensions (PLD)
 - Vocational and transition activities (VTA).
- **Statement of Participation:** a list of activities in which the student has participated in the senior years of schooling.

Can a QCIA student receive a Senior Statement?

If a student undertaking a QCIA completes any subject or VET certificate course that could contribute towards a QCE they will have this detailed on a Senior Statement. Their Learning Account remains open for nine years, after opening in Year 10, allowing the additional credits to be accumulated towards the awarding of a QCE.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

What is an Australian Tertiary Admission Rank (ATAR)?

An ATAR, along with subject prerequisites, is used by universities (and some TAFE) to determine if a student will be offered a place in a course they have applied for. The ATAR is a number between 99.95 (highest) and 0.00 with increments of 0.05. ATARs below 30 will be reported as '30.00 or less'. It indicates a student's rank order position based on overall achievement across their subjects.

Students who receive an ATAR may also receive a QCE.

Who is eligible for an ATAR?

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject (General or Essential)
- completed five General subjects, or four General subjects plus one Applied subject or four General subjects plus VET course at Certificate III or above

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

How is an ATAR calculated?

ATAR calculations are the responsibility of the Queensland Tertiary Admissions Centre (QTAC). The ATAR will be calculated by combining a student's best five subject scaled scores. Different subjects will scale differently to represent their relative difficulty.

APPRENTICESHIPS AND TRAINEESHIPS (SAT)

Students in the senior phase of learning may choose to engage in a school-based apprenticeship or traineeship (SAT). SATs contribute to the QCE credits with the number of credits dependent upon the course of study selected. Students may also complete a SAT and maintain ATAR eligibility if the appropriate combination of subjects is studied.

It is important to understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is the host employer. Check all documents carefully with the SAT coordinator and another trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

Employers are provided government funding to support the employment of apprenticeships and traineeships. This funding may not be available if a person has already undertaken a prior apprenticeship or traineeship and consequently impact employment prospects in a new field. It is important that this is taken into consideration when applying for a school-based apprenticeship or traineeship.

Students undertaking an ATAR pathway, must carefully consider the impact of the additional time requirements to complete the required employment hours and study of the SAT. For students undertaking an ATAR pathway, the work requirements of the SAT must be able to occur outside of school hours or not impact their learning time of General subjects.

Students opting to engage in a traineeship/apprenticeship will need to:

- Attend an interview with the Head of Department Senior Schooling and parent/carer to determine the suitability of a SAT for the student as part of their course of study.
- If school permission is obtained, source an employer who is willing to have them do their traineeship/apprenticeship through their organisation and complete a minimum of two weeks work experience with the organisation then sign an Education, Training and Employment Schedule (ETES) contract.
- Have a meeting with Head of Department Senior Schooling, parent/carer, and Registered Training Organisation to officially sign the student on and organise what course work they will need to complete as a part of the traineeship/apprenticeship.

Employers recognise Everton Park SHS as a school of choice in developing students with excellent employability skills. Consequently, SAT opportunities are regularly advertised through school notices. Students and their parents/carers are also encouraged to use their own networks to source a suitable SAT. Students should discuss their areas of interest with the Head of Department Senior Schooling who will try to source available opportunities.

By negotiation, a student may choose to study five instead of the six recommended subjects. This allows the student to have study lessons timetabled at school. During this time, students are expected to work on the workbooks for their traineeship/apprenticeship or complete study for the five school subjects they are studying.

CONSIDERATIONS WHEN SELECTING SUBJECTS

1 Your interests

Your chances of success are much greater in subjects which interest you, and which you enjoy. Choosing subjects because of their status, how they scale or according to your friends' interests is likely to result in frustration and disappointment for you. If you do what you enjoy doing, you will do it with enthusiasm, and you will do it in the company of other learners and teachers with similar interests.

2 Your strengths

No subject is an 'easy option' at senior level. Many senior subjects (particularly General subjects) build on the knowledge and skills that students are expected to have mastered at junior level. If you had limited success in a subject in Year 10, you are unlikely to improve your performance in that field at senior level.

Study is rewarding if it is challenging, but not overwhelming. You are advised to choose subjects which will extend your learning, but which you can manage while maintaining your outside commitments.

3 Your career goals

Year 10 students experience a career education program through their Everton Park Leadership and Futures course. There are a number of websites which may also assist students in their career exploration:

- [Job Outlook](https://www.joboutlook.gov.au/) is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive Career Quiz that helps to identify work styles and suggests careers options. <https://www.joboutlook.gov.au/>
- [myfuture](http://www.myfuture.edu.au) is a comprehensive career and education website that help Students explore career options based on their skills and interests. <http://www.myfuture.edu.au>
- [Open Colleges](https://www.opencolleges.edu.au/careers) contains career information, links and resources about career pathways and relevant online learning courses. <https://www.opencolleges.edu.au/careers>

You will also need to determine if your preferred career pathway requires you to be ATAR eligible. Tertiary prerequisites, assumed knowledge and recommended study for Universities, TAFE, and private providers may be found by selecting the QTAC Year 10 Guide at <https://www.qtac.edu.au/atar-my-path/my-path>

If you are undecided about your career pathway, it is safest to keep your options open by choosing from a range of subject areas. This will allow you to delay your career decision until you have more information or more defined interests and will give you a broader experience and knowledge base. Education is about developing you as a person and a learner, as well as preparing you for future careers.

4 Understand the requirements of each subject

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

- ✓ Read subject descriptions and course outlines in this book and consider the recommended prerequisites listed
- ✓ Talk to the teachers of each subject
- ✓ Look at books and materials used in the subject and listen at subject selection talks
- ✓ Discuss your options with Year 10 teachers who know you and are aware of your strengths.

5 Identify subjects that suit your needs, strengths and future career goals.

You will be required to select one English subject and at least one Mathematics subject.

6 Attend your Senior Education and Training Plan meeting with your parent/carer and a representative of the school.

During this meeting you will collaboratively review your career goals and plans. You will identify the subjects and certificates you are interested in undertaking during Years 11 and 12. This information will be used to generate the subjects on offer for Year 11 2021.

7 At the end of Term 3 the subjects on offer for 2021 will have been determined.

Students along with their parents/carers are to select from these offerings. Students are not enrolled in these subjects until the form has been completed and the offering confirmed.

TIMETABLING OF SUBJECTS

The establishment of a class in any subject is dependent on adequate numbers of students wishing to study the subject. While the school has a certain amount of flexibility in forming classes, the school cannot create or sustain a large number of very small classes. In the event there is not enough student interest in a subject, students and parents will be notified and given the opportunity to choose another subject.

When class enrolments fall to small numbers, it may be necessary to close this class. There is a process that will be followed including contact with parents, counselling with students, exploration of alternative pathways for delivery of that course e.g. Distance Education or an external provider for VET certificate courses.

When constructing the operational timetable, subjects are grouped on lines and students will be required to select one subject on each line. The combination of subjects on each line is based upon student feedback, student assessment data and the operational requirements of the school.

QCAA GENERAL AND APPLIED SUBJECTS

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics (only offered through BSDE)

Applied

- Essential Mathematics

Technologies

Applied

- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills

The Arts

General

- Music
- Visual Art

Applied

- Drama in Practice
- Music in Practice
- Visual Arts in Practice

English

General

- English

Applied

- Essential English

Health and Physical Education

General

- Health
- Physical Education

Applied

- Sport & Recreation

Humanities

General

- Geography
- Modern History

Applied

- Business Studies

Science

General

- Biology
- Chemistry
- Physics

General Mathematics

General senior subject

General

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.

Recommended Prerequisite

Yr 10 Mathematics: At least a B standard

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): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Mathematical Methods

General senior subject

General

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.

Recommended Prerequisite

Year 10 Mathematics: an A standard

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 <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • 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			

Specialist Mathematics

General senior subject

General

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.

Recommended Prerequisite

Year 10 Maths: an A standard

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> 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			

Due to timetabling restrictions this subject will only be offered through Brisbane School of Distance Education.

Essential Mathematics

Applied senior subject

Applied

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.

Recommended Prerequisite

Nil

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 <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

English

General senior subject

General

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.

Recommended Prerequisite

Year 10 English: At least a B standard

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

Essential English

Applied senior subject

Applied

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

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

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

Recommended Prerequisite

Year 10 English: At least a C standard

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 <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

Geography

General senior subject

General

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.

Recommended Prerequisite

Year 10 English: At least a B standard

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 <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> 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%

Modern History

General senior subject

General

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.

Recommended Prerequisite

Year 10 History: At least a B standard

Pathways

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

Objectives

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

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

Structure*

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the modern world</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 	<p>Movements in the modern world</p> <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 	<p>National experiences in the modern world</p> <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 	<p>International experiences in the modern world</p> <ul style="list-style-type: none"> • 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 • Information Age since 1936

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 	<ul style="list-style-type: none"> • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	<ul style="list-style-type: none"> • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	<ul style="list-style-type: none"> • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • 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): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

* The structure and order of assessment may change if alternate sequence syllabus enacted.

Business Studies

Applied senior subject

Applied

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

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Recommended Prerequisite

Year 10 English & Business strand of Economics and Business: at least a C standard

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public

relations, property management, events administration and marketing.

Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

Structure *

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts. Not all elective topics will be offered.

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

Assessment *

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

- at least one project
- no more than two assessment instruments from any one technique.

Project	Extended response	Examination
A response to a single real-world, situation and/or scenario that consists of at least two assessable components.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test

* The structure and order of assessment may change if alternate sequence syllabus enacted.

Furnishing Skills

Applied senior subject

Applied

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

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

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

Recommended Prerequisite

Year 9 or 10 ITD or STEM: At least a C standard

Pathways

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

Objectives

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

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

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Industry practices • Production processes 	<ul style="list-style-type: none"> • Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery

Assessment

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

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

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

Hospitality Practices

Applied senior subject

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Recommended Prerequisite

Nil

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in

hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

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

Assessment

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

- at least two projects
- at least one investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product and performance component and one other component from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Industrial Graphics Skills

Applied senior subject

Applied

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

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

Recommended Prerequisite

Year 9 or 10 ITD or STEM: At least a C standard

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and

experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations

Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Industry practices • Drafting processes 	<ul style="list-style-type: none"> • Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

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

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

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

Health

General senior subject

General

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

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

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

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

- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Recommended Prerequisite

Year 10 English: At least a C standard

Year 10 HPE: At least a C standard

Pathways

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

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues

Structure

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

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 — action research	25%	Summative internal assessment 3 (IA3): • Investigation — analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

Physical Education

General senior subject

General

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.

Recommended Prerequisite:

Year 10 English: At least a C standard

Year 10 HPE: At least a C standard

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

*The structure and order of assessment may change if alternate sequence syllabus enacted.

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Recommended Prerequisite:

Year 10 HPE: At least a C standard

Pathways

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

administration, community health and recreation and sport performance.

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
-

Structure

The Sport & Recreation course is designed around core and elective topics.

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

Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes* 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

Biology

General senior subject

General

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.

Recommended Prerequisite

Year 10 Science: at least a B standard

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 <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • 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			

*The structure and order of assessment may change if alternate sequence syllabus enacted.

Chemistry

General senior subject

General

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.

At least an A in year 10 science, and a B in English and Mathematics.

Recommended Prerequisite

Year 10 Science: at least a B standard

Year 10 Mathematics: at least a B standard

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 <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • 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			

Physics

General senior subject

General

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.

Recommended Prerequisite

Year 10 Science: at least a B standard

Year 10 Mathematics: at least a B standard

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 <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • 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			

* The structure and order of assessment may change if alternate sequence syllabus enacted.

Music

General senior subject

General

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.

Recommended Prerequisite

Year 10 Music: at least a C standard

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration,

communication, education, creative industries, public relations and science and technology.

Objectives

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

- demonstrate technical skills
- explain 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
<p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

Assessment

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

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

Summative assessments

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

Visual Art

General senior subject

General

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.

Recommended Prerequisite

Year 10 Art: at least a C standard

Pathways

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

Objectives

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

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

Structure*

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • 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			

*The structure and order of assessment may change if alternate sequence syllabus enacted.

Drama in Practice

Applied senior subject

Applied

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.

Recommended Prerequisite

Year 9 Drama: at least a C standard

Pathways

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

Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

The Drama in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"> • Dramatic principles • Dramatic practices 	<ul style="list-style-type: none"> • Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Playbuilding • Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre

Assessment

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

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance onstage (stage acting) <ul style="list-style-type: none"> – 2–4 minutes: individual – 1½–3 minutes: group • performance onstage (screen acting) <ul style="list-style-type: none"> – 2–3 minutes: individual – 1½–2 ½ minutes: group • performance offstage (directing, designing) <ul style="list-style-type: none"> – 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • product: variable conditions. 	<ul style="list-style-type: none"> • acting performance (stage) <ul style="list-style-type: none"> – 3–5 minutes: individual – 2–4 minutes: group • acting performance (screen) <ul style="list-style-type: none"> – 2½–3½ minutes: individual – 2–3 minutes: group • directing performance <ul style="list-style-type: none"> – 5–7 minutes: individual (excluding actors delivering text) 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Music in Practice

Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Recommended Prerequisite

Year 9 Music at least a C standard

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:

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

The Music in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"> • Music principles • Music practices 	<ul style="list-style-type: none"> • Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising • The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions. 	<ul style="list-style-type: none"> • music performance: minimum of two minutes total performance time • production performance: variable conditions 	<ul style="list-style-type: none"> • manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Visual Arts in Practice

Applied senior subject

Applied

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Recommended Prerequisite

Year 9 Art: at least a C standard

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields,

including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none">• Visual mediums, technologies, techniques• Visual literacies and contexts• Artwork realisation	<ul style="list-style-type: none">• 2D• 3D• Digital and 4D• Design• Craft

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

VOCATIONAL EDUCATION AND TRAINING

- These are nationally recognised VET certificate courses
- These courses contribute to Queensland Certificate of Education (QCE) if the required standard is reached. (See QCE credit table for details).
- Certificate III courses contribute towards ATAR calculation

Certificate I in Construction CPC10111

(Adapt Education RTO Code 32452, trained and assessed by



VET Certificate Course

Certificate

Overview

Certificate I in Construction is a VET certificate course delivered on the school grounds one day per week for approximately six months. It gives students National Industry recognition and contributes 3 QCE credits. This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course. The certificate course is trained and assessed by My Industry Training and the qualification issued by Adapt Education.

Objectives

Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain:

- Certificate I in Construction (CPC10111)
- 3 QCE credits
- CPR Certificate
- Opportunity for work experience and apprenticeships

Structure

The course includes the following eleven competencies that students must achieve in order to complete the certificate:

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

CPCCCM2004A Handle construction materials

CPCCCM2005B Use construction tools and equipment

CPCCVE1011A Undertake a basic construction project

CPCCWHS1001 Prepare to work safely in the construction industry (White Card)

HLTAID001 Provide cardiopulmonary resuscitation

Assessment

Certificate I in Construction combines practical and theory work to assess the eleven competencies.

Students will complete a practical 'construction project' on school grounds as part of the course. They will be exposed to a range of tools and equipment that are used in the construction industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.

Cost

Course costs are covered by students using VETiS (VET in schools) funding. If a student has previously used VETiS funding to access another VET certificate course, a fee will apply.

Pathways

The skills and knowledge gained from the Certificate I in Construction are essential for any student seeking employment in the construction industry. Students that successfully transition into a school-based apprenticeship may be eligible to transfer units from their Certificate I in Construction to the apprenticeship course they are completing.

ADDITIONAL VET CERTIFICATE COURSE OPPORTUNITIES

To support students creating their bright futures, Everton Park SHS provides opportunities to undertake VET certificate courses with a range of external providers including TAFE while completing their senior studies.

VET certificate courses registered within the Australian Qualification Network are nationally recognised and contribute credit towards the QCE. Each VET certificate course is composed of a number of competencies. It is important to note:

- there may be overlap of competencies between some certificate courses. Consequently when students complete multiple certificate courses, credits towards the QCE may be reduced
- QCAA has established rules which detail incompatibility between some subjects and certificate courses. If the incompatibility rule is applied, while both the subject and certificate course is recognised as study only one will contribute credit towards the QCE.
- Government funding is available to support student enrolment in some certificate courses. There are a series of rules which govern the access to this funding. These rules can be complex and may impact funding available post-schooling. Other government funds can only be accessed once by a student, even if the course is not completed.

Due to the complexity surrounding certificate courses, we request that parents/carers and students do not source certificate courses independently of the school without prior discussion.

TAFE at School program

Eligible students are able to undertake a nationally recognised certificate course by enrolling in a course of study offered through the TAFE at School program. This program provides students the opportunity to study a certificate course one day per week. The duration of the course is determined by TAFE. The cost will vary depending upon course requirements and funding support available.

Students who express an interest will receive a copy of the TAFE at School program when it becomes available. The booklet and additional information can be accessed at the website <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html>

To enrol in a Certificate through TAFE at School students:

- meet with the VET coordinator and Deputy Principal (Senior School) to determine suitability
- if approved, lodge an Expression of Interest to TAFE at School via the VET coordinator
- once TAFE at School has approved an enrolment, the student must give enrolment evidence to the VET coordinator to ensure school records are updated.

Due to government funding arrangements for high school students, the subsidised TAFE at School programs are only available to Australian citizens or permanent Australian residents.

Registered Training Organisations

The school works with a wide range of Registered Training Organisations. These opportunities are regularly advertised to students through notices during Home Group.

Short Courses

Each year short courses occur within the school relevant to the student's interests and needs. These courses may include the Blue card for childcare and the White card course for trade industries.

EDUCATION ACRONYMS

Acronym	Meaning
ATAR	Australian Tertiary Admission Rank
BSDE	Brisbane School of Distance Education
LUI	Learner Unique Identifier
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QCIA	Queensland Certificate of Individual Attainment
QTAC	Queensland Tertiary Admissions Centre
RTO	Registered Training Organisation
SAT	School-based Apprenticeship and Traineeship
SET Plan	Senior Education and Training Plan
VET	Vocational Education and Training